



HIGH SCHOOL, DUBUQUE.

BIENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF IOWA.

NOVEMBER 1, 1893.

J. B. KNOEPFLER,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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1893.

His Excellency, HORACE BOIES, 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, 1893.

J. B. KNOEPFLER,
Superintendent of Public Instruction.

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THE SUMMARIES.

On the following pages will be found a bird's-eye view of Iowa school statistics, a summary for each of the past three years of the items under secretaries' reports and treasurers' reports; also of the institutes and the work done by county superintendents, together with matter of interest concerning the school fund and the cost of the public schools of the state figured on different bases. In a portion of this summary, the increase or decrease from year to year is given.

It may seem that the number of recommendations is rather large, yet even the summary does not contain all the suggestions discussed under the several topics, and none that did not commend themselves to our judgment after duly weighing them.

The report contains other suggestions not brought into the summary.

GENERAL SUMMARY OF STATISTICS.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1891.	1892.	INCREASE.	1893.	INCREASE.
District townships	1,198	1,193	*5	1,185	*8
Independent districts	3,463	3,532	69	3,584	52
Whole number of districts	4,661	4,725	64	4,769	44
Subdistricts	8,969	8,985	16	9,145	160

SCHOOLS.

	1891.	1892.	INCREASE.	1893.	INCREASE.
Ungraded	12,178	12,322	144	12,387	65
Rooms in graded	3,854	4,123	269	4,328	205
Whole number	16,032	16,445	413	16,715	270
Average duration in months	7.8	7.9	.....	7.8	.....

TEACHERS.

Males employed	5,228	4,978	*250	4,837	*141
Females employed	21,541	22,275	734	23,464	1,189
Whole number	26,769	27,253	484	28,301	1,048
Av. Mo. compensation, males	\$ 37.54	\$ 37.76	.....	\$ 38.73	.....
Av. Mo. compensation, females	\$ 30.52	\$ 30.78	.....	\$ 30.81	.....

SCHOLARS.

Between 5 and 21, males	339,969	343,598	3,629	350,730	7,132
Between 5 and 21, females	328,672	331,420	2,748	338,420	4,994
Total enumeration	668,641	675,018	6,377	689,150	12,126
Enrolled in public schools	503,755	509,850	6,095	513,614	3,764
Total average attendance	317,267	321,708	4,441	324,217	2,509
Percentage enrollment on enumeration	75.4	75.5	.....	74.7	.....
Percentage attendance on enrollment	63.0	63.1	.....	63.1	.....
Percentage attendance on enumeration	47.5	47.6	.....	47.2	.....
Av. tuition per Mo. per scholar	\$ 1.80	\$ 1.81	.....	\$ 1.80	.....
Av. number to each teacher	19	19	.....	18	.....

* Decrease.

SCHOOL HOUSES.

Whole number	13,129	13,275	146	13,453	158
Value	\$ 13,184,944	\$ 13,800,132	\$ 615,208	\$ 15,110,494	\$ 1,310,342

APPARATUS.

Value	\$ 404,534	\$ 441,374	\$ 36,840	\$ 401,094	\$ 19,720
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DISTRICT LIBRARIES.

	1891.	1892.	INCREASE.	1893.	INCREASE.
Number of volumes	98,701	106,130	7,429	122,728	16,598

SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees	177,301	180,080	2,679	180,076	8,596
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TEMPERANCE INSTRUCTION.

Teaching effects of stimulants	15,249	15,837	588	15,963	156
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TREASURERS' REPORTS.

SCHOOL HOUSE FUND.

RECEIPTS.

	1891.	1892.	INCREASE.	1893.	INCREASE.
On hand at last report	\$ 334,609.93	\$ 361,542.93	.....	\$ 370,116.23	.....
From district tax	505,824.87	643,588.33	.....	708,390.18	.....
From other sources	507,972.11	611,900.96	.....	569,821.45	.....
Total receipts	\$1,528,405.91	\$1,617,122.22	\$ 88,626.31	\$1,648,327.86	\$ 21,205.64

EXPENDITURES.

For school houses and sites	\$ 581,579.01	\$ 624,731.04	.....	\$ 707,170.53	.....
For libraries and apparatus	7,777.16	10,099.21	.....	10,986.65	.....
On bonds and interest	437,768.71	433,069.32	.....	361,891.30	.....
Paid for other purposes	139,828.10	178,306.42	.....	233,921.26	.....
Total expenditures	\$1,166,952.98	\$1,247,005.99	\$ 80,053.01	\$1,303,969.74	\$ 55,963.75
On hand	361,542.93	370,116.23	.....	344,358.12	.....
Total	\$1,528,405.91	\$1,617,122.22	.....	\$1,648,327.86	.....

CONTINGENT FUND.

RECEIPTS.

	1891.	1892.	INCREASE.	1893.	INCREASE.
On hand at last report	\$ 619,233.72	\$ 635,351.93	.....	\$ 605,439.77	.....
From district tax	1,314,002.94	1,349,841.71	.....	1,422,488.30	.....
From other sources	167,759.56	205,366.35	.....	229,905.97	.....
Total receipts	\$2,100,996.42	\$2,190,549.99	\$ 89,553.57	\$2,257,834.04	\$ 67,284.05

EXPENDITURES.

For fuel, rent, repairs, etc.	\$ 887,979.45	\$ 944,594.76	.....	\$1,098,655.58	.....
Paid secretaries and treasurers	132,736.09	133,013.57	.....	132,863.11	.....
For records, dictionaries, etc.	56,480.51	51,096.78	.....	47,750.05	.....
For text-books to be sold	41,696.69	53,172.82	.....	44,852.03	.....
For general supplies	156,912.76	188,683.19	.....	202,737.63	.....
For other purposes	189,839.02	234,639.10	.....	195,389.14	.....
Total expenditures	\$1,465,644.49	\$1,585,110.22	\$ 119,465.73	\$1,722,247.54	\$ 137,137.32
On hand	635,351.93	605,439.77	.....	535,586.50	.....
Total	\$2,100,996.42	\$2,190,549.99	.....	\$2,257,834.04	.....

REPORT OF THE
TEACHERS' FUND.

RECEIPTS.

	1891.	1892.	INCREASE.	1893.	INCREASE
On hand at last report.....	\$2,149,302.15	\$2,146,605.79	\$.....	\$2,086,877.00	\$.....
From district tax.....	3,275,711.62	3,692,876.82	.....	3,908,003.04	.....
From semi-annual app'rt'm'ts	834,784.19	789,039.67	.....	799,159.19	.....
From other sources.....	98,408.09	117,437.64	.....	123,706.75	.....
Total receipts.....	\$6,658,206.05	\$6,745,959.92	\$ 87,753.87	\$6,887,745.89	\$ 141,785.97

EXPENDITURES.

Paid teachers.....	\$4,458,500.30	\$4,589,236.28	\$.....	\$4,789,323.41	\$.....
Paid for other purposes.....	53,009.96	68,838.04	.....	97,833.45	.....
Total expenditures.....	\$4,511,600.26	\$4,658,075.22	\$ 146,474.96	\$4,887,156.86	\$ 229,081.64
On hand.....	2,146,605.79	2,087,884.70	.....	2,000,589.03	.....
Total.....	\$6,658,206.05	\$6,745,959.92	\$.....	\$6,887,745.89	\$.....

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1891.	1892.	INCREASE.	1893.	INCREASE.
First grade certificates issued	10,437	10,419	18	10,635	216
Second grade certificates issued	13,323	13,338	*18	14,068	730
Third grade certificates issued.	1,597	1,733	136	1,650	*103
Total number issued.....	25,357	25,490	133	26,353	873
Applicants rejected.....	3,512	4,274	762	3,911	*363
Total number examined.....	28,872	29,754	912	30,264	510
Certificates revoked.....	3	1	*2	12	11
Average age of applicants.....	26 and 22	26 and 22	.....	25 and 23	.....
No experience in teaching.....	4,330	3,562	*768	4,337	775
Taught less than one year.....	4,136	3,928	*208	4,596	668
With state certifi's or diplomas	377	421	44	478	57

VISITATION OF SCHOOLS.

Schools visited.....	10,665	9,173	*1,492	11,132	1,959
Visits made during the year...	13,654	11,360	*2,294	14,142	2,782
Educational meetings held.....	827	669	*158	684	15

APPEALS.

Number of cases.....	78	63	*15	67	4
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COMPENSATION.

Total paid Co. superintendents	\$ 116,226	\$ 116,523	\$.....	\$ 118,909	\$.....
Average received per annum..	1,174	1,177	3	1,191	14

PRIVATE SCHOOLS.

Number reported.....	245	240	*5	238	*9
Teachers employed.....	1,099	1,131	32	1,109	*22
Students in attendance.....	31,498	30,408	*1,090	27,454	*2,934
Number of graduates.....	1,401	1,490	89	1,580	90

*Decrease.

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1891.	1892.	1893.
Number of institutes held.....	99	99	99
Continuing weeks.....	2.5	2.4	2.4
Males in attendance.....	2,696	2,360	2,630
Females in attendance.....	15,859	16,590	16,587
Total.....	18,655	18,955	.....

FINANCIAL REPORT.

RECEIPTS.

	1893.	1892.	1893.
On hand at last report.....	\$ 15,101.16	\$ 15,241.55	\$ 16,409.07
Examination fees.....	28,872.00	29,754.00	30,288.07
Registration fees.....	18,655.00	18,975.00	19,207.00
State appropriation.....	4,950.00	4,950.00	4,950.00
From other sources.....	470.13	444.73	341.27
Total.....	\$ 68,048.29	\$ 60,365.28	\$ 71,196.24

EXPENDITURES.

For instruction and lectures.....	\$ 44,939.76	\$ 44,619.01	\$ 45,375.50
For incidentals.....	7,566.98	8,314.54	7,882.60
On hand.....	15,241.55	16,431.73	17,988.14
Total.....	\$ 68,048.29	\$ 60,365.28	\$ 71,196.24

PERMANENT SCHOOL FUND.

	1891.	1892.	1893.
Amount in September.....	\$.....	\$4,475,088.40	\$4,633,770.42
Interest on the same.....	247,680.00	229,508.16

THE COST OF OUR SCHOOLS.

	1891.	1892.	1893.
Teachers' fund, expenditures.....	\$4,511,600.25	\$4,658,075.22	\$4,887,156.86
School house fund, expenditures.....	1,166,952.98	1,247,005.99	1,303,969.74
Contingent fund, expenditures.....	1,465,644.49	1,585,110.22	1,722,247.54
Total expenditures.....	\$7,144,197.73	\$7,490,191.43	\$8,448,660.64

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

	1891.	1892.	1893.
Teachers' fund.....	8.5	8.7	8.6
School house fund.....	2.2	2.3	2.3
Contingent fund.....	2.7	2.9	5.5

ON ESTIMATED POPULATION.

For each individual of entire population.

	1891.	1892.	1893.
Teachers' fund.....	\$ 2.31	\$ 2.83	\$ 2.39
School house fund.....	.60	.62	.64
Contingent fund.....	.75	.74	.84

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

	1891.	1892.	1893.
Teachers' fund.....	\$ 6.75	\$ 6.99	\$ 7.13
School house fund.....	1.74	1.85	1.89
Contingent fund.....	2.19	2.33	2.51

THE COST OF OUR SCHOOLS—CONTINUED.

ON TOTAL ENROLLMENT.

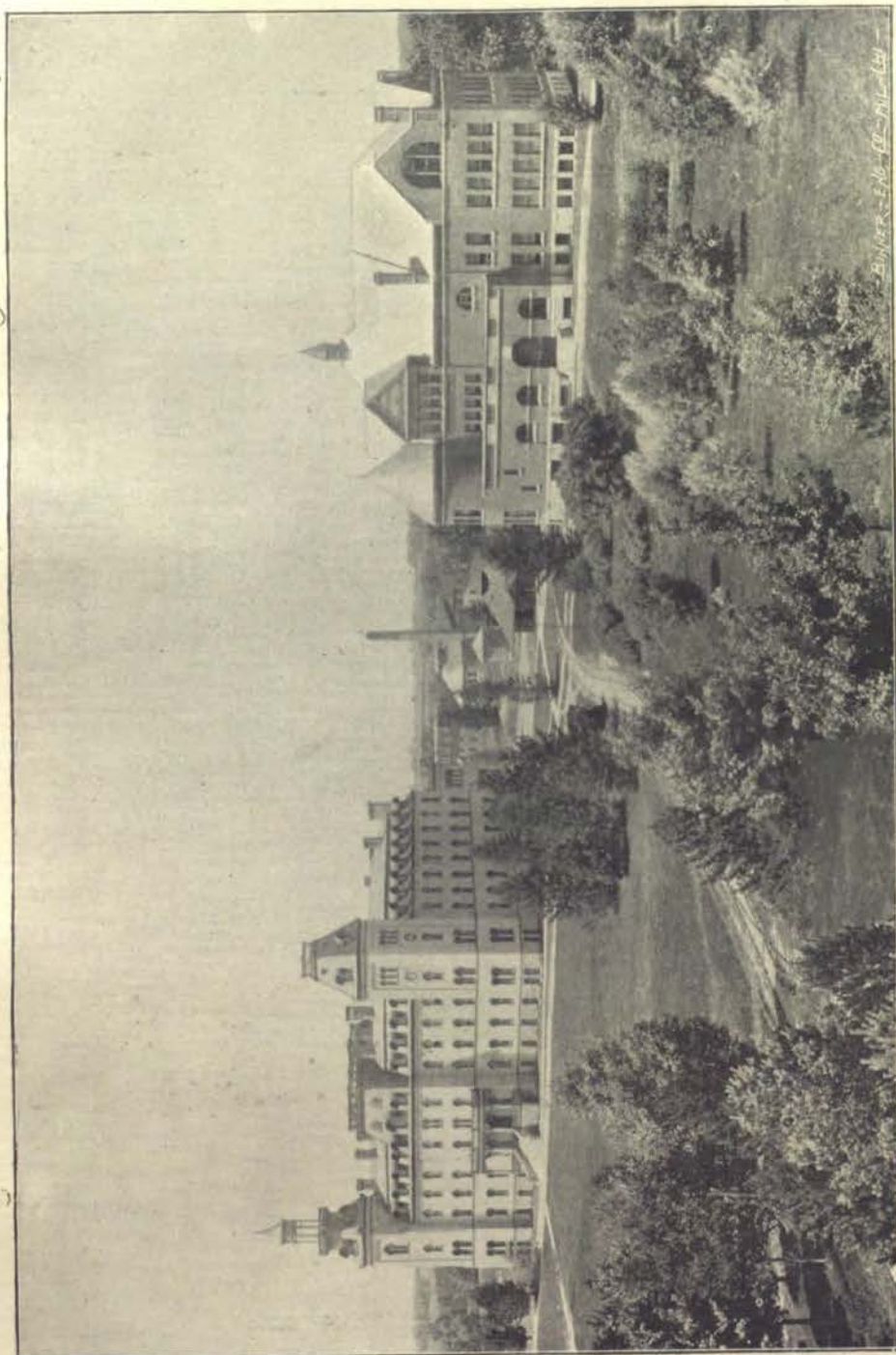
For each scholar enrolled in school.

	1891.	1892.	1893.
Teachers' fund.....	\$ 8.95	\$ 9.13	\$ 9.51
School house fund.....	2.32	2.48	2.53
Contingent fund.....	2.91	3.11	3.35

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance the average time.

	1891.	1892.	1893.
Teachers' fund.....	\$ 14.22	\$ 14.47	\$ 15.07
School house fund.....	3.68	3.87	4.02
Contingent fund.....	4.62	4.90	5.31



MAIN BUILDING AND MORRILL HALL, AGRICULTURAL COLLEGE, AMES, IOWA.

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

INTRODUCTORY REMARKS.

Section 1583 of the Code as amended by the twenty-second general assembly gives the outlines of what matter should be found in the report of the superintendent of public instruction. While the present report aims to contain all that the statute calls for, together with other information not expressly mentioned, and to comment at some length on several topics, no effort has been made to see how large a book could be gotten up under the cover and excuse of being a report from the department. A report may be valuable as much for what it omits as for what it contains. We have therefore endeavored by careful selection and omission to reduce rather than to swell the size of the present volume, and to keep the same within a moderate compass.

Of the matter not actually required by the statute and yet of sufficient interest to educators and the general public, may be mentioned the school exhibit of Iowa at the Columbian World's Fair and Commissioner Jarnagin's report on the same; the higher schools in which Iowa teachers were educated; the college statistics of the state, so far as reports were received, school house plans, arbor day, and low wages.

So far as this department offers suggestions or recommendations, the discussion for such recommendations is offered where the subject is treated, and a summary of principal recommendations made will be found immediately following this introduction.

SUMMARY OF RECOMMENDATIONS.

In this place we give a brief summary of recommendations and suggestions made in this report. We deem the first three the most important as being very urgent and requiring certain and favorable action on the part of the general assembly.

If the first recommendation is acted upon favorably, most of those after the fourth may for the present be ignored, provided the commissioners are authorized to engraft the recommendations and other new features into their work.

The second and third, asking for appropriations, also need the immediate attention of the legislature.

The recommendations are:

1. That a commission be appointed to revise and harmonize the entire school law, with authority to engraft such new features as seem advisable, said commission to report its work to the twenty-sixth general assembly for consideration and adoption. See comments on School Laws.

2. That section 8, chapter 167, Laws of 1882 be amended so as to allow the state board of examiners \$600 a year for expenses. See comments on Board of Examiners.

3. That section 1, chapter 109, Laws of 1888 be amended so as to allow the superintendent of public instruction \$600 a year for traveling expenses. See comments on Superintendent of Public Instruction.

4. That copies of the School Laws may be sold to teachers or others than school officers at net cost to the state. See comments on School Laws.

5. That the law should provide for two or three grades of certificates, requiring additional branches for the higher grades, and that Civil Government be added to the present list at all events.

6. That a minimum age of eighteen for women and nineteen for men should be prescribed as a qualification by law to make an applicant eligible for a teacher's certificate. See comments on Licensing of Teachers.

7. That school buildings should not be made above two stories in height; that separate outhouses be required for the sexes; and that more effective measures be taken to prevent their demoralizing defacements. See comments on School House Plans.

8. That the superintendent of public instruction be authorized to have prepared at the expense of the state, school house plans to be loaned to districts contemplating the erection of new houses. See comments on School House Plans.

9. That county superintendents be allowed, by a clear provision of law, to have expenses and per diem paid for attendance upon all meetings called by the superintendent of public instruction; and that the office be taken out of politics. See comments on County Superintendents.

10. That county superintendents be authorized to compel the attendance of witnesses in appeal cases; also to employ a stenographer to take down and transcribe the testimony.

11. That some disposition be made of districts that fail to maintain a school or an organization.

12. That certain territory not now included in any district organization, be given such relief as will afford the residents thereof the school privileges they desire, but which are now denied them.

13. That the authority of the president in independent districts and of president and subdirector in district townships relative to expulsion of pupils be modified. For 11, 12 and 13, see comments on School Boards and Districts.

14. That the department of public instruction be authorized to issue, or at least prescribe, all blanks, forms, records, books and other matter used by school officers which may have to be consulted in making reports. See comments on Reports.

If but one of the foregoing recommendations can receive attention, it should be the first, as, in our estimation, it overshadows all the others in importance.

CONCERNING THE INTERESTS
OF PUPILS.

RURAL SCHOOLS.

GRADED AND HIGH SCHOOLS.

COUNTY HIGH SCHOOLS.

STATE UNIVERSITY.

SCHOOL LIBRARIES.

PUPILS' READING CIRCLE.

RURAL SCHOOLS.

The ungraded rural and the graded town school has each, within in its own circle, certain elements of strength and of weakness, not common to the other. The former when well managed appears to develop more spontaneity and independence among its pupils. Possibly other conditions contribute in some degree to this result. Many of our rural schools are doing excellent work. But the great element of weakness is the incumbency of so many inexperienced teachers and the frequent changes made. In fact the latter is perhaps the outgrowth of the former.

To become more efficient, the rural schools must give teachers greater permanency. It is no common thing to find schools employing an inexperienced teacher for the fall term, another for the winter and a third for the spring. The wonder should not be that so little is accomplished, but that anything is accomplished. Frequent change is the bane of successful work in a school. It is already common to engage teachers in town schools for a period of a year at least, while principals and city superintendents are not infrequently assured of a two or three years' tenure. This gives them stability and strength. Rural districts alone employ their teachers from term to term, many of them having as many different teachers as there are terms in the year. To say that they suffer from such repeated changes is but uttering a common-place. Every rural school could and should employ the same teacher for at least one year. This would go far toward improving their efficiency. It is also probable that if they were required to make contracts for a year that they would be more careful in their selection of teachers. And perhaps this is as far as we may ever be able to get. It is doubtful if a time will come when much higher wages will be paid, because the burden of taxes is now as heavy as patrons of rural schools feel able to bear. With present wages men will not settle down to teaching for life in the country. And even if the

wages were sufficient to hold women teachers, they drop out of the work both in rural and in graded schools, for other reasons, after three or four years on the average. Thus there is a large change every year. Under our conditions this is likely to continue. There appears no complete remedy. To make contracts for a year will in part reduce this evil. High enough salary to keep men in all the schools can never be expected, even if it were desirable; while in the very nature of things women do not remain long in the profession.

In most European states there are no country schools as we understand that term in America. This is due to the early conditions causing people to settle in villages, where now the schools are located. Thus they do not have this problem to solve, or they solve it by having no country schools. Their teachers are men almost exclusively, who can make their calling a life one. Without questioning the efficiency of women, but because of the certainty that few of them will remain teachers, it would be well if higher wages were paid, to induce men to follow teaching and thus give it more stability.

The edition of the Course of Study for Country Schools having been exhausted an additional supply of 15,000 was printed in the early summer and sent to county superintendents for distribution among rural schools. The alterations were only slight.

Were the same teachers employed in school for a number of years, a carefully prepared course of study would be of much assistance as a guide. Where there is much change it is still more valuable, and when so many new incumbents are entirely unfamiliar with the proper balance of studies to be maintained and the amount of work that should be done in a given time, the need of a course of study is doubly apparent.

But the frequent change of county superintendents and of teachers again becomes a stumbling block to its enforcement.

The course sent out by the department, or a better one if such is found, should be adopted by the board in district schools, with rules requiring teachers and pupils to comply with the same. In such manner the due balance of studies would be kept up and arrangements could readily be made to admit to the high schools, pupils completing under proper test, the course of study for common schools. Provisions are already made for receiving into the State University graduates from many of our high schools. Thus the entire public school system of the state ought to be linked together into a harmonious whole—not made up of disjointed parts.



HIGH SCHOOL, SIOUX CITY.

GRADED AND HIGH SCHOOLS.

The increasing number of towns maintaining a high school course shows their popularity with the people. They are the colleges of the common people. Many a boy, unable to go away to college, obtains at his home high school an education to serve him well in the affairs of life and to increase his capacity for happiness. It starts him on the road to be a reading, thinking man, and better fits him for the duties of citizenship. But best of all, a good high school whets the appetite for a broader culture than it can give and leads many a young man or woman to seek collegiate training who otherwise would never have awakened to its advantages.

There is little if anything connected with these schools that calls for legislation. There is needed a closer and more clearly defined connection between them and the higher State school, but this must be left to the judgment of the school principals and the faculties of these institutions. It must be more flexible than it could be under any legislation.

According to the unwritten ethics of western teachers, the work done above the eighth year is, or should be high school work. But what constitutes a high school has never been defined. Should it be? Would it be wise to say that such and such studies, pursued for a specified minimum length of time, should constitute a true high school?

Despite the words of praise said of the high schools above, there is room for reform. Many of these high schools carry too many studies, and studies quite beyond the grasp of the immature minds of their pupils. Their courses of study are dangerously top-heavy. Not that their pupils may injure themselves by over study, but that from the mere skimming of so many studies, which is as much as they can do, they acquire an unfortunate tendency to superficiality which clings to them through life. Many of them with high ambitions attempt to imitate the customs common to colleges, and pupils

are lead to believe they know, where profound scholars acknowledge ignorance.

Lack of proper apparatus and of qualified instructors is not the strongest reason for criticising some of the too ambitious schools. A few studies fairly within the comprehension of pupils of the high school age, pursued longer and more thoroughly than is common, will turn students out who know more in the true sense of this phrase, and will give them a better bent of mind either for business or for pursuing a collegiate course, than is done by scattering their energies over a large number of branches. Such a course will tend to make real scholars.

The time spent in school should not be less, but should be spent on fewer of the heavy studies so as to do better work in those undertaken.

Incidentally the duties of patriotism, good manners and morals can be inculcated in the hearts of the rising generation, and gratitude to God for His bountiful gifts.

These remarks apply in less degree to other grades, and to rural schools. On the whole, in spite of some imperfections the schools, both rural and town are doing a grand work for the state.

In 1892 the total expenditure in this state for schools, common public schools only, was \$7,490,191. Doubtless no other public expense is borne more uncomplainingly, and no other yields to the state a better return.

They need the strongest support, moral and financial, to place them on a still higher plane. To secure this end let us have greater facilities for training teachers for their work, better wages, rigid exclusion by examination of the incompetent, and less change of instructors.

Elsewhere will be found statistics of graded schools of three or more teachers; also other statistics relating to high schools, number of years in their course, and number of graduates, together with other information.

COUNTY HIGH SCHOOLS.

It is to be regretted that only one county in the state has availed itself of the provisions of sections 1697-1712 for the establishment of county high schools. This is not so much because they fail of support as because no effort is made to take the prescribed initiatory steps. We are disposed to think if more attention were called to the law and its provisions better understood, other counties would soon take steps looking to the establishment of a county high school.

The one now organized at Panora, Guthrie county, is giving such excellent results as to deserve special mention. The rural schools surrounding are reaping the benefit of this high school in the number of better trained and better qualified teachers employed, who have had the advantage of attendance in this school, and who would not have attended a normal school.

It has now a total of 138 graduates and an annual enrollment of 225. The expense of running it nine months, including fuel, repairs, salaries of teachers and janitor, is \$4,500. It has a most excellent school library of 631 volumes, has a laboratory, and its graduates are received into any of the colleges of the state in the regular courses, being admitted into some of them on advanced standing.

Below is given additional information taken from the catalogue for 1893:

BOARD OF TRUSTEES.

JAMES H. ROGERS.....	Guthrie Center
G. J. MARIS.....	Wichita
J. H. HANDY.....	Erastus
C. D. EWERS.....	Bagley
P. L. SEVER.....	Stuart
GEORGE M. REYNOLDS.....	Panora

ORGANIZATION.

SUPT. L. M. SWINDLER, Guthrie Center *President*
 G. J. MARIS, Wichita *Secretary*
 G. M. REYNOLDS, Pandora *Treasurer*

PRINCIPAL.

A. W. MCPHERSON, A. M.

ASSISTANT PRINCIPAL.

MRS. A. W. MCPHERSON.

ASSISTANTS.

MISS JANET COWAN.

MISS E. ALICE DILLEY.

MISS JANET WILSON.

The Guthrie County High School was organized in 1876 under section 1697 of Iowa Laws.

The purpose of its establishment was to provide a place where those who have completed the course in the district and town schools may further pursue their studies. Many have taken advantage of the opportunity here offered who otherwise would never have extended the narrow limits of their rural school acquirements. The expense incurred by attending school at a distance is often such as to prove an insurmountable obstacle.

With this idea constantly in mind, the board of directors has from time to time provided such courses of study as seemed best to supplement the varied attainments of those who seek advancement here.

Experience has shown that a very large per cent of those who attend here are desirous of fitting themselves for teachers in the district schools of this and adjoining counties. This justifies the most painstaking efforts in their behalf. To this end classes are always open for the study of reading, spelling, arithmetic, English grammar and composition, United States history, physiology, political and physical geography. These classes are always under the care of teachers whose education and experience justify the belief that they are competent.

Remembering how prominent in the minds of those who established the school was the idea of improving the county's teaching force, it has been the earnest effort of those in charge to do all possible for earnest workers who have earnest teaching in view. A teacher needs, first of all, a thorough knowledge of the subjects taught. Special training in methods and familiarity with "ways

of best teachers" will be but a sorry substitute for this thoroughness.

The first duty, then, of the instructor of prospective teachers is thoroughly to drill them in the matter which they in turn are to present to their pupils. But there can be only disappointment in store for those who, having but the poorest and most imperfect attainments, come seeking to qualify themselves in a few weeks by some short-cut study of methods to do acceptable work as teachers.

There is open here an opportunity to those who wish to improve it of spending the time at their disposal, upon such studies as may need review, with teachers who have made a specialty of the subjects they teach.

Whenever instruction in pedagogy is sought by those who are capable of receiving it, such instruction will be given.

Guthrie County High School offers to all who desire it such a course of study as will, when completed, admit them to the classical course of any college in the state. The standing of those who have gone from here to Grinnell, the State University, Simpson, Cornell and other colleges in the state fully justifies this statement.

EXPENSES.

Tuition is free to all residents of the county. Non-residents pay two dollars a month. Good board and lodging may be obtained for \$2.50 per week. Some have obtained board even cheaper; others have rented rooms and boarded themselves. There are no incidental expenses—no expense of any kind except for board and books.

CONDITIONS OF ADMISSION.

Applicants who hold a teacher's certificate, or who have a country school diploma, are admitted to the first year classes without examination. All other applicants will be examined for admission. If any come prepared to take advanced standing they will be allowed to do so upon passing satisfactory examination in the common branches.

COURSE OF STUDY.

SENIOR YEAR.

Fall Term,
 Geometry.
 Virgil.
 Shakespeare.
 Rhetoric.

Spring Term.
 Plane Trigonometry or Political Economy.
 Cicero.
 English Literature.

JUNIOR YEAR.

Algebra (finished).	Geometry.
Cæsar.	Virgil.
Natural Philosophy.	Chemistry.
American Literature.	American Literature.

SECOND YEAR.

Algebra.	Algebra.
Latin Reader.	Gate to Cæsar.
General History.	General History.
	Botany.

FIRST YEAR.

Arithmetic.	Arithmetic.
English Grammar and Composition.	English Grammar and Composition.
Physiology.	Physical Geography.
United States History.	Civil Government of Iowa.
Reading.	Reading.

STATE UNIVERSITY.

The university being part of the public school system of the state, it will be in place to devote some space to it in addition to the report made to this department by the regents. The items of this report and the comparison of the support by the state with that of similar institutions in other states will be found in their proper places, and contain information somewhat startling, if not humiliating. The report of the regents and that of the president deserve a careful reading by every friend of the university and all having a pride in keeping the state abreast with its neighbors in its higher educational progress.

An inspection of former reports will show that the university has steadily increased in popularity and number of students. If it asks more than formerly it is because its needs are greater, having outgrown its early equipment. New departments have been organized to keep abreast with other universities. Laboratory and seminary methods have been introduced where formerly only lecture and recitation methods prevailed. Its graduates are everywhere well received, showing that the work of the university is recognized and appreciated. It has required of its students more and more original investigation. Its aim has been to give a practical education, make scholars in the true sense and to build up a school of which the state should be proud, so that our young men and women need not go beyond its borders for collegiate training.

As a member of a committee of the board of regents, it became our duty to spend a week in inspecting the work of the university in the class rooms. It was our privilege to report almost uniformly excellent and thorough instruction in all the departments visited, fully as good as the meager equipments in some departments will permit.

A feature that will strike every person familiar with what a class room ought to be, is the lack of commodious, well lighted and well ventilated rooms. Many are not only cramped and uninviting, but entirely too dark and dingy—unfit quarters for the university of a great state. But they are simply as good as the revenue of the university will permit. The growth of the school has compelled its officers to utilize undesirable rooms for class purposes, with little effort at making them attractive. There are needed absolutely more and better rooms, so that some now used as class rooms may be abandoned.

Friends of the university view with mingled feelings of pride and regret that several of its able professors have received and accepted calls to other universities. It is a matter of pride in that the university has developed professors of such pronounced ability as to attract the attention of other schools seeking talent, and a matter of regret that the board is unable to pay these men the same salaries as are offered elsewhere, and thus retain them at home. Several professors, strong in their specialties, have left to accept more remunerative positions in other states. Others are likely to do the same in the near future if the board is not enabled to do as well by them as other universities are ready to do. It will be unfortunate for the university to lose their services.

The time has come when all the educational institutions should be put upon a permanent footing. It is not certain at any time now whether the boards of these institutions can maintain them beyond the current biennial period. They dare not make plans for the future, for possibly no appropriation will be granted and the schools be compelled to close. They are dependent for their very existence upon the appropriation from period to period. It should be otherwise. A permanent endowment, or tax levy, for each school, sufficient to maintain it, should be made to insure its continuance irrespective of further action by the legislature. The boards might in some instances economize sufficiently from the allowance to provide for the erection of new buildings therefrom.

Aside from the above reasons for adequate permanent support, the friends of these institutions would then be relieved of the disagreeable and humiliating necessity of appearing before each general assembly in the capacity of special lobbyists and begging for that which should be granted for the honor of the state, unasked. There should be no need of these special labors to obtain appro-

priations sufficient to live on. Unwilling as they are to appear in such capacity, they feel that the interests of their schools must be presented to secure recognition.

There are given in this connection the statistics of Iowa colleges so far as reported to us, on blanks furnished by the department for this purpose. A number of colleges did not return the blanks. The information given is collected by the U. S. Commissioner of Education, but is not published so far as to be available, till about three years later, when it is too old to be of value. As published here it is fresh, being reported for 1893.

COLLEGE STATISTICS

	NAME AND LOCATION OF INSTITUTION.			
	State Normal School, Cedar Falls.	Iowa Agricultural College, Ames.	State University, Iowa City.	Simpson College, Indianola.
	Non-Sec.	Non-Sec.	Non-Sec.	M. Epis.
Religious denomination.....				11
Number of professors and instructors in preparatory department.....	1			8
Number of professors and instructors in normal department.....	16		31	8
Number of professors and instructors in other departments.....			44	5
Total number of professors and instructors.....	17	40	75	13
Number of students in the preparatory dept.....	100	38		202
Number of students in the collegiate department.....	711	475	442	90
Number of students in other departments.....		34	600	216
Total number of students.....	811	547	987	454
Number of baccalaureate degrees conferred in course 1892-93.....	108	57	45	8
Entire number of graduates since establishment of school.....	587	550	3,725	2,550
Number of volumes in library.....	5,000	10,000	30,000	4,000
Value of scientific apparatus.....	2,000	75,000	80,000	100,000
Value of grounds and buildings.....	75,000	400,000	300,000	60,000
Amount of permanent productive fund.....	680,000	222,065		1,738
Income for year from productive fund.....	22,350	45,000	15,683	8,613
Income for year from tuition fees.....	5,605		37,000	
Income for year from all sources except charges for board and lodging.....	27,955	85,000	119,672	350
Benefactions.....				42,688

*Training department.
†Normal department.

OF IOWA

NAME AND LOCATION OF INSTITUTION.										
Upper Iowa University, Fayette.	Drake University, Des Moines.	Iowa College, Grinnell.	Cornell College, Mt. Vernon.	Tabor College, Tabor.	Griswold College, Davenport.	Amity College, College Springs.	German English College, Charles City.	Penn College, Okaloosa.	The Norwegian Lutheran College, Decorah.	
M. Epis.	Christ'n	Cong'l	M. Epis.	Cong'l	Epis'pal	Non-Sec.	M. Epis.	Friends.	Luther'n	
8	10	4	13	8	28		1	1		
5	18	12	18	4	4		3	9		
8	24	6		2	4		3	3		
21	52	22	31	13	36	16	7	13	11	
171	250	167	219	166	136		78	118	125	
138	150	236	288	28	3		3	104	103	
129	500	121	187	26	44		70	168		
438	900	524	674	225	183	422	151	360	188	
21	60	38	42	3		8		9	12	
178	1,000		546	122			18	118	250	
5,500	8,000	17,500	11,000	5,500	10,000	2,500	1,000	3,900	6,645	
3,000		3,500	10,000	1,500	2,000	1,000	150	500		
85,000	150,000	250,000	175,000	50,000	350,000	45,000	35,000	60,500	80,000	
7,000	250,000	175,000	100,000	90,000		40,000	13,000	30,000	7,927	
500		14,000	6,000	6,174		3,200	900	2,000	429	
6,839		11,000	22,000	3,234		4,800	2,700	6,500	2,100	
7,539		27,000	33,000	26,777		8,000	700	8,500		
5,000		40,000	17,000	15,000			600		150	

SCHOOL LIBRARIES.

A distinguished author has said, "If you will let me make the songs of the nation, I care not who makes the laws." Herein is a truth the power of which should be known to every parent, teacher and school board. The song has ever been a wonderful avenue for reaching the child's heart and affections, thus operating as a powerful means for moulding and keeping him in right thoughts and right actions. Is there any reason why words in prose and rhyme should not be as influential in character-making as words in song?

Every adult realizes that the stories of his childhood are still with him—they can not be forgotten. In how many instances have these stories furnished the key of action for future usefulness and energy.

As children are so readily influenced, and are so wonderfully receptive and retentive, why not utilize every agency possible to plant those thoughts that will afford them proper ideals of life? The child who does not have good intentions is an exception. High and pure aspirations come to every child. With these conditions a mistake is made if every opportunity possible is not given him to maintain his natural tendency to pure aspirations.

It requires far less effort to keep a child right than to reform him after he has gone wrong. He is most easily and effectually influenced and controlled by his reading and mental employments.

Reading matter may be classified as good, bad and indifferent. While the latter may mark the boundary line between the good and the bad, yet its very passiveness marks it as injurious. Reading which does not stimulate thought to delve into the realms of legitimate imagination, reason and reflection is merely a time server, and does not give material for weaving into a strong moral character. Pernicious reading matter is flooding every avenue of our social life.

The burning question of the hour is how shall we meet and successfully counteract the noxious influence of the great stream of baneful reading matter, constantly flowing out to every nook and corner of our civilization.

Meantime legislation aiming to repress the evil can accomplish a little. Positive legislation aiming to assist in putting good literature into the hands of the youth can accomplish more, largely in the proper guiding of the young as to what they shall read, and the application of the remedy lies mainly with our schools, and the powers directly controlling them.

Our common schools have a work to do beyond the daily exercises generally measured in the compass of six hours' daily confinement.

It is to lead the young away from reading vicious literature by placing that which is wholesome before him and implanting a desire for that only.

This has come to be a necessity, and all matter needed should be placed in the hands of pupils as property of the district in which they reside. In many instances this will be a compensation to the pupil, for we would give him reading matter to which he is entitled and which his home does not provide.

Kindergarten instruction and manual training have taken a permanent place in our school system for the reason that home does not afford these features, and they are necessary for the more thorough and practical development of the child.

The complaint is not made that our young people do not read, nor that an abundance of good reading matter is not provided. The fact is, that our great army of children are omnivorous readers. The meat of the situation is, that the taste of school children in the matter of their reading is neither properly controlled nor guided, and that the quality, generally speaking, is responsible for perverting their taste.

This is a condition that in the nature of things our public schools are expected to remedy. Our earnest teachers and educators are alive to the situation and supported by a healthy public sentiment they are endeavoring to stem the tide of ruinous influences produced by the broadcast spreading of improper printed matter.

The range of books should be such that initiating the child with fairy tales and nursery legends, he will unconsciously step into the secrets of history which will open its doors so invitingly that a burning desire will be created to know something of science,

philosophy and politics. Therefore the powers now granted to provide school libraries should be exercised much more than they have been. The state could greatly assist and encourage the upbuilding of said libraries by providing that the fines and penalties for violation of some of the criminal laws should go into the school fund for library purposes.

There has been a steady, healthy growth in the value of school apparatus and the number of volumes in the libraries. In 1891, there were 98,701 volumes reported; in 1892, 106,130 volumes; for the present year, 1893, 122,728 volumes are reported. But some of these are reference works only, while a few schools, mostly in towns, own the reading volumes, and the great majority have none at all.



CRESTON HIGH SCHOOL.

PUPILS' READING CIRCLE.

Hardly less important is the work of the Iowa Pupils' Reading Circle. It is under the management of experienced and earnest teachers. Through them the influence of the school is carried into the home in the selection of choice and wholesome reading.

Any influence which serves to keep children from reading vicious literature, by interesting them in that which is good, is to be commended. It cultivates in the young a taste for the best reading as they grow up, besides increasing their store of information.

Its aim and work cannot be better explained than by giving the course selected and the accompanying circular by the secretary:

TO THE TEACHERS OF IOWA.

BOONE, IOWA, October 25, 1893.

Fellow-Workers:—To you, standing at the beginning of another year's duties, the Pupils' Reading Circle brings greeting.

Refreshed and invigorated by vacation, stimulated by attendance at institute or summer school, you are preparing to do better work than you have ever done before.

Back in your schoolroom, studying the children who have come to you for instruction, you resolve that your work with them this year shall be real education, the bringing out of the best that is in them.

To this end you are thinking and planning; you are reaching hither and thither for the things that will aid you in putting about them the best influences.

This is a noble ambition. The Pupils' Reading Circle asks to share with you in its realization. It, too, is ready for a new year of work. It has now some age and experience of which to boast, and comes to you with better organization, more members, a wider appreciation, and a richer offering of books, than at any time before.

The books first selected by the board and arranged for the nine years' reading have proven in every way acceptable. Their good style, range of subject, and cheapness commend them to all; and the thousands of our pupils who are reading them know that no mistake has been made.

But we have thought best to enlarge the course for the high grades, and have added to the list two masterpieces of English prose. To the eighth year, selections from "The Sketch Book," by Washington Irving; to the ninth year, "Ivanhoe," by Sir Walter Scott.

The course does not require the reading of two books for one year; it gives a choice. The reader may read both or either, and so do the full year's work.

There is a place in this circle for all of you. The city and country schools alike offer a good field for effort. In cities where public libraries offer books of all classes to the selection of the reader, how important to arouse in the child a taste for that which is true and pure?

And in the country where books are fewer and not so easily obtained, it is even more important that their few be the best.

Superintendents and principals, are your schools well organized? Are most of the pupils reading the course and feeling that they are a part of the great band of readers?

Supply your circle with a good leader and set it to work. Cultivate enthusiasm; it is a power.

Read the books yourself. Let the children see that you care, and they will care. It will not take long to set a school ablaze with interest.

Do not merely tell the children about the circle and persuade them to read the books, and then say no more about it. Be thoroughly in earnest.

Make use of the accessories. Wear the badge yourself, and see that all the members wear it. See that the membership cards are given out. Display the completion certificates. Use all lawful means to make the work move. And "Be not weary in well doing."

For the benefit of new teachers, who may not be familiar with the plans of the circle, some repetition may be allowed.

This circle was organized in 1891, by a committee appointed by the State Teachers' Association. A board of directors was chosen, a course covering nine years was laid out, one book to be read each year.

Books were carefully examined, and the ones now in use were chosen, suiting best in all respects.

A card of membership is issued for each year; and when the course is completed a handsome certificate, signed by the county director, is given. A beautiful badge is given to each member.

Already forty-five thousand children of Iowa are enrolled as members of this circle. We want your pupils to join them. Will you help them?

Work now, while the year is new and the children are easily interested.

For further information address the secretary.

GEO. I. MILLER,
Boone, Iowa.

COURSE OF READING.

GRADES.	BOOKS.
Second Year, or Second Reader Grade,	} Friends in Feathers and Fur. } Price, 30 cents.
Third Year, or Third Reader Grade,	} Grandfather's Stories. } Price, 27 cents.
Fourth Year, or first half of Fourth Reader Grade,	} Familiar Animals and Their Wild Kindred. } Price, 50 cents.
Fifth Year, or second half of Fourth Reader Grade,	} Eggleston's First Book in American History. } Price, 60 cents.
Sixth Year, or first half of Fifth Reader Grade,	} Living Creatures of Water, Land and Air. } Price, 50 cents.
Seventh Year, or second half of Fifth Reader Grade,	} Stories of Other Lands. } Price, 40 cents.
Eighth Year, or Advanced Grade,	} Some Neighbors with Claws and Hoofs. } Price, 54 cents. } Irving's Sketch-book. } Price, 20 cents.
Ninth Year, or Preparatory High School Grade,	} Ten Great Events in History. } Price, 54 cents. } Scott's Ivanhoe. } Price, 50 cents.
	} For Memorizing, Peaslee's Graded Selections, Price, 50 cents.

CONCERNING THE INTERESTS
OF TEACHERS.

LICENSING TEACHERS.

LOW WAGES.

INSTITUTES.

NORMAL SCHOOLS AND NORMAL TRAINING.

AUXILIARY AGENCIES.

STATE BOARD OF EXAMINERS.

LICENSING OF TEACHERS.

Perhaps the most important duty of the county superintendent, if not the most important performed by any school officer, is the examination and licensing of teachers. Upon him depends whether fit persons only are authorized to teach, and by the word fit we mean scholarship, ability to instruct and manage wisely, sound character and correct habits, or at least not grossly incorrect. Generally speaking, candidates are examined only as to the first of the above qualifications. Those who have never taught cannot be satisfactorily examined as to the second. The examiner can assure himself that the applicant is of a ripe enough age to give assurance of proper maturity of judgment, and get a superficial knowledge of the same from the tone of his replies. If the candidate has taught, the examiner can have measured this part of his qualifications by inspection of his work and by general reports. As to what constitutes sound character and correct habits there is much difference of opinion. Things that one considers entirely consistent with good character and habits, find no tolerance in the eyes of another. To name some of these habits would be easy but would serve no good purposes. Few candidates are rejected who reach the required grade in the branches examined. Rarely is a certificate withheld for lack of ability to instruct and govern, or because of bad character and questionable habits, provided the markings on the examination would entitle to one. The reason is doubtless because of the impossibility of showing figures on these qualifications, or rather on their lack. The county superintendent cannot help feeling it is a delicate thing for him to reject an applicant because of habits or character, when the lines are so vaguely drawn and proof of unworthiness for these reasons so difficult to establish. It would be unfair and arbitrary to require every applicant to prove good character. This, like a person's innocence, must be accepted until the contrary is proven. But when the examiner has positive

knowledge of unfitness in any way beside that of scholarship he ought to withhold the certificate, and if he has uncertain information concerning a candidate's moral or professional fitness, he should make it certain by inquiry before issuing or refusing to issue. He should satisfy himself that the doubtful candidate is a fit person to stand before the young as an instructor and guide. A vicious, immoral person has no business to hold such a position, and no board should be misled to give him an opportunity to do so by his holding a certificate.

In the grading of examinations there is great difference in practice. This cannot be otherwise so long as papers are marked by so many different minds. Because of hasty and loose reading, or the greater latitude allowed, the 85 per cent grade given by one may, and often does represent no more than the 70 per cent by another. On this account teachers who would be rejected in one county, would have no difficulty to pass in another on the same papers. This inequality might be corrected by having a state board of examiners which should prepare all questions and grade all papers, the county superintendent conducting the examination in his county, transmitting the papers, and granting the certificate. This is done in some states.

In this state questions are prepared in this department for six of the monthly examinations and sent to each county. Most of the county superintendents make use of these lists, though it is optional with them. The superintendent of public instruction in fifteen other states prepares all examination questions, and in ten states the state examining board prepares them.

The law does not provide for different grades of certificates. It simply determines in what branches a teacher must be qualified to receive a certificate. Under our statute a certificate is a certificate, and is made neither more nor less by having first grade or second grade printed on its face. The grading of certificates is purely arbitrary with each county superintendent. Some issue two grades, others three, based on the per cent obtained on the same branches and same questions. There is nothing in the law to prevent granting a fifth grade certificate or only one grade. The number of grades should be prescribed and should not exceed three. The branches required should not be the same for all. The second grade should require all that is necessary for a third, and some additional branches, and for a first grade still other additional studies, with preference and calling for greater proficiency

in the lower branches than for a third grade. A knowledge of civil government should be required to entitle teachers to a certificate. This branch should be added whether the law is modified in other respects or not.

We renew the recommendations made by our predecessors, that a minimum age should be prescribed by the legislature for licensing teachers. This age should be eighteen or nineteen, allowing some difference between men and women. The superintendent of public instruction for the past fifteen years has instructed county superintendents not to issue certificates to men under nineteen nor to women under seventeen, but not being a statutory provision, some superintendents have ignored these instructions. In other cases, candidates under age, or their friends, have pressed the county superintendent and this department to relax the rule and make exceptions in their favor. A legal provision, fixing a minimum age, would relieve all concerned of this pressure, would be a protection to the superintendent in rejecting those too young and would be more easily and surely enforced. The reasons for making this recommendation are that persons are found to pass the technical examination who yet lack that maturity of mind and judgment necessary to the successful management of a school, and which comes with riper years. Fifteen states have fixed by statute a minimum age.

In 1892, there were three thousand nine hundred and twenty-eight teachers who had less than one year's experience. This is nearly twenty per cent of the number of different persons licensed and not quite one-fourth of the number necessary to fill all the schools once. Of this number, three thousand five hundred and sixty-two are reported as having no experience whatever. A number approximately equal to this doubtless quit teaching the same year. The men to enter more remunerative and more permanent work, the women to marry and establish new homes.

Since this large annual infusion of inexperienced teachers, the majority of whom have had no professional training, is likely to continue unless conditions arise which will induce more men to follow teaching as a life work, the aim must be to exclude the immature and incompetent. In spite of all precautions some unqualified persons will get into the teachers' ranks, but their number should be made as small as possible by refusing them certificates and by further care on the part of school boards when employing. There are few places where so much mischief can be done as in the school

room by improper or unqualified teachers. Teachers should have clear heads, clean hearts and broad sympathies.

A literal construction of the law requires that every person intending to teach in the public schools of the state and not having a legal credential from the state board of examiners, must be examined by the county superintendent of the county in which the applicant wishes to teach. This sometimes works a humiliation if not a hardship, when the superintendent acts strictly on this construction. Teachers whose qualifications and successful experience are well known ought not to be required to take examination every year.

It should be permissible for a county superintendent to reissue certificates, on payment of the legal fee, without examination, to the successful professional teachers, if he has reason to believe they have not retrograded. And with more uniformity in grading papers, it should be proper for a county superintendent to do the same at his discretion for teachers from other counties holding first-class certificates.

A specimen list of monthly examination questions prepared and sent to county superintendents is given below. It is the September list of 1893 in all branches but arithmetic, which is from the February list.

PRELIMINARY QUESTIONS

DES MOINES, IOWA, September, 20, 1893.

(Every applicant is required to pay an examination fee of one dollar. See section 1769, S. L. 1892.)

(Any violation of the promises you make in answer to 7 will be sufficient to withhold your certificate.)

1. Give your name, age, postoffice address, and state the number of terms taught.
2. What professional training in normal schools or institutes have you received?
3. What higher schools have you attended and how long?
4. What professional books have you? Have you read them; and what others have you read?
5. What educational journal do you take?
6. What class of certificate, if any, do you now hold?
7. Will you promise neither to give nor to receive aid during this examination?

Inclose one dollar with this paper.

GRAMMAR.

We wish, that in those days of disaster, which, as they come on all nations, must be expected to come on us also, desponding patriotism may turn its eyes hitherward, and be assured that the foundations of our national power will stand strong.—Daniel Webster.

The first seven questions refer to the above selection.

1. Select the subordinate clauses.
2. Select three adverbial clauses.
3. State to what part of speech each of the following belongs:
(1) *that* (in the first line); (2) *which*; (3) *desponding*; (4) *hitherward*
(5) *strong*.
4. Select a verb (1) in the potential mode, (2) in the infinitive mode.
5. Parse *in*.
6. Give syntax of (1) *which*; (2) *its*.
7. Select two verbs in the passive voice.
8. Define a personal pronoun.
9. Name three nouns that have the same form for both numbers.
10. Write two sentences, one having the verb in the progressive form and the other in the passive form or voice.

HISTORY.

1. (1) What did Columbus expect to find by sailing west from Europe?
(2) Why were the inhabitants called Indians?
(3) Why was the country called America?
2. How was our country governed before the Revolution?
3. By what treaty was the Revolutionary war ended, and what were the most important points in that treaty?
4. What was the cause of the second war with England? How did this war terminate?
5. What two national questions were permanently settled by the war of the Rebellion?
6. Mention the leading motives which actuated the pioneers in the colonization of (1) Massachusetts, (2) Pennsylvania, (3) Rhode Island (4) Maryland, (5) Georgia.
7. Give a brief account of the acquisition of Alaska. In what important respects is this territory valuable to the United States?
8. What was done by Napoleon III, upon this continent, during our civil war? How did the United States government carry out the principles of the Monroe Doctrine?
9. What important events are suggested to you by the following dates: 1492, 1497, 1620, 1732, 1763, 1776, 1789, July 4, 1863; April 9, 1865; April 14, 1865?
10. Tell how Iowa came to be a part of the United States, and give the year of its admission as a state.

GEOGRAPHY.

1. State what is meant by the latitude and longitude of a place, and how each is reckoned.
2. (1) Define climate.
(2) What general law determines the climate of a place?
(3) State four conditions that may operate to modify the general law.
3. Is a rotation and a revolution of the earth identical? If not how are these motions distinguished?
4. Define the following geographical phrases: Confluence of rivers; contour of a country; diurnal motion; orbit of a planet; estuary of a river.

5. From what part of North America do the following peninsulas project, and by what waters are they surrounded? Labrador, Florida, Nova Scotia, Lower California, Yucatan.

6. Name the three lowlands of South America, and tell what river drains each.

7. Locate the following commercial centers: Amsterdam, Vienna, Halifax, Lisbon, Singapore, Liverpool, Manila, Mobile, Bombay, Capetown.

8. Name any trunk line of railway running whole length of Iowa. Name the terminal cities and any five cities or towns located between the terminal cities.

9. Starting from the source of the Missouri river and sailing toward its mouth name five cities that you will pass, the states through which you will pass, and the states by which you will pass on the right and left banks respectively.

10. What historical facts may be taught in connection with the geography of the following places: Philadelphia, St. Helena, Palestine, California, Charleston?

ORTHOGRAPHY.

1. How many elementary sounds are there in the English language? How many characters are used to represent these sounds?

2. Give two rules for spelling that you have found useful.

3. What are compound words, and how may they be known?

4. What is phonic spelling. State some advantages to be derived from drill in phonic spelling.

5. How many sounds has *th*? Illustrate each sound by a word.

6. Write words in which you will make use of the following marks: macron, breve, tilde, dieresis, cedilla.

7. Give abbreviations for the following: attorney, doctor of divinity, the next month, the present month, take notice, justice of the peace, noon, junior, superintendent, manuscript.

8. Divide the following words into syllables and mark accent: lamentable, industry, museum, isolated, maintenance, interesting, fatiguing, preface, tiny.

9. What is a diphthong? a digraph? a trigraph? Write a word for each in the order given.

10. Write five words, each illustrating a different sound of *a*.

READING.

1. Mention some of the different uses of emphasis.

2. State what different exercises or methods may be used in teaching pupils to articulate distinctly.

3. What are the two chief characteristics of good oral reading?

4. What evils are to be chiefly guarded against in reading poetry?

5. Define modulation and give one illustration.

6. What is your test for a good lesson in reading?

7. What is your opinion of supplementary reading? What benefits should result from its use?

8. Define pitch, rate, quality.

9. Regarding a reading lesson as a study in literature, what things are to be considered?

10. Name five books that you would recommend to pupils between twelve and fifteen years of age to read.

PENMANSHIP.

1. What is meant by the finger movement? The arm movement?

2. In what way does good writing help the school?

3. How would you begin the teaching of writing with children who have just entered school?

4. Give the comparative heights of m, r, s, d, t, l, q.

5. Write the small letters in groups or classes according to the method by which you would teach them. Place each group on a separate line.

6. Write the capital letters in the same way.

7. What is the unit of measurement? What is the height of the extended or looped letters?

8. How do you secure legibility and rapidity?

9-10. Write the following stanza as a specimen of your penmanship:

Lives of great men all remind us,

We can make our lives sublime,

And, departing, leave behind us

Footprints on the sands of time.

—Longfellow.

PHYSIOLOGY.

1. Locate the following bones: tibia, clavicle, femur, metacarpal, Os Hyoides.

2. Name four principal secretions that are mixed with the food for its digestion. By what organ is each secreted?

3. By what means does the digestive system turn its blood making material into the circulating system? Give brief description.

4. Describe the formation and action of the heart.

5. Describe the brain. Name its divisions. What is its office? Its size?

6. Name the three classes of nerves, and tell in what part or parts of the body each class is chiefly found.

7. Name some hindrances to digestion caused by alcohol, and state what immediate effect alcohol has on the heart.

8. Tell about the structure and functions of the skin.

9. What conditions operate to poison the air of the school room when school is in session? How shall the schoolroom be ventilated? When is perfection of ventilation reached? How much fresh air per hour should be supplied to each pupil in a schoolroom?

10. Name the parts of the external and the internal ear. Tell how we hear.

ARITHMETIC.

1. Give the signs for the fundamental operations, and explicit directions for the use of each.

2. Write in the form of an equation, using the proper signs, what each of the three terms in subtraction, the three in multiplication, and the four in division equals.

3. Find the G. C. D. and the L. C. M. of 108, 180, 324, 396. A solution is not sufficient. Reasons for the steps in the process must be given.

4. Write the following decimals:

- (a) Nine hundred thousandths.
- (b) Nine hundred-thousandths.
- (c) Nine hundred hundred-thousandths.
- (d) Nine hundred nine hundred-thousandths.
- (e) Nine hundred and nine hundred-thousandths.
- (f) Nine hundred and nine hundred thousandths.
- (g) Nine thousand nine hundred ninety-nine hundredths.

5. Find the number of feet of lumber required to make a water tank without cover, of two-inch plank, the inside dimensions to be 10 feet 2 inches length, 3 feet 4 inches width, and 2 feet depth.

6. Bought $5\frac{1}{2}$ cords of wood at \$4.00 a cord, but found the wood had been cut 3 inches less than 4 feet in length. How much reduction should have been made from the bill?

7. A loaned B \$345 from January 17, 1892, to February 24, 1893, without interest, at a time when money was bringing 7%. If B shall loan A \$280 on May 9, 1893, without interest, rates being then 6%, up to what date should he let A keep it in order to equalize favors?

8. By selling an 8-ounce loaf for 10 cents, when flour is \$8 a barrel, a baker makes 20%. What per cent profit does he make selling the same loaf at the same price after flour has fallen to \$5 a barrel? What weight of loaf should he give for 10 cents to make the same profit as at first?

9. A note of \$625 was given June 20, 1885. Find the amount of this note December 15, 1892, at 8% annual interest.

10. Find the cube root of 233.328; 2,333.28; 23,332.8; 238.328.

DIDACTICS.

1. State advantages of a good program.
2. What do you regard as the best methods of imparting and enforcing moral instruction?
3. Name six incentives that may be used in securing the proper study and preparation of lessons.
4. Discuss the influence of the school environments as an educational force.
5. What mental powers of the child are chiefly concerned in primary school work?
6. Are recitations necessary? Why? Should a teacher conduct the recitation with the text-book in hand? Why?
7. Mention at least four important elements of governing power in a teacher. Show the importance of each.
8. How can a teacher help the child develop his powers of observation outside of the schoolroom?
9. (1) What is the legal school age?
(2) For how long a term is a director chosen?
(3) Name the officials of a school board.
(4) Name the varieties of school districts in Iowa.
(5) Who takes the school census each year?
10. What powers have the electors of any district when assembled at their annual meeting?

LOW WAGES.

It is with no feeling of pride that we report that rural schools in some parts of the state remained closed for several weeks last spring after the usual time of opening because of the low wages offered. No teachers would apply for them. This is not a question for legislation. It is one demanding the sober thought of all interested in the education of their children. In one county fourteen schools remained closed for a time through inability to secure teachers. This simply means that persons competent to teach are competent to do other work, and that many have abandoned teaching to take up other callings more remunerative and more permanent in character. It means that if our schools are to be managed by teachers qualified by training and by nature, willing to bear the responsibility of this work, greater compensation must be offered. And more than this, the positions should be made more permanent.

The failure to have school in any given number of districts does not measure the whole mischief growing out of low wages. To obtain a sufficient number of teachers, superintendents in some counties lowered the standard of examination. Finding there were too few teachers to fill schools having passed the required average of 80 per cent, established by many superintendents, and feeling it incumbent upon themselves to provide some sort of a teacher for all their schools, some of them look through the list of those graded lower than their customary standard to find additional teachers. One reported that he had gone over the list three or four times, each time on a lower standard, before he could find teachers sufficient. Thus not only the schools without teachers, but many of those with teachers, because of their inferior qualifications, are made to suffer. In fact it would not be difficult to find advocates favoring no school at all rather than one in the hands of an incompetent and unqualified teacher, regarding the former as the lesser evil. If, when the grade is kept up to a good standard,

competent teachers do not apply for examination in adequate numbers, the fault is not the superintendent's, and he should neither regard it his duty nor be held responsible to supply every school with some sort of a teacher. The fault lies elsewhere. It lies in the conditions that induce the best teaching talent to seek other fields of employment. One of these conditions is the low wages. Low wages is one of the causes of *continual* change of teachers. Continual change results in crippled schools and little progress. Perhaps these conditions do not exist in less degree in other states than in Iowa, but this is little excuse for conditions that ought not to be found anywhere.

We give on the question of teachers' wages in Iowa a summary of statistics gathered and compiled by J. R. Sovereign, commissioner of labor statistics. They are from the report of the latter for the year 1893, and were obtained from county superintendents and teachers. We give also portions of the commissioner's comments.

According to the figures, the expenses of men teachers in rural districts is \$205.40 annually by the average found, and of women teachers \$198.70. The average income of the former, as computed from the reports of county superintendents for 1892, not separating rural from graded schools, is \$298.30, and of the latter \$243.16. This leaves the munificent sum of \$92.90 and \$44.46, respectively. But this covers only eight months. They must find other employment the remaining four months or be in debt at the close of the year, unless supported at home free, as some are.

Comment is unnecessary. These schools are doing fairly good work, as good as can be expected under the conditions. Until these are changed they are not likely to improve greatly. Like causes would produce like effects in other vocations.

EXPENSES OF SCHOOL TEACHERS.

Iowa can justly boast of her 16,000 public schools and the exceptionally low per cent of illiteracy among her people. But, like other states, she cannot boast that her great army of teachers are adequately rewarded for the service they render. In fact, the average salary paid teachers in rural districts, the expense incumbent upon teaching considered, is below the wages paid unskilled labor, and nowhere are the teachers of city and town schools paid salaries commensurate with salaries paid for equal ability and training in other avocations. Of all the professions, that of a teacher in our public schools is the least remunerative, and hundreds of teachers in this state would be compelled by want of the necessary means of subsistence to seek other fields of employment, but for the support received from relatives or friends free of cost or at a nominal price. Evidence is not wanting to prove that the profession of teaching in public schools is not self-sustaining, which, in many counties of the state, has resulted in reducing the number of applicants for schools below the demand for teachers, and the deficiency supplied only by a scaling downward in the standard of efficiency.

The primary cause of this decrease in the number of experienced and efficient teachers, and the consequent reduction in the standard of efficiency is low salaries. Correspondence between this department and some of the older and more experienced educators in the state warrants the statement that not only are teachers embarrassed through want of necessary means to support themselves and meet the progressive demands of the times on the salaries they receive, but the efficiency of our free school system is thereby greatly impaired.

By request of this department Prof. Amos Hiatt, superintendent of the East Des Moines public schools, in conjunction with some of the principals under his jurisdiction, made a canvass of the assistant teachers of the ward schools of East Des Moines for the pur-

pose of collecting data showing the necessary living expenses of said teachers, and his report to this bureau shows that out of a total of sixty teachers, not including principals, employed in the East Des Moines ward schools, not one is paid a salary exceeding \$400 per year. In fact, all are paid less than \$400. Their necessary living expenses per year and salaries as furnished this department by Prof. Hiatt are as follows:

NAME OF SCHOOL.	Number of teachers.	Cost of attendance at institute.	Teachers' Association.	Books, etc.	Clothing.	Board.	Incidentals.	Total expenses.	Salary.
Alcott.....	3	\$3.00	\$1.00	\$12.00	\$80.00	\$130.00	\$56.00	\$282.00	\$292.50
Benton.....	3	3.00	1.00	12.00	87.00	140.00	170.00	403.00	360.00
Bremer.....	3	3.00	1.00	13.00	134.00	219.00	74.00	444.00	360.00
Bryant.....	11	4.00	3.00	19.00	105.00	139.00	104.00	374.00	364.50
Cary.....	2	4.00	6.00	10.00	100.00	160.00	65.00	345.00	360.00
Curtis.....	2	8.00	3.00	20.00	85.00	145.00	85.00	346.00	396.00
Emerson.....	2	2.00	1.00	8.00	82.00	163.00	123.00	349.00	371.00
Longfellow.....	11	4.00	2.00	14.00	116.00	176.00	42.00	354.00	384.50
Lucas.....	5	3.00	1.00	19.00	84.00	208.00	75.00	390.00	342.42
Webster.....	10	8.00	6.00	19.00	101.00	195.00	41.00	380.00	360.00
Total average.....		\$4.20	\$2.50	\$15.60	\$94.50	\$167.50	\$83.50	\$367.30	\$366.11

The following tables show the necessary annual expenses of teachers as shown by reports made to this department by county superintendents and teachers. The cost of living increases and decreases according to the grade of living, and the living expenses of teachers is no exception to the rule. But other influences tend to make a wider difference in the cost of living of teachers as shown by their reports, viz.: One teacher lives at home during vacation, and pays nothing for living expenses during that time. Another not only lives at home during vacation, but receives other aid. Some teachers board at home while teaching, and others board at home from Friday night until Monday morning of each week while teaching, for which they pay little or nothing. Some lady teachers hire their dresses made, others make their own dresses and save the expense. In some cases teachers have to pay laundry bills, in other cases their laundry is done at home and no charge is made. Others do their own laundry work. Some pay car fare to and from their schools, others pay livery hire, and others are furnished conveyance to and from school by parents or friends. One teacher is employed in a large city where the demands of society make the incidental and other expenses high, while another is employed in a small town where necessary

expenses are much lower. The established customs of one school district may greatly increase the expenses of a teacher, and the prevailing customs of another reduce them. In some localities teachers' meetings are held frequently and are quite expensive to teachers attending them; in others they are less frequent and quite inexpensive. The cost of books, journals, stationery, etc., varies with the desire of teachers to advance in the profession and the demands of the schools in which they teach.

In some counties, normal institutes are in session two weeks, in others three weeks, and in a few four weeks; and in some cases teachers reporting to this Bureau charged the cost of board while attending the normal institute to the general board account, and others charged the expense of the books, stationery, etc., incurred while in attendance at the normal institute, to the general expense under that head. Many reported the cost of board and other living expenses for the school year, which also varies in length from less than six months in some localities, to more than nine months in others, while other teachers reported the cost of living for an entire calendar year. These and scores of other causes not mentioned conduce to make the wide difference in cost of living to school teachers shown by their reports given in the following tables.

No special effort was made by this department to collect data concerning the salaries of teachers, such statistical information being given in the advance sheets of the biennial report of the State Superintendent of Public Instruction, extracts from which will be found at the conclusion of the tables giving cost of living, and will be found of great value in this connection for comparative purposes. The reports from teachers to this department show the average annual expense of male teachers in cities and towns to be \$316.59, and the expense of male teachers in rural districts, \$205.40. The average annual expense of female teachers in cities and towns is \$309.15, and expense of female teachers in rural districts, \$198.70.

In compiling tables from the individual reports of teachers, all items of expense not properly belonging to any of the accounts given in the tables were excluded, for the purpose of making the report conservative, and if possible show a margin of profit to teachers in our public schools. None of the extraordinary expenses of living, such as medicine and doctor bills during illness, contributions for church, for charitable and social purposes, cost of attendance at lectures on educational and scientific subjects, etc., are

included in the cost given. Many teachers reporting gave the cost of attendance at teachers' state meetings as a part of necessary expenses, and many female teachers in rural districts stated that they were compelled to pay certain sums of money out of their salaries for janitor service during winter months. Others stated that they were at expense for conveyance to collect their salaries at the end of each month. But all such items of expense were deducted from the reports for the reasons above stated. In nearly every case where the teachers gave the cost of board by the week, without stating whether intended to cover a school year or a calendar year, the cost of board for the school year only was entered in the account.

In all cases where teachers reporting to this department neglected to make any charge for attendance at teachers' meetings, county meetings, books, stationery, journals, incidentals, etc., it was taken for granted that such teachers were under no such expense, and, therefore, in striking the average expense, the aggregate sum shown by all reports was divided by the total number reporting, without regard as to whether their reports contained any charge for such items. To what extent this method may show a lower average expense than warranted by facts, depends on the number reporting who were subject to such expenditures, but who did not report the sums so expended.

EXPENSES OF TEACHERS.

MEN.

COUNTIES.	ANNUAL EXPENSES OF TEACHERS IN CITIES AND TOWNS.										ANNUAL EXPENSES OF TEACHERS IN RURAL DISTRICTS.									
	Number report-	Attendance at teachers meetings	Attendance at county meetings	Attendance at normal insti-tute.	Books, station-ery, and jour-nals.	Wearing ap-parel.	Board.	Incidentals.	Total.	Number report-	Attendance at teachers meetings	Attendance at county meet-ings.	Attendance at normal insti-tute.	Books, station-ery and jour-nals.	Wearing ap-parel.	Board.	Incidentals.	Total.		
Adair.....	3	1.00	2.07	16.07	12.33	91.05	177.33	45.00	269.67	3	2.33	5.07	15.07	7.00	71.07	81.23	45.00	269.67		
Adams.....	3	1.00	2.07	7.00	11.00	10.00	175.00	11.67	210.00	3	2.00	2.00	13.50	7.00	61.00	88.00	11.00	180.00		
Alfamaque.....	3	6.07	1.00	13.00	5.33	43.33	156.00	11.67	233.67	3	2.33	3.00	12.00	6.89	42.00	85.20	11.00	160.20		
Appanoose.....	3	12.33	4.07	15.00	13.33	78.33	131.33	23.67	265.67	3	13.33	8.07	15.00	8.33	55.00	112.33	6.67	216.33		
Audubon.....	3	12.33	4.07	15.00	4.50	81.25	136.33	37.50	269.67	3	1.50	2.00	12.00	8.20	60.00	112.33	6.67	216.33		
Benton.....	3	12.33	4.07	15.00	12.33	92.50	161.00	30.50	325.60	3	1.50	4.00	12.17	6.85	70.00	100.00	16.67	211.00		
Black Hawk.....	3	9.33	3.33	23.00	14.67	74.17	167.33	40.00	331.83	3	1.29	2.71	19.88	5.14	53.29	111.86	19.29	219.43		
Boone.....	3	3.00	8.00	17.00	5.00	50.00	200.00	12.50	295.50	3	4.00	1.60	20.00	6.00	49.50	87.50	3.50	165.50		
Bremer.....	3	2.50	11.75	15.50	12.50	62.50	152.00	11.40	256.50	3	3.33	5.00	16.67	7.00	83.33	108.33	8.33	237.00		
Buchanan.....	3	6.25	5.00	21.50	21.50	121.25	165.00	31.25	309.50	3	4.50	3.00	13.00	6.25	63.75	92.50	11.75	188.75		
Buena Vista.....	3	5.00	5.00	12.50	20.00	87.50	165.00	33.50	309.50	3	4.50	3.00	13.00	6.25	63.75	92.50	11.75	188.75		
Butler.....	3	4.67	6.67	14.67	10.00	105.00	221.67	22.33	388.50	3	3.25	1.50	15.75	8.75	56.25	84.00	6.25	170.60		
Calhoun.....	3	7.50	1.75	12.25	15.50	82.50	144.00	10.00	273.50	3	3.25	1.50	15.75	8.75	56.25	84.00	6.25	170.60		
Carroll.....	3	4.75	2.62	16.62	12.62	70.41	173.50	12.28	292.62	3	3.25	1.50	15.75	8.75	56.25	84.00	6.25	170.60		
Cass.....	3	5.00	5.00	11.00	11.00	75.00	112.00	37.50	277.50	3	2.50	1.00	10.00	8.50	57.50	117.50	15.00	209.50		
Cedar.....	3	1.00	1.80	10.00	15.00	11.00	101.80	31.00	277.80	3	2.50	1.00	10.00	8.50	57.50	117.50	15.00	209.50		
Cerro Gordo.....	3	20.00	9.50	15.00	17.50	77.50	188.00	45.00	392.50	3	4.00	1.17	13.33	12.50	69.83	104.33	9.17	205.33		
Cherokee.....	3	5.67	9.67	13.33	9.33	66.67	141.00	21.67	297.33	3	2.00	2.00	12.00	5.75	53.00	84.75	8.75	169.25		
Chickasaw.....	3	6.67	13.33	15.33	15.33	71.67	175.00	37.00	301.00	3	4.00	2.00	11.00	9.50	47.50	103.75	17.25	189.50		
Clarke (no report)	3	6.67	2.50	14.75	12.50	103.75	170.00	62.50	350.00	3	5.00	2.75	16.75	7.00	80.00	110.25	20.00	232.25		
Clayton.....	3	5.00	2.33	7.50	16.50	75.00	181.00	45.00	308.00	3	2.80	2.80	10.50	11.00	65.00	140.00	20.00	249.00		
Clinton.....	3	8.00	7.00	17.40	32.80	118.00	178.60	44.40	400.00	3	4.33	2.00	15.00	18.33	60.00	112.00	16.33	288.00		
Crawford.....	3	6.14	7.00	17.14	10.71	89.57	151.43	38.43	317.43	3	4.78	5.22	16.33	7.11	57.78	100.56	18.67	210.44		
Dallas.....	3	6.14	7.00	17.14	10.71	89.57	151.43	38.43	317.43	3	4.78	5.22	16.33	7.11	57.78	100.56	18.67	210.44		
Davis (no report)	3	6.14	7.00	17.14	10.71	89.57	151.43	38.43	317.43	3	4.78	5.22	16.33	7.11	57.78	100.56	18.67	210.44		
Decatur.....	3	5.00	5.00	12.50	20.00	65.00	147.00	15.00	265.00	3	4.00	4.00	13.50	9.00	80.00	88.00	15.00	209.50		
Delaware.....	3	3.33	4.00	15.00	14.67	91.67	164.67	21.67	322.00	3	4.00	4.00	13.50	11.50	65.00	101.00	13.75	214.25		
Des Moines.....	3	3.50	3.00	15.00	15.00	92.50	217.50	75.00	409.00	3	3.50	1.00	13.50	9.00	65.00	83.00	6.00	180.00		
Dickinson.....	3	3.50	3.00	15.00	15.00	92.50	217.50	75.00	409.00	3	3.50	1.00	13.50	9.00	65.00	83.00	6.00	180.00		
Dubuque.....	3	6.67	9.33	19.00	28.33	66.67	163.33	26.67	329.00	3	7.67	10.33	20.00	20.00	51.67	85.00	14.33	209.00		
Emmet.....	3	2.00	2.00	13.33	13.33	48.00	108.00	25.00	323.00	3	1.50	1.50	13.50	8.50	77.00	71.00	12.50	185.50		

EXPENSES OF TEACHERS—CONTINUED.

MEN.

Table with columns: COUNTIES, ANNUAL EXPENSES OF TEACHERS IN CITIES AND TOWNS, ANNUAL EXPENSES OF TEACHERS IN RURAL DISTRICTS. Rows list counties from Fayette to Mills, with sub-totals for 'Total reports' and 'Total average expense'.

*Received after tables by counties were compiled.

EXPENSES OF TEACHERS—CONTINUED.

WOMEN.

Table with 2 columns: ANNUAL EXPENSES OF TEACHERS IN CITIES AND TOWNS, and ANNUAL EXPENSES OF TEACHERS IN RURAL DISTRICTS. Rows list counties such as Adair, Adams, Allamakee, Appanoose, Audubon, Benton, Black Hawk, Boone, Bremer, Buchanan, Buena Vista, Butler, Calhoun, Carroll, Cass, Cedar, Cerro Gordo, Cherokee, Chickasaw, Clarke, Clay, Clayton, Clinton, Crawford, Dallas, Davis (no report), Decatur, Delaware, Des Moines, Dickinson, Dubuque, Emmet, Fayette, Floyd, Franklin, Fremont, Greene, Grundy, Guthrie, Hamilton, Hancock, Hardin, Harrison, Henry, Howard, Humboldt, Ida, Iowa, Jackson, Jasper (no report), Jefferson, Johnson, Jones, Keokuk, Kossuth, Lee, Linn, Louisa, Lucas, Lyon, Madison, Mahaska, Marion, Marshall, Mills, Mitchell, Monona, Monroe, Montgomery, Muscatine, O'Brien, Osceola, Page, Palo Alto, Plymouth, Pocahontas, Polk, Pottawattamie, Poweshiek, Ringgold, Sae, Scott.

EXPENSES OF TEACHERS—CONTINUED.
WOMEN.

COUNTIES.	ANNUAL EXPENSES OF TEACHERS IN CITIES AND TOWNS.										ANNUAL EXPENSES OF TEACHERS IN RURAL DISTRICTS.									
	Number report.	Attendance at teachers meetings.	Attendance at county meetings.	Attendance at normal institute.	Books, stationery, and journals.	Wearing apparel.	Board.	Incidentals.	Total.	Number report.	Attendance at teachers meetings.	Attendance at county meetings.	Attendance at normal institute.	Books, stationery, and journals.	Wearing apparel.	Board.	Incidentals.	Total.		
Shelby.....	2	5.87	4.00	14.55	10.00	90.00	215.00	22.50	360.00	6	2.00	3.33	19.33	11.07	80.00	113.33	10.00	299.67		
Stout.....	2	4.33	4.00	15.07	11.03	75.00	133.50	18.75	282.88	10	1.80	3.20	12.00	8.70	64.30	102.00	15.70	218.30		
Story.....	6	4.33	3.17	14.50	11.53	67.50	144.53	14.00	253.67	10	2.50	2.20	15.20	8.50	57.50	75.07	8.10	170.60		
Tama.....	4	5.00	4.75	15.35	15.00	68.75	173.50	31.25	319.75	7	1.80	3.00	15.00	11.00	66.20	112.57	15.00	221.71		
Union.....	4	1.17	4.00	15.35	16.07	128.25	162.17	40.83	365.50	4	1.50	2.00	13.80	10.00	84.00	84.00	14.00	209.00		
Van Buren.....	4	9.50	2.25	10.50	6.00	64.00	143.75	22.50	250.50	4	1.50	2.00	12.75	5.00	61.25	95.00	9.50	187.00		
Wapello.....	3	8.33	4.00	11.00	13.33	90.00	142.00	28.33	297.50	3	2.33	4.00	10.07	7.00	71.25	87.00	10.50	190.50		
Washington.....	3	9.33	2.07	16.33	14.79	67.00	141.00	25.33	298.07	4	3.75	4.00	15.58	8.00	77.50	73.75	13.33	184.00		
Wayne.....	5	6.00	5.30	11.40	8.40	69.00	135.20	11.00	247.40	6	2.50	5.00	14.50	6.50	50.42	84.83	8.67	169.67		
Webster.....	2	4.20	3.33	8.50	10.20	130.00	171.00	12.33	309.00	4	2.00	2.25	8.25	6.25	60.00	107.00	9.00	196.25		
Winnebago.....	3	3.07	3.33	9.00	13.33	60.00	171.33	12.33	273.00	4	4.00	1.00	11.50	10.33	73.33	106.33	13.83	230.33		
Winnesbick.....	6	1.07	3.33	8.50	17.50	104.17	156.50	22.83	311.50	6	4.07	1.07	19.07	8.00	68.33	109.33	6.67	217.33		
Woodbury.....	5	4.80	.40	15.20	11.50	125.00	215.30	20.50	402.60	3	4.07	1.07	19.07	8.00	68.33	109.33	6.67	217.33		
Worth (no report).....	3	2.00	4.17	10.33	14.83	70.00	134.00	19.07	255.00	4	1.50	1.37	14.25	10.62	56.25	91.25	7.00	182.25		
Wright.....	3	4.43	6.00	13.00	12.57	80.43	159.43	17.20	209.13	9	3.11	5.78	13.89	9.89	63.80	94.79	11.11	202.44		
*Other reports.....																				
Total reports.....	443								\$569.15	469								\$108.70		
Total average expense.....		\$ 4.80	\$ 3.13	\$ 13.30	\$ 13.00	\$ 93.41	\$ 157.58	\$ 23.82			\$ 2.45	\$ 2.56	\$ 13.35	\$ 8.45	\$ 64.96	\$ 94.88	\$ 12.00			

*Received after tables by counties were compiled.

INSTITUTES.

The number of teachers enrolled in normal institutes in 1892, was 18,975. The total expenditure for institutes was \$529,355, of which sum the teachers contributed \$48,729 in the form of enrollment and examination fees. To this must be added not less than \$90,000 more, expended by these teachers for board while attending, and we get in round numbers \$138,000 paid out by these teachers in one year for institute purposes. This is a large sum to be taken from the earnings of the teachers every year. What other profession gives as much towards keeping itself up? What other profession is asked to convene annually in a school of instruction? The answer will be that no other calling replenishes its ranks with so many untrained recruits, and that therefore the institute training is necessary. This is true, but it might be expected that the state would bear a larger part of the expense of their training. The state contributes only \$4,950 a year. The institute enrollment fee should be abolished and the state be permitted to give to each county a sum equal to its enrollment, in addition to the sum now paid.

There has been a steady increase in the institute attendance, showing that it has not lost its popularity as a training school for the large numbers who get no other training. Like any other school, its success depends not altogether on the ability of the instructors, but on the frame of mind of those who attend.

The educator regards the institute as a place for studying and presenting methods of teaching and of school management. Most of the attendants regard it as an opportunity to review, or acquire sufficient knowledge of the branches to enable them to pass the examination. In practice the institute reaches an average between these views, doing some method work and giving some instruction in the academic branches. The most valuable part of a successful institute is the inspiration which the young teacher gets from it—the enthusiasm and more exalted notion of the calling. And if

this does not impress itself upon the young, susceptible teachers, then the institute is not a success in the best sense of the word.

Unfortunately, to accomplish all its friends wish for it, the sessions are too short—a little over two weeks. The expense of employing instructors for longer terms, and especially the expense of attendance to the individual teacher, is likely to prevent any large increase in the length of institutes. Many refuse to attend longer than two or three weeks, even though the session is from four to six weeks.

The weakest place in the institute is the attempt to cover so much ground. It is a mistake. It makes superficial teachers. Less ground carefully gone over would give better results in what is done and would better fit the mind for other work. Again, many teachers recite in seven, eight or nine classes daily at the institute, the entire time of the daily session being thus spent. It costs no small effort simply to sit through so many recitations. Much less can a teacher prepare himself on all these lessons. When instructors, already well equipped, find it necessary to spend all their spare hours preparing four or five class exercises for each day, it must be a physical impossibility for the less qualified teachers to prepare eight lessons, usually much longer than school lessons. The point, then, is this: The attendants at institutes should be limited to about five classes, these to be partly determined by the county superintendent. We believe this would conduce towards better results. Half-day sessions are preferable in the heated season to whole day sessions.

Institutes should be held to a strict account as to absence and tardiness, since no teacher can be a good model for his school who gives occasion for criticism in these respects. A superintendent *might not* improperly withhold a certificate from one whose record for tardiness at the institute was bad. There is need, also, of more system in moving classes and dismissing institutes, to give beginners a correct idea of handling schools.

Complaints are made by superintendents that many teachers refuse to attend, some times those who are themselves the most uncharitable with the delinquencies of their own pupils. There is no law to compel their attendance. We should not favor such a law. In some states the law allows the teacher's salary while in attendance at institutes or teachers' meetings, and withholds it for non-attendance. Such a plan is not without merit. There are times and considerations which should excuse a successful, progressive teacher from attendance, for recreation from the year's

labors; but the mere possession of a state certificate or state diploma is not one of these conditions. The unprogressive, stay-at-homes can be reached in other ways, not necessary to mention here.

INSTITUTE CIRCULARS ISSUED BY THE DEPARTMENT.

To County Superintendents and those who are to instruct in the Normal Institutes of Iowa, 1892:

Of the many agencies tending to increase the proficiency of our teachers and the consequent efficiency of our schools, the normal institutes, when properly conducted, are among the most potent.

The objects of our county normals are numerous, but their general utility is quite fully expressed when we say their great purpose is the indirect improvement of the schools by the direct improvement of the teachers.

The normal institutes are short training schools, and largely should be made the means of reaching and correcting the various defects known to exist in the general administration of school duties.

The county superintendent, in the performance of his duties, has learned the defective points in the schools under his immediate supervision. Perhaps the most glaring defect found in many of our schools, and one calling for serious attention, is the partial or entire lack of *methods* of instruction. To instruct teachers *how* to teach children ought to be one great purpose of our normal institutes.

Each year we have a large number who assume the duties and responsibilities incident to teaching, with insufficient knowledge of the fundamental principles of the teacher's work, and too frequently with but a meagre knowledge of the subjects to be taught. The majority of these beginners have no opportunity offered them for acquiring ideas and information concerning the teacher's work, other than is afforded them by the county normals. Young teachers get their experience and are educated as instructors at the expense, it may be, of the proper development of young minds.

The teaching profession, like others, must be recruited from inexperienced workers. We cannot, we would not bar them out, but we would give them such preparation as will obviate to the greatest possible extent the experimenting on young minds. To this end, we would suggest that the first and second year classes particularly, receive special attention in school organization, school management, and methods of instruction.

Our rural ungraded schools are subject to many disadvantages unknown in a great degree to town or graded schools. This leads to the consideration of one of the burning questions of the day, viz: How to increase the effectiveness of the rural schools?

Efficient teachers, more than any other factor, will help to eradicate many of the ills to which our rural schools seem subject. The membership of our county normals being chiefly the teachers of the rural schools, the fact is patent that county superintendents and instructors have it in their power to contribute greatly to the efficiency of the district schools, and in the matter of the organization of the ungraded school, special efforts should

be made to fortify the vast number of raw recruits annually entering the teacher's work. County superintendents and instructors thus find a broad field for the exercise of their every faculty to its utmost in guiding those who in turn must guide the children in the practical work of the school room.

While we understand the fact that much of our institute instruction must necessarily be greatly academic, yet we must insist that in practical importance, this is secondary. Our normal institutes will never accomplish their true ends until teachers are disabused of the idea that institutes are solely for the purpose of preparing for examination. The latter idea comes very naturally from the fact that the last two days of an institute are devoted to examination for certificates. The holding of an examination at this time is simply a matter of convenience.

No time should be wasted in valueless discussions. In a discussion proper, valuable instruction may be given, excellent hints thrown out, and well taken points thoroughly clinched, but instructors should not under any circumstances allow themselves, or members of the institute, to be drawn into useless and meaningless disputes which, when settled, are of no practical benefit to teachers. An institute is a matter of expense to teachers, and the latter should get the most possible for their money.

Believing that our normal institutes should, to the greatest extent consistent with circumstances, be made a school of methods, we are in hearty sympathy with all proper means by which this may be accomplished. To this end, we think practical recitations—model recitations they should be—afford the greatest help to inexperienced and inefficient teachers. In these models let the superintendents, conductors or best teachers assume charge of the class, and do as they actually do in their own class rooms. Many of our rural teachers do not have, at least do not take, opportunities for comparison. To see and know how the *best* teachers conduct recitations gives encouragement and inspiration to ambitious young teachers.

More time and thought should be given to the general educational questions of the day. The following topics should receive much consideration at the hands of county superintendents, and they in turn should see that these topics are thoroughly discussed on any occasion that offers—particularly in teachers' associations. While the topics are trite to older educators, yet to the younger teachers they are new, and they are the basis of discussion of much that vitally concerns the interests of our schools. It is suggested that an informal Round Table meeting of the institute be held several times during the session to discuss such of these topics and others as may seem desirable.

1. Aims and ends to be reached by county superintendents in their official relations and visits to the schools.
2. The relations of superintendents to their teachers.
3. County normals: Advantages of: Defects of: How should they be conducted?
4. Course of study and grade in country schools.
5. How can teachers economize time in ungraded schools?
6. Apparatus: What is needed: Use and abuse of.
7. School directors: Their duties and powers.
8. How may we secure coöperation of parents in school work?

9. Care of school property and neatness in school room.
10. Difficulties in ungraded schools.
11. How can we cultivate a taste for reading standard and current literature among the pupils of the district and town schools?
- 12. School exhibits at county fairs.
13. How may we secure regularity and punctuality of attendance?
14. Advantages of normal school training.
15. Opening exercises for schools.
16. What must be done to raise the standard of instruction in district schools?
17. Why are so many of our teachers and pupils such poor writers?
18. Spelling matches: Dictation exercises: Their value, and why they should receive more attention.

These, and many more, have been, and always may be, discussed with profit.

A few changes may be noticed in the graded course of study. At the several district conventions of county superintendents, the consensus of opinion was that more time and special efforts should be given in all schools to reading, language work, and penmanship. Certainly, the teacher's work in these branches should be strong.

We have every reason to anticipate excellent results from the institute work of the summer.

Yours sincerely,

J. B. KNOEFLER,
Superintendent of Public Instruction.

JUNE 14, 1893.

To County Superintendents and those who are to instruct in the Normal Institutes of Iowa, 1893:

One of the essentials to a successful school is a successful teacher. The normal institutes contribute to the welfare, progress and usefulness of our schools, only as they give teachers better preparation; hence, the appropriate work of the institute is to consider the most urgent needs of teachers with special reference to a proper and effective discharge of their duties in the school room. When teachers' needs are known the all important question to the institute is, How may it best meet them?

This question at once asserts its great importance from the fact that the normal institute affords to many teachers their only means of professional instruction and culture, and may be partially answered by asking another question: Shall the work of the institute be principally along the line of academic instruction, or pedagogical work?

Circumstances will determine the practical answer. In counties strongly organized in school matters and offering the best of educational facilities, the work of the institute should be conducted principally along the lines of methods of instruction. In counties offering less favorable advantages to teachers for text-book preparation, it may be necessary, even if not desirable, that the work should be mainly in the line of academic instruction. It is certain that much time and energy will be wasted in giving instructions in *methods* of teaching before the branches to be taught are sufficiently

understood. In all instances academic instruction should be conducted in a manner illustrative of the best methods of teaching, and while imparting academic instruction and exemplifying as most advanced methods of teaching, the institute will incidentally render most valuable aid by inspiring a greater desire on the part of the teachers for higher qualifications.

The discipline of the institute should be such as will convey most practical lessons to teachers. This is specially important from the fact that many teachers, otherwise qualified, utterly fail in the general work of the school room through inability to govern. Let the principle that he who can keep his pupils well and intelligently employed will have a self-governed school, be thoroughly exemplified in the institute.

The institute should be opened and dismissed in order, not in confusion. It should exemplify a well conducted school in these as well as in other matters.

The actual affairs of life demand great proficiency in the ability to apply reading, language construction, practical arithmetic and penmanship. In our commercial and social activities these constitute the corner stones of intellectual preparations; hence, they emphatically suggest the essential text-book work of the school room. Character building in our schools will succeed only as our teachers are exemplary in their personal lives and the work of the institute should enforce the thought that proper moral training in school must be built upon proper intellectual training.

The permanent value of an institute depends very greatly upon the force and intelligence with which the county superintendent supplements it in supervision. The detail work should be had well in hand. There should be a thorough understanding between conductor, instructors, and teachers, to the end that all the forces may co-operate heartily.

We suggest—

1. That Round Table Meetings be held at the institute as often as practicable.
2. That instruction be given in the proper keeping of the daily register.
3. That instruction be given for making out a correct term report to the secretaries.
4. That instruction be given explaining the teacher's legal relation to the board or district, and to the county superintendent.

Yours cordially,

J. B. KNOEFLER,

Superintendent of Public Instruction.

June 10, 1893.

GRADED COURSE OF STUDY FOR NORMAL INSTITUTES.

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
MATHEMATICS.	Primary Methods. A review of essential principles to Percentage. Special stress on Factoring, Fractions and Compound Numbers.	Percentage and Applications. Business forms given special attention. Drill in practical Mensuration.	Ratio and Proportion, and Arithmetical Analysis, Involvement and Evolution.	Oral and written Test Reviews. Explanation and Application of leading principles in Mensuration. The Metric System.
LANGUAGE.	Methods in Language Lessons, Dictation and Orthography. Primary Reading.	Grammar, including Definitions, parts of speech and Inflections. Synthesis and Analysis. Methods of Teaching Reading and Orthography.	Grammar, with special reference to correction of False Syntax as heard in daily conversation. Analysis, and a thorough explanation of the Elements of the sentence. Diagramming as a means to an end. Reading and Orthography.	Practical methods and illustration of same in teaching the elements of Composition. How to write a composition. Means to induce pupils to write. Elements of Rhetoric with special reference to Figures of Speech and application of same in teaching reading.
SCIENCE.	Physiology and Hygiene, including the effects of Stimulants and Narcotics. Geography.	Physiology and Hygiene, including the effects of Stimulants and Narcotics. Geography with Map Drawing.	Physiology and Hygiene with reference to laws of Sanitation.*	Elements of Science, particularly those that will admit of actual demonstration.† Physical Geography.
DIDACTICS.	Organization and Study. Recitation and Government. School Law affecting Teachers.	Principles and Methods of Teaching with reference to special duties. School Law affecting Teachers.	Principles and methods of Teaching with reference to special duties. School Law affecting Teachers.	History of Education.
GENERAL.	Penmanship and Drawing. U. S. History.	Penmanship and Drawing. U. S. History.	Penmanship and Drawing. U. S. History. Civil Government, County, State, National.	Civil Government, County, State, National.

*Circulars on lighting, heating and ventilating of school houses may be obtained by addressing the secretary of the state board of health, Dr. J. F. Kennedy, Des Moines.

†Shaw's "Physics by Experiment," offers many most excellent hints; also easy experiments.

NORMAL SCHOOLS AND NORMAL TRAINING FOR TEACHERS.

That the state has not made adequate provision for the training of its teachers becomes more apparent with each year. This fact becomes painfully patent when our state is compared, in this respect with neighboring states, some of them younger in years and feebler in wealth. At present Iowa has but one State Normal School consisting of the buildings used for school purposes, while our neighbors on the east will soon have seven such schools, and still other neighbors have expended far more than Iowa for this purpose.

The teachers from our Normal School come out with clearer ideas of the work of teaching and of the laws of mind, as applied to education. This added power they carry into the schools they teach. Thus the state gets a direct return for its outlay in the improved instruction offered to the youth. In fact we believe the state thus receives a full equivalent for every dollar expended on the institution at Cedar Falls. We are able to make the above statement and to speak of the excellent character of the work being done, as well as of the wholesome influence exerted, from direct personal inspection.

The report of the board of directors of this school, embodying that of the president, will be found elsewhere in this volume. This report shows the growth and crowded condition of the school and its needs for the future. From that report it is evident that there is not proper accommodation for all who desire to attend and that the State owes an obligation to the children to provide more ample facilities for the normal training of its teachers. This may be done by increasing the accommodations of the school already established; or by providing for additional state normal schools; or by adopting the New York plan of providing for teachers' training classes in a considerable number of high schools and academies already established. The first of the above remedies

has the advantage of economy to the state, since it would not be necessary to duplicate libraries and apparatus and buildings; the second would reduce the expense of attendance to students by lessening their distance of travel, and the third would doubtless reach a much larger number of teachers than is now reached, as far as it would go, as well as reduce their expenses. By the latter method the work could not be equal to that of a regular normal school, nor would the results be uniform; and yet we offer it for consideration because so many more teachers would get some normal training who now get none, and because it appears to have given good satisfaction where tried. It contemplates a specified appropriation by the state to a limited number of schools, complying with certain conditions and requirements, said schools to be appointed by an appropriate state official or board, who shall determine whether the conditions have been complied with.

But it must not for a moment be supposed that such schools can take the place of a good normal school. They can not. If the state can not have or can not support two or more strong normal schools, then it is far better, it is more economical to the state to support one strong school, with the prestige it will give its graduates, than to support any number of weak ones.

We publish in this connection a table giving, as far as we were able to gather, the higher institutions in which Iowa teachers were schooled. This table is compiled from information obtained in April, 1893.



LIBRARY AND READING ROOM.
IOWA STATE NORMAL SCHOOL.

EDUCATIONAL STATISTICS—CONTINUED.

COUNTIES.	NUMBER OF TEACHERS THAT ARE GRADUATES OF—						NUMBER OF TEACHERS WHO HAVE ATTENDED WITHOUT GRADUATING.				
	Iowa State Normal School, Cedar Falls.	Iowa State University, Iowa City.	Agricultural College, Ames.	Private normals or denominational schools of Iowa.	Any higher institution outside of the State.		Iowa State Normal School.	Iowa State University.	Agricultural College.	Private normals or denominational schools of Iowa.	Any institution not within the State.
Humboldt			1	25	6		15	3	4	40	8
Ida			1	2	5		4	3	4	22	25
Iowa		1		6	6		7	5	6	19	16
Jackson	11			4	6		6	4		11	5
Jasper				2	2		4		7	22	11
Jefferson	1			10	1		10	1		80	10
Johnson	3	24	2	6	8		1	13	1	5	8
Jones	1			4	1		41	5	5	51	16
Keokuk	12	5	6	25	20		15	4	5	14	7
Kossuth	3		1	18	6		10	4	6	15	6
Lee				15	11		12			40	26
Linn											
Louisa			1	6	5		16	2		85	9
Lucas				3	2		6			30	4
Lyon		1	1	24	17		13	5		67	47
Madison	2			2			6			20	
Mahaska											
Marion		1		6	4						2
Marshall	4	1	1	6	9		20	1	3	57	2
Mills				6					2	25	21
Mitchell				2							
Monona	10	2			16		11		6	44	5
Monroe				3	3		15	2		25	8
Montgomery	1		2	2	2		3	1		7	2
Muscatine	4	3	2	6	1		4		3	15	8
O'Brien	1			4	8			2	4	57	24
Osceola	5		2	4	11		18	1	4	34	16
Page	3	1	1	31	4		3		3	11	3
Palo Alto				5	22		4			22	7
Plymouth	7	6	1	6	5		6			25	20
Pocahontas				16	7		6	3	1	4	2
Polk							10			44	10
Pottawattamie	5		1	3	7		5	2		115	41
Poweshiek	5			4	1		20	10	10	30	10
Ringgold	1			3						57	6
Sao	1			2	3		6	1	1	75	14
Scott											
Shelby	2		2		5		8	2	5	60	20
Sioux	1		3	1	6					134	30
Story	7		2	7	7		18		16	21	15
Tama	6	1		6	5		8	1		68	8
Taylor	1		2				4			30	
Union	1			13	11		2		3	55	20
Van Buren	1	1			2		9	2	4	29	8
Wapello											
Warren	1		1	25	4		5	2	6	15	5
Washington	2	1		2	3		7	1		23	16
Wayne		4	1	30	2		1	4	5	40	
Webster	4	1		7	1		14	3		27	7
Winnebago				2			6	1		25	10
Winneshek	1			7	6		4	3		127	2
Woodbury											
Worth				1	2		4	1	4	99	14
Wright	2			1	1		16		8	18	14
Totals	277	71	60	710	390		917	114	224	3,247	1,085

AUXILIARY AGENCIES.

The common schools of our state are the foundations upon which the entire educational superstructure must be built. The colleges, universities and normal schools depend largely upon these for their very existence. The normal schools and universities are the agencies for training teachers for their work. Among the less conspicuous, but not less important, agencies to the same end, are the teachers' meetings in graded schools, township, district and county associations of teachers, the round table meetings, and state associations. All of these act as leveling and equalizing forces. They give new inspiration for the work. They serve to adjust, to weave together for practice the theories learned at school.

The graded school that does not have its teachers' meetings to compare notes, unify the work, consult with each other as to methods and the solution of administrative problems, as well as to broaden their own horizon, falls short of its full duty.

The various teachers' associations serve similar purposes. The less formal these are made, the fewer essays read and the more free discussions had, the more profitable the meetings. An unfortunate difficulty experienced at such meetings is to get teachers of rural schools, especially women teachers, to take part, give their experience and express their views. The views of these teachers are often the very ones most wanted and most needed. The teachers in graded schools are much more mutually helpful. Let those in the country schools do for each other what those in the towns do, and not only must the work be improved, but some of the burden and monotony will be lifted.

The round table meetings throughout the state are potent factors in strengthening the teaching force of the state, representing and forming the drift of educational thought of the day. In them a greater freedom of discussion exists than in most other educational gatherings. A very common fault of such gatherings, however, is a tendency to drift away from the question at hand into irrelevant

discussions, and to omit formulating conclusions reached for the education of public sentiment. The Woman's Round Table has taken a prominent place in educational work. Besides the annual meeting which is one of the features of the State Teachers' Association, additional meetings have been held in each congressional district, where problems from woman's standpoint have been discussed.

At the head of this line of educational meetings comes the gathering of the State Teachers' Association, once a year. All educators are welcome. Its membership embraces teachers in every department of school work, both public and private.

The general association discusses the broader and higher questions of education and educational policy, without dealing with the details of school room management. It is divided into sections which hold meetings and round tables of their own at hours when the general association is not in session, for the discussion of questions most interesting the respective classes of teachers. The Educational Council, composed of members elected by the different sections, formulates the conclusions on educational questions to be promulgated as the consensus of opinion of Iowa schoolmen.

Aside from the value of the formal discussions, these gatherings are beneficial in that they beget a feeling of fraternity, a spirit of broader mutual charity, and lift the participants into a different atmosphere, out of the narrow channel into which the disciples of any calling are prone to fall.

The program for 1893 is given below :

IOWA STATE TEACHERS' ASSOCIATION.

OFFICERS OF THE ASSOCIATION.

President—SUPT. FRANK B. COOPER.

Vice-Presidents—B. P. HOLST, Boone; GEORGE E. MARSHALL, Keokuk; PROF. J. E. HARLAN, Mt. Vernon.

Secretary—C. F. WOODWARD, Eldora.

Treasurer—D. W. LEWIS, Washington.

Executive Committee—GEO. I. MILLER, Boone, Chairman; PROF. D. S. WRIGHT, Cedar Falls; SUPT. CARRIE BYRNE, Le Mars.

EDUCATIONAL COUNCIL.

WEDNESDAY, DECEMBER 27—Y. M. C. A. Auditorium.

President—STATE SUPT. J. B. KNOEPFLER, Des Moines.

Secretary—PROF. M. F. AREY, Cedar Falls.

REPORTS AND DISCUSSIONS.

9:00 A. M. Needed School Legislation. Opening discussion. Report by W. O. Riddell, Chairman Committee.

10:30 A. M. System of Issuing County Certificates. Second discussion. Report by J. L. Buechele, Chairman Committee.

2:00 P. M. How shall we diminish the waste in our present school system in Graded and High School Work. Final consideration. Report by E. N. Coleman, Chairman Committee.

No more than twenty minutes for each paper. Remainder of the time for discussion.

GENERAL PROGRAM.

Plymouth Congregational Church.

WEDNESDAY EVENING, DECEMBER 27.

7:30 P. M. Music. Invocation. Music.

Address of Welcome—Hon. Lafayette Young.

Response—President W. M. Beardsbear, Ames.

Music.

President's Address—Superintendent Frank B. Cooper.

Music.

Announcements.

THURSDAY, DECEMBER 28.

9:00 A. M. Music. Devotion. Business.

THE TEACHER PROBLEM.

9:30 1. Paper. (a) The Institutes—J. H. Garber, Pella. Discussion, J. A. Kleinsorge, Des Moines; I. N. Beard, Osceola. Paper. (b) State Normal Schools, J. M. DeArmend, Davenport. Discussion, O. P. Bostwick, Clinton; Eva L. Gregg, Cherokee.

Paper. (c) Other Means and Agencies—A. B. Warner, Harlan. Discussion, L. W. Parish, Cedar Falls; W. D. Wells, Grundy Center.

11:15 2. Paper. The Reaction against Special Teachers—Emma J. Fordyce, Cedar Rapids. Discussion, O. W. Weyer, Keokuk; L. B. Carlisle, Chariton; W. X. Crider, Dunlap.

7:30 Lecture. Contemporary Education Reforms—G. Stanley Hall, Worcester, Mass.

FRIDAY, DECEMBER 29.

9:00 A. M. Music. Devotion. Business.

9:30 1. Paper. Value of Expert Criticism—H. C. Hollingsworth, Albia. Discussion, G. W. Cowden, Grinnell; W. F. Cramer, Iowa City; H. E. Robbins, Lyons.

10:30 2. Paper. That Alleged New Education and Why We Educate—Hugh W. Sawyer, Council Bluffs. Discussion, Philo E. Hoadley, Sabula; O. W. Jack, Villisca; P. C. Holdoegel, Rockwell.

1:30 P. M. Business.

2:00 Brick Bat Department. "The Kicker"—Louis Begeman, Corydon; S. S. Townsley, Decorah; J. S. Shoup, Sioux City; G. H. Mullin, Washington; J. F. Riggs, Mt. Pleasant; L. T. Weld, Nevada; H. B. Larrabee, Creston; W. I. Simpson, Sheldon.

3:30 1. Report of the committee, appointed at the last meeting, on "Needed School Legislation."

2. What further work is there for the Association?

Papers limited to twenty minutes. Discussions oral and limited to ten minutes. Sit down when your time has expired and give some other member of the Association a chance to talk.

ROUND TABLES.

WEDNESDAY, DECEMBER 27.

WOMEN'S ROUND TABLE—AUDITORIUM PLYMOUTH CONGREGATIONAL CHURCH.

9:30 A. M. 1. The Teacher's Duty in regard to the Health of (a) Her Pupils; (b) of Herself—Miss Emma Fordyce, Cedar Rapids; Miss Ida Schell, Ft. Dodge; Miss Amy Boggs, Manchester.

2. What can the teacher do toward bringing the Public to estimate rightly Educational Values?—Miss Lucy Curtis, State Center; Miss E. J. Hindman, Mt. Vernon; Miss Lydia Styles, Marshalltown.

3. Business.

SUPERINTENDENTS' ROUND TABLE—SHORTHAND ROOM IOWA BUSINESS COLLEGE.

Leader—W. A. DORAN, Monticello.

2:00 P. M. 1. Where place the weak teacher?

2. School books on contract plan.

3. Normal Schools.

HIGH SCHOOL ROUND TABLE—PARLOR C, SAVERY.

Leader—PRIN. E. H. WHITE, East Des Moines.

2:00 P. M. 1. Plans for making high school rhetoricals more effective.

Discussion opened by Prin. E. H. Eastman, Council Bluffs.

3:00 2. Why not more English in our Course of Study? Discussion opened by Miss Sadie Rice, Boone.

4:00 3. How can our high schools be made more popular with the masses? Discussion opened by C. D. Slinker, West Des Moines.

Each topic will be open for general discussion.

PRINCIPALS' ROUND TABLE—EXCHANGE ROOM, IOWA BUSINESS COLLEGE.

Leader—MINNIE BEACH, Marshalltown.

2:00 P. M. 1. Personal culture of the teacher.

2. Teachers' Meetings.

GRAMMAR TEACHERS' ROUND TABLE—SHORTHAND ROOM, CAPITAL CITY COMMERCIAL COLLEGE.

Leader—ELLA STEARNS, Audubon.

2:00 P. M. 1. Interior of the school room.

2. The Parent in the school room.

3. Work of the Teacher.

INTERMEDIATE TEACHERS' ROUND TABLE—RECITATION ROOM, CAPITAL CITY COMMERCIAL COLLEGE.

Leader—ELLA HAWKINS, Sioux City.

- 2:00 P. M. 1. What is your method of calling and dismissing your classes?
 2. What is your plan for regulating the work of each pupil at his desk?
 3. Vocal Music, what do you do with in your school?

PRIMARY TEACHERS' ROUND TABLE—LECTURE ROOM, PLYMOUTH CONGREGATIONAL CHURCH.

Leader—KATE PALMER, Oskaloosa.

- 2:00 P. M. 1. What are some of the common causes and what the best preventives of illness of pupils?
 2. Form and Color in Education,
 3. (a) Waste. (b) Concentration.

COUNTY SUPERINTENDENTS' ROUND TABLE—COMMERCIAL EXCHANGE.

Leader—J. B. KNOEPFLER.

- 2:00 P. M. 1. Needed School Legislation.
 2. How can we improve our Institutes?

COUNTRY SCHOOLS' ROUND TABLE—IOWA BUSINESS COLLEGE.

Leader—J. M. GRAHAM, Audubon.

- 3:00 P. M. 1. What should be the opening and closing of schools?
 2. What is your plan for teaching writing?
 3. What direction can you give respecting the assigning of lessons?
 4. How do you manage the "tough element" in your community?

DEPARTMENTS.

THURSDAY, DECEMBER 28.

COLLEGE AND UNIVERSITY DEPARTMENT—PARLOR C, SAVERY.

President—L. W. BISSELL, Fayette.

Secretary—H. W. WARD, Toledo.

2:00 P. M. President's Address.

- 2:30 1. Paper. Special statistics of Iowa Colleges.
 3:00 2. Paper. College Comity.
 3:30 3. Paper. The Practical Idea in Education.
 4:00 4. Paper. The Relation of Athletics to College Work.

SECONDARY DEPARTMENT—THEORY HALL, C. C. C. C.

President—E. E. WHITE, Des Moines.

Secretary—MISS MINNIE MCFARLAND, Cedar Falls.

- 3:00 P. M. 1. Paper. English in the High School—Prin. Geo. Edward Marshall, Keokuk. Discussion led by Prin. C. A. Miller, Sioux City; Miss Lydia Hinman, East Waterloo.

- 3:00 P. M. 2. Paper. What studies are best worth while?—Prin. Wm. Wilcox, West Des Moines. Discussion led by Prin. H. B. Hayden, Marshalltown; Miss Estella Patterson, East Des Moines; Miss Mae J. Evans, Oskaloosa.

- 4:00 P. M. 3. Paper. Overcrowding the Curriculum—Prof. Colgrove, Nora Junction. Discussion led by Prof. D. S. Wright, Cedar Falls; Prof. A. W. Rich, Le Mars; Prof. H. A. Kinney, Woodbine.

ELEMENTARY AND GRADED DEPARTMENT—AUDITORIUM PLYMOUTH CONGREGATIONAL CHURCH.

President—F. J. SESSIONS, Waterloo.

Secretary—WM. WILCOX, Des Moines.

- 2:00 P. M. 1. Dullards and Incurrigibles. Discussion opened by C. P. Rogers, Marshalltown.

- 3:00 P. M. 2. Are the Public Schools accomplishing the work the people have a right to expect? Discussion, O. C. Scott, Oskaloosa.

- 4:00 P. M. 3. What School Records are necessary? Discussion, H. E. Kratz, Sioux City.

COUNTY SUPERINTENDENTS' DEPARTMENT—COMMERCIAL EXCHANGE.

President—E. R. MOORE, Abamosa.

Secretary—MARY A. TANNER, Eldora.

- 3:00 P. M. 1. Paper. How may the wages in rural schools be raised?—C. L. Saksdorf, Scott Co. Discussion, C. O. McClain, Jasper Co.; W. L. Etter, Cedar Co.; G. L. Bartow, Keokuk Co.; J. N. Stahl, Iowa Co.

- 3:00 P. M. 2. Paper. What constitutes a good institute?—J. L. Buechele, Black Hawk Co. Discussion, W. L. Bywater, Tama Co.; J. Q. Jeffries, Clinton Co.; W. J. Hadley, Dallas Co.; A. O. Stanger, Delaware Co.

- 4:00 P. M. 3. Demands of the County Superintendency.—J. S. Shoup, Woodbury Co.; B. P. Holst, Boone Co. Discussion, H. L. Coffeen, Winneshiek Co.; J. K. Cooper, Pottawattamie Co.; W. A. McCord, Polk Co.; W. W. Montgomery, Montgomery Co.

SECTIONS.

THURSDAY, DECEMBER 28.

PROGRAM OF PRIMARY SECTION—Y. M. C. A. AUDITORIUM.

President—MISS NELLIE SANBORN, Des Moines.

Secretary—MISS ALICE WILSON, Des Moines.

- 2:00 P. M. Paper. The influence of the teacher over the child. By Miss Bertha Cadwell, Le Mars. Discussion, Mrs. A. L. Shattuck, What Cheer.

- 2:30 P. M. Paper. Child's play in relation to Psychology and Pedagogy. Mrs. W. Riddell, Woodbine. Discussion, Miss Eva Kendall, Sioux City.

- 3:30 P. M. Paper. How gain more of the spirit of the work?—Miss Josie Sengewald, Madrid, Iowa. General Discussion.

4:30 P. M. Paper. The use of pictures and stories in the primary.—
Miss Gertrude Burt, Des Moines. General Discussion.
Election of Officers.

SUPERINTENDENTS' AND PRINCIPALS' SECTION—LECTURE ROOM, PLYMOUTH
CONGREGATIONAL CHURCH.

President—S. H. SHEAKLEY, Waverly.

Secretary—C. K. DUKES, West Union.

- 1:00 P. M. 1. Paper. "Fads."—Prin. Thos. M. Irish, Dubuque. Dis-
cussion, Supt. O. J. Laylander, Cedar Falls; Supt. N. Spencer,
Denison; Supt. W. A. Doran, Monticello.
2. Paper. The High School Commencement, its use and abuse.—
Supt. S. T. Burkhead, Independence. Discussion, Supt. J. C.
Yocum, Cherokee; Supt. W. H. Dixon, Algona; Prin. W. D. Wells,
Grundy Center.

PENMANSHIP AND DRAWING SECTION—SHORTHAND ROOM, IOWA BUSINESS
COLLEGE.

Chairman—A. E. PARSONS, Creston.

Secretary—CLAY D. SLINKER, Des Moines.

- 1:30 P. M. Penmanship and Drawing Statistics. General Discussion.
2:00 1. Paper. Writing in County Normal Institutes.—Opened by
Prin. J. H. Ellison, Redfield. Discussion, J. H. Richard, County
Superintendent, Hamilton County.
2. Paper. Drawing as an aid to other branches.—Miss Harriet
Blood, Supervisor writing and drawing, Council Bluffs. Dis-
cussion.
3:00 3. Paper. Practical suggestions on teaching penmanship.—S. S.
Purdy, Supervisor writing, West Des Moines. Discussion opened
by Carl W. Stanley, special teacher writing, Corning.
3:30 Paper. Art in Public Schools.—Miss Eva Benham, teacher drawing
and writing, Iowa State Normal School, Cedar Falls. Discussion.

COMMITTEES.

EXECUTIVE COMMITTEE—HEADQUARTERS, PARLOR D, SAVERY.

George I. Miller, Chairman, Boone; D. S. Wright, Cedar Falls; Carrie
Byrne, Le Mars; Frank B. Cooper, Des Moines.

RAILROAD COMMITTEE—HEADQUARTERS, PARLOR I.

O. C. Scott, Oskaloosa; C. P. Rogers, Marshalltown; O. J. Laylander,
Cedar Falls.

ENROLLMENT COMMITTEE—HEADQUARTERS, PARLOR I.

W. A. McCord, Chairman, Des Moines; Sadie Rice, Boone; Ella D.
Graves, Iowa Falls; Lillian Hedrick, Marengo; Lily Thomas, Osceola; G.
H. Mullin, Washington; E. H. Eastman, Council Bluffs; C. A. Miller, Sioux
City; Olive McHenry, Des Moines; Abbie S. Abbott, Cedar Rapids; Adelia
Bellings, Clinton.

RECEPTION COMMITTEE.

W. H. Stoner, Chairman, Des Moines; Wm. Wilcox, Georgia Warrick,
Ella Johnson, Elmer White, Des Moines; Phoebe Sherman, Boone; Lizzie
Wright, Jefferson; H. E. Kratz, Sioux City; G. E. Marshall, Keokuk;
Charles E. Shelton, Burlington; Alice Baltzell, Red Oak; Laura E. Putnam,
Waterloo; Mary Butterfield, Eldora.

TEACHERS' READING CIRCLE.

As an agency in preparing teachers for their work, the Teach-
ers' Reading Circle deserves mention. By the conditions of its
organization, each county superintendent is made an agent and
manager for his county. Its board at present is composed of six
county superintendents, with the superintendent of public instruc-
tion as president. It is under the exclusive management of the
county superintendents.

The plan provides for the reading of two books a year by the
teachers who become members. These books are selected by the
board, one to be a professional book, the other, on general culture.
The books have been furnished to teachers, through county super-
intendents, at reduced rates. The board can neither accumulate a
dollar in its treasury or become involved in debt to that extent.
The plan provides that the publishers receiving the contract to
furnish the books for any year, shall pay all expenses of the board,
pay all freight or express charges on books shipped, and take
back unsold books. The board does not buy the books to sell
again, and so at the end of the year comes out with neither gain nor
loss.

There is no enrollment fee or other charge than for the books.
An outline of each book is supplied free to teachers.

So satisfactory has this proven, that several other states have
adopted the same plan, and some of them the same books.

The board's last circular here given, will furnish additional
information:

IOWA STATE TEACHERS' READING CIRCLE.

COURSE FOR FOURTH YEAR.

BOARD OF DIRECTORS.

J. S. SHOUP, Co. Supt.....	Sioux City.
	Term expires January 1, 1894.
J. H. LANDES, Co. Supt.....	Keosauqua.
	Term expires January 1, 1894.

A. R. SALE, Co. Supt.....	Mason City,
Term expires January 1, 1895.	
J. Q. JEFFERIES, Co. Supt.....	Clinton,
Term expires January 1, 1895.	
W. A. McCORD, Co. Supt.....	Des Moines,
Term expires January 1, 1896.	
FANNIE RUTLEDGE, Co. Supt.....	Bedford,
Term expires January 1, 1896.	

W. A. McCORD,
Secretary and Manager.

SUPT. J. B. KNOEPFLER,
President.

1893-1894.

IOWA TEACHERS' READING CIRCLE.

To the many Teachers of Iowa, Greeting:

For the fourth time the directors of the Iowa State Teachers' Reading Circle extend to you fraternal and cordial greeting. The Teachers' Reading Circle is now so well known, and its plans are so clearly understood by the great mass of Iowa's teachers and superintendents, that a full and extended explanation of its aims and designs is unnecessary. It has been so well received and so generally approved, that no doubt of its permanency now exists. This is attested by the statements of superintendents and by letters from thousands of teachers throughout the state.

The management and direction of this circle are controlled by a board of six county superintendents, selected by the superintendents of the state, with the state superintendent as president *ex-officio*. One-third of these directors are selected every year; and if from any cause a director ceases to be a superintendent, the place, under the present regulations, becomes vacant, and a county superintendent is selected to fill his place. Thus it will be seen that no one but a superintendent can serve upon the board. This is an actual necessity, owing to the close relation between the reading circle and the normal institute.

At the first meeting of the board it was determined to establish a four years' course of progressive work. The original plan of requiring members to read but two books each year has proved so uniformly satisfactory that it is still followed, as the teacher who completes the course receives a wide range of general and professional literature, at a very small cost. The books selected for the course are as follows:

FOR THE FIRST YEAR—	
Page's Theory and Practice of Teaching.....	\$1.00
Hale's Lights of Two Centuries	1.35
FOR THE SECOND YEAR—	
Shoup's History and Science of Education.....	.90
Barnes' General History, or Steele's Popular Zoology.....	1.10
FOR THE THIRD YEAR—	
Hewett's Psychology.....	.75
The Schoolmaster in Literature.....	1.25

FOR THE FOURTH YEAR—

White's Elements of Pedagogy.....	.90
Shepherd's Historical Readings .....	.90

While those who have followed the course through thus far will see at a glance, upon examining the books for the present year, why they were selected, the board deem it proper, owing to the large number of new members that will be added to the circle, to refer, briefly, to the causes which led to this selection.

First.—The Elements of Pedagogy is a book prepared by one who is justly ranked amongst the great American educators of the present time; one who has not only studied the *theory* of education philosophically and psychologically, but who has also had the opportunity of submitting the theory and principles to a practical test under his own supervision in the American public school.

Second.—The examination of many teachers has shown that many persons appear to have a reasonably fair understanding of the general principles of psychology, without being able to apply these principles to pedagogical work in a practical manner. One of the strong features of this book is, that it shows how this may be done by any teacher.

Third.—It is well known to all progressive teachers, that at no time has there been manifested a stronger disposition for historical investigation than at present, not only so far as historical facts *per se* and in their general correlation are concerned, but also as to the comparative merits of historical writers.

In the book selected we have extracts from thirty or more great writers, embracing in the list Irving, Macauley, Froude, Bayne, Guizot, Arnold, Carlyle, Hume, Gibbon, Prescott, Grote, etc.,—all selected so systematically and philosophically that the teacher who reads this book will not only be pleasingly entertained, but will also have acquired the key to the philosophy of historical reading.

At the close of the book is given a short biographical sketch of each of the writers.

The reading circle year begins and ends with the normal institute, at which time each county superintendent will determine, by examination or otherwise, what teachers have performed the work and are entitled to certificates. The certificates, as well as cards for enrollment or membership, will be furnished by the board.

Superintendents desiring information concerning reading circle work should write at once to W. A. McCord, secretary, Des Moines, Iowa, and their inquiries will receive prompt attention.

Mr. McCord will attend promptly to any and all requests for assistance at normal institutes or at other meetings where superintendents may be desirous of securing aid (at no expense to themselves) in presenting reading circle work. Make your wants known.

It is the intention and determination of the board that Iowa shall be kept in the foremost rank of reading circle work, as well as in other educational matters.

STATE BOARD OF EXAMINERS.

Elsewhere will be found, in tabulated form, the number of applicants examined for each of the two forms of state teachers' license and the number of such licenses granted and refused. There is also given an account of the receipts and expenditures of the board for the biennial period, together with the names of those receiving certificates and diplomas, as required by statute.

It becomes again necessary to call attention of the legislature to the fact that the regular appropriation, \$300 annually, for the expenses of the board and the per diem of two of its members, is insufficient. The board is required by law to hold at least two examinations each year. For the first year of the period the board appointed special examinations to accommodate intending applicants in different portions of the state, and to spare them the expense of long distance of travel. The expense to the board was necessarily greater, although but one member was sent to take charge of the special examination. The appropriation was exhausted and some of the members were compelled to carry their account until the appropriation for the second year became available. Under these circumstances the board was forced to limit the number of examinations in the second year of this period to the two required by the statute, though numerous requests were made for a special examination in different localities. These requests would have been granted had the funds at the disposal of the board permitted. Applicants living at a long distance from Des Moines are at a disadvantage in time and expense to attend the regular examinations, and it is but a reasonable request on their part that examinations be appointed in different sections of the state. But this cannot be done unless the allowance for the expenses of the board is increased.

Unless this allowance is so increased as to enable the board to extend the circuit of its examinations and reduce the expense of attendance for applicants, it may be advisable to amend the law so as to allow county superintendents to conduct examinations for the board, under the latter's direction.

The amount turned into the State treasury from teachers' examination fees ranges from \$400 to \$600 a year, while the board is allowed only \$300 for the same period with which to conduct examinations. For the biennial period 1892-1894, the board turned fees into the treasury to the amount of \$1,023.50. In other words the state is making a clear cash profit of \$100 to \$300 a year off those of its teachers who apply for state certificates and diplomas. We think such was not the intent of the law.

The appropriation should be increased to \$600 and thus give teachers the benefit of their own contributions.

It should be remembered that three members of the board, being such by virtue of other positions held, receive no compensation for any work done on this board. They are allowed actual expenses only, while the remaining two members receive their expenses and the not extravagant compensation of \$3.00 per day, considering the qualifications possessed. The large correspondence is conducted by the president of the board, so that a great portion of the time of one clerk in the office of the superintendent of public instruction is required to perform the clerical part of this work. This clerk is paid out of the clerk's fund—not that of the board—allowed the superintendent, which shows still further how inadequate is the appropriation to cover all expenses of the board.

Certificates or diplomas are granted to candidates receiving a majority vote of the board favorable thereto, said certificates or diplomas being signed by the president and the secretary of the board.

The law provides that graduates of any state normal school of Iowa may receive state certificates or state diplomas after a specified amount of experience in teaching, less than that required of other applicants by the board. It would seem but a proper recognition of the State University to extend a similar privilege to those of its graduates who also take the course in pedagogy, and we trust that this question may receive consideration.

The regulations of the board at present in force are given in this connection, together with a list of questions used for the examination for certificates in June, 1893.

There is also appended a statement of the time and place of holding examinations since the last biennial report; a list of all applicants to whom diplomas or certificates were granted, with date of issue; a classified statement of the number of applicants at each examination, a statement of fees received and expenditures by the board, and to whom warrants on the board's expense fund were issued.

REGULATIONS

OF THE

Board of Examiners

CONCERNING

STATE CERTIFICATES AND STATE DIPLOMAS.

1893.

With a view to answer as fully and satisfactorily as possible all questions likely to arise, and to convey notice of examinations determined upon, the state board of examiners has adopted the following schedule of time and general rules for the guidance of those wishing to present themselves for examination for a state certificate in the year 1893.

This certificate is good in any county in the state for five years from date. It will be the aim of the board of examiners to make the examinations reasonably thorough. Time will be given the candidate to do the work with deliberation and thought, so that he may be free from that nervous feeling which accompanies haste and always induces superficial work. It is proper to say, as a matter of information, that the state certificate is a grade higher than the first class county certificate. Teachers who hold a first class certificate *upon merit*, and are prepared in the additional branches required, may come to a state examination with a fair prospect of success.

It may not be out of place here to call the attention of young teachers of good scholarship to the fact that a state certificate is the first step toward a professional recognition. By careful study of additional lines of work a state diploma is obtainable on fulfilling certain specified requirements, as stated in the circular for state diplomas.

Applicants will bear in mind that the possession of a state certificate or diploma will not in any sense lessen their duty to comply with all the rules and requirements of the county superintendent of the county in which they are teaching.

SCHEME OF EXAMINATION FOR STATE CERTIFICATES, 1893.

I. The candidate must certify in writing at the commencement of the examination that he has studied the subjects required by law for state certificates, and is prepared for examination in them. As evidence of his scholarship he must file his last county certificate and such other diplomas as he may possess. He must also designate the names of persons of professional standing as educators, who can vouch from personal knowledge for his scholarship.

II. The candidate must write an essay at the time of examination upon some general topic in United States history, the said topic to be selected by the examiner at the time of the examination; the time given to it will be at least an hour and a half. From this paper will be marked United States history, orthography, penmanship and English language. The paper must be prepared without delay, in the assigned time, and cannot be copied.

III. The candidate will be required to write upon some topic in didactics that will show his experience and his practice, the topic to be chosen by the examiner. This is intended to be a professional paper and should exhibit professional thought and practice. The examiner's selection of subject is to be guided by the applicant's position and experience. At least an hour and a half will be granted to prepare this paper.

IV. The candidate must pass an examination in the following groups of subjects, at least ten questions to be answered in each group. Sixteen questions will be asked in each group, the candidate to omit at choice any two from subject given in the group.

GROUP 1. *General.* Grammar, Reading, Geography.

GROUP 2. *Government.* Civil Government of the United States, Civil Government of Iowa, School Laws of Iowa.

GROUP 3. *Mathematics.* Arithmetic, Algebra, Book-keeping.

GROUP 4. *Science.* Physiology, Botany, Physics.

Drawing will be marked from the illustrative work required in Group 4

FORM OF EXAMINATION.

GROUP 1.	Questions asked.	To be answered
Grammar	6	4
Reading.....	5	3
Geography.....	5	3
GROUP 2.		
Civil Government of 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

PROGRAM OF EXAMINATION.

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.

OTHER REQUIREMENTS.

It is required that the candidate send for a registration blank, fill it out carefully and return it to the president of the board, with the fee, *at least ten days before the date named for examination.* The fee for registration, as fixed by law, is three dollars, one-half of which is returned to the candidate in case of failure.

The following requirements as to testimonials and credentials are imperative:

a. Written statements from one or more county superintendents or other experienced educators, certifying to the professional success and good moral character of the applicant. *When possible, one of these should be the superintendent of the county in which the candidate is now teaching, or the superintendent who gave the last certificate under which he taught.*

b. Written official statements from school boards, or directors, for whom the candidate has taught, certifying to his success in teaching and government.

c. All testimonials as to character and experience, filed as proofs, according to (a) and (b) of this section of the circular, must be expressly prepared for and addressed to the board and become the property of the board.

d. At the time of registration the names of three disinterested persons of liberal education shall be given as references. The board holds the right to apply to others for information if these are not entirely satisfactory.

EXPERIENCE AND CREDENTIALS.

The board will not issue a certificate to any one having had less than three years' experience, part of which must have been in Iowa.

The possession of a diploma from any approved college or state normal school, or of a state certificate from another state, may be accepted in place of the examination in academic studies. The candidate, however, will be obliged to submit his credentials to the board of examiners not less than ten days before the date of the examination, together with proof of at least eighteen months' successful work in Iowa. He will also be required to pass an examination in the theory and art of teaching, or in such branches as the board may designate.

RENEWAL OF STATE CERTIFICATES.

1. The applicant shall furnish as credentials, testimonials from his county superintendent, or a professional educator, and from the boards of school directors for whom he has taught, certifying that he is successful in government and instruction, and that his physical condition, mental and

moral character, are such as to justify this board in granting a state certificate, the right still being held of making further investigations should the board desire. The usual fee of three dollars must be paid.

2. The applicant shall appear before the board in person and write a paper on didactics and on such other branches as the board may assign at the time of the examination.

3. Graduates of the Iowa State Normal School who have held state certificates, shall be permitted to apply for a new certificate, and are required only to make proofs in conformity with section one.

NOTES.

An average of ninety per cent in the county certificate branches and of seventy-five in all others will be required in order to obtain a certificate. Ten per cent may be added to the average of any paper for order, neatness, punctuation, and for evidence that the candidate is proficient in the use of the English language.

The examination in each subject will be restricted to the time allotted on the program.

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

The experience of the board justifies it in recommending that candidates arrive at the place of examination a day before the date appointed, as no allowance can be made for delayed trains, or being out of condition from night travel.

A circular relating to state diplomas, and giving the board's regulations concerning the same, may be obtained by addressing the president of the board.

All correspondence is conducted by the president of the board, and any communication relating to state certificates or diplomas should be addressed to him.

Regular meetings of the board are held each year in June and December.

STATE DIPLOMA.

This diploma, good for life in any county in Iowa, 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 fee, as fixed by law, is five dollars, one-half of which is returned to the candidate in case of failure.

CREDENTIALS AND OTHER REQUIREMENTS.

1. The board itself holds the right, which it will exercise at discretion, to investigate the character, scholarship and professional standing of every applicant, securing information not only from the references given on the registration blank, but also from other persons who may know of the fitness of said applicant for the professional recognition implied in the possession of a state diploma.

2. In his registration blank the candidate must certify that he has taught or studied all the branches named in the blank. He must present evidence that he has taught at least eight years, and *three of these in Iowa*. He must

also satisfy the board that he has a thorough knowledge of the subjects required for a state certificate.

3. In case the candidate is a graduate of a standard college* in addition to the foregoing requirements he must pass an examination in the Science and Art of Education and in two subjects selected by him from the following groups, one of which shall be taken from group A or B, and the other from group C. All other candidates must pass such examination as the board may require. In order to inform themselves of what will be exacted, they should make application at the semi-annual meeting of the board previous to the intended time of taking said examination.

4. He must present an original thesis *in his own hand-writing*, of not less than 3,000, nor more than 5,000 words, upon some professional topic selected by the president of the board. This thesis will be subjected to a critical examination by at least two persons chosen by the board.

5. The credentials required, the registration blank properly filled, and the thesis accompanied by the fee of five dollars, must be filed with the president of the board at least thirty days before the date fixed for examination.

6. Each paper submitted will be examined with particular reference to the *correct use of the English language*.

7. The candidate must come prepared to do at least ten hours of work. The examination requires the writing of not less than three papers in addition to the thesis previously submitted.

GROUPS OF SUBJECTS.

- A. Geometry, Trigonometry, Astronomy,
- B. Chemistry, Zoology, Geology.
- C. English Literature, Rhetoric, General History, Political Economy, Psychology.

STATE BOARD OF EXAMINERS.

- J. B. Knoepfler, Des Moines, President *ex-officio*.
- Chas. A. Schaeffer, Iowa City, member *ex-officio*.
- H. H. Seerley, Cedar Falls, member *ex-officio*.
- A. W. McPherson, Panora, term expires 1894.
- Alice L. Heald, Fairfield, term expires 1896.

To Holders of State Certificates and State Diplomas:

Your attention is called to the following section of the law establishing a state board of examiners:

"SECTION 7. Every holder of a state certificate, or a state diploma, shall have the same registered by the county superintendent of schools of the county in which he wishes to teach, *before entering upon his work*, and each county superintendent of schools is required to include in his annual report to the superintendent of public instruction a full account of the registration of state certificates and diplomas.

*By the expression, "standard college," is meant an institution having a course or courses of study equivalent to those of the collegiate department of the State University of Iowa.

The above is construed to mean that you are, *once each year*, to have your certificate or diploma registered at the office of the county superintendent, and that it is *unlawful* for you to commence your school until this has been done.

The fact that you hold a state certificate or diploma does not, in any sense, lessen your duty to comply with all the rules and requirements made by the county superintendent of the county in which you are teaching. You are not required to appear before him for examination, but in *all other respects* you are to be under his guidance and direction the same as teachers not holding such certificate or diploma.

Your state certificate or state diploma cannot be revoked by the county superintendent, but may be by the board of examiners. The causes for which the board would be disposed to revoke a state certificate or diploma are, in general, failure to comply with the requirements of the law, well founded charges against the character or scholarship of the holder of a state certificate or diploma, or evidence that he lacks ability to teach and govern children.

The board takes this occasion to express the hope that the holders of state certificates and diplomas will be the leaders in the educational work of their county, and that they will prove a great help to the county superintendent in his labors. The annual institute and the county association should be the better for your presence.

Do not forget that if the state certificate or state diploma implies additional honor, it also implies additional responsibility.

J. B. KNOEFLER,
President State Board Examiners.

August 18, 1893.

REGULATIONS CONCERNING THE HEARING OF CASES FOR THE REVOKING OF STATE CERTIFICATES AND LIFE DIPLOMAS.

1. To begin proceedings for the revocation of a state certificate or a life diploma, definite and specific charges must be made by affidavit of parties making the charge against the character, or the scholarship of the teacher holding said state certificate or life diploma, or that he is wanting in the essential qualifications necessary in instructing and governing children and youth. Such affidavit shall be filed in the office of the county superintendent of the county in which the teacher resided at the time of the alleged offense, and shall form the basis of all further proceedings in the case.

2. The county superintendent shall within five days after receiving said affidavit send written notice to the defendant and the affiant that said affidavit is on file in his office, furnishing defendant a copy thereof. In said notice he shall fix a day and an hour for hearing the trial, allowing not less than thirty days, except by consent of both parties, from the time of filing the affidavit to the date of trial.

3. At the time thus fixed for hearing, he shall take testimony for both parties, and shall have the same authority to receive or reject evidence that he has in trying appeals from the decision of boards of school directors.

4. In case the county superintendent decides, as provided in section 5, chapter 167, laws of 1882, that the disqualification charged is well founded, he shall send a certified copy of the affidavit and testimony to the president of the state board of examiners. Said case shall be entitled.....county superintendent, vs.....defendant.

5. The case shall be heard at the next regular meeting of the board of examiners, unless the president of the board deems it advisable to have a special meeting for that purpose. He shall notify the county superintendent, the affiant, and the defendant, of the time of hearing said case. At said time either party may appear in person or by attorney, and present arguments.

6. In cases where new testimony is sought to be presented after the filing of the transcript by the county superintendent, it shall be at the option of the board of examiners to receive such additional testimony.

J. B. KNOEFLER,
President State Board of Examiners.

Des Moines, January 11, 1892.

DATE OF EXAMINATIONS FOR CERTIFICATES.

BIENNIAL PERIOD, 1892-94.
1892.

Cedar Falls.....	June 1, 2.
Grinnell.....	June 1, 2.
Mt. Vernon.....	June 7, 8.
Iowa City.....	June 8, 9.
Des Moines.....	June 23, 24.
Iowa City.....	July 15, 16.
Des Moines.....	July 29, 30.
Cedar Rapids.....	December 28, 29.

1893.

Cedar Falls.....	June 15, 16.
Des Moines.....	June 28, 29.
Des Moines.....	December 27, 28.

FOR STATE DIPLOMAS.

Des Moines.....	June 23, 24, 1892.
Cedar Rapids.....	December 28, 29, 1892.
Des Moines.....	June 28, 29, 1893.
Des Moines.....	December 27, 28, 1893.

Questions prepared by state board of examiners for examination for state certificate held at Des Moines, June 28-29, 1893.

GRAMMAR.

1. What parts of speech are inflected? Give the terminational inflections and the precise use of each.
2. Give three uses of the apostrophe, and illustrate. Give three distinctions between the personal and relative pronoun.
3. When is it incorrect to use any relative pronoun other than *that*? Illustrate what is meant by restrictive clause and one not restrictive.
4. What is the difference in construction of the progressive form, and passive voice? In what kind of verbs can either be readily changed to the other, and how?
5. Name the auxiliaries and tell separately the use of each as an auxiliary.
6. Under what conditions may the present perfect tense, indicative, be used? The comparative form of an adjective.

READING.

1. Name a production of the dramatic type that would be a suitable drill in reading for an advanced class. Name a humorous type, an oratorical, and give two suggestions for the proper interpretation of each type.
2. What attention do you give to orthoepy? Indicate the proper pronunciation of the following words: microscopist, legislature, peremptory, Penelope, benzine, illustrate, contumely, clematis, gladiolus, homeopathist.
3. Define rate, inflection, emphasis, enunciation, pronunciation. What drills and exercises do you give in connection with your reading lessons? Give reasons.
4. What special exercises would you give in connection with the reading lesson for the purpose of enlarging the vocabulary of your pupils? What advantages would you expect to gain for pupils in other subjects by the proper instruction in the subject of reading?
5. By what means would you attempt to form in pupils a habit of reading standard works of literature? How do you manage when your school is not supplied with supplementary reading matter?

ALGEBRA.

1. Apply the binomial formula to find the fourth term in the expansion of $(a - \frac{2}{3} - 2b\frac{2}{3}) - \frac{2}{3}$.
2. Explain the formula for finding roots of an affected quadratic equation in the form of $x^2 + px + q = 0$.
3. Find the value of x in $\frac{\sqrt{x+a} + \sqrt{x}}{\sqrt{x+a} - \sqrt{x}} = b$.
4. Prove that if $\sqrt{a} + \sqrt{b} = \sqrt{x} + \sqrt{y}$ then $\sqrt{a - \sqrt{b}} = \sqrt{x} - \sqrt{y}$.
5. Extract the square root of $1 + 56\sqrt{-3}$.
6. Prove that a quadratic surd can not be equal to the sum of two dissimilar quadratic surds.

GEOGRAPHY.

1. Show, by a drawing, the earth's relative position to the sun at this writing, indicating the tropics, polar circles, equator, ecliptic, etc., and the limit of the sun's rays on the earth. Show their relative positions in regard to the same points for September, December and March.
2. Name three popular routes to San Francisco and locate three points of interest on each route.
3. Locate the home of the following exhibits at the World's Fair: the Javanese, Cingalese and New South Wales. Give some characteristics of the natives of each, and what you would expect to see in each exhibit.
4. Give five greatest nations in territory, their capitals, their form of government.
5. What is each of the following and its location: Yosemite, Seattle, St. Elias, Gettysburg, Duluth, Newport, Detroit, Tiber, St. Helena, Sitka, Cumberland?

ARITHMETIC.

1. Find the G. C. D. and L. C. M. of 16-25, 27-56, 35-72.
2. Reduce 13-40 to a decimal and explain fully. How can you tell at sight whether a common fraction will reduce to a finite decimal and how many decimals it will contain, before trying?
3. A room is 13 ft. 4 in., by 14 ft. 8 in. I wish to cover it with Brussels carpet at \$1.20 per yard. Allowing 9 in. waste on each strip in matching, the strips all to be of the same length, what is the least I can carpet the room for?
4. If six persons in ten weeks consume \$8.90 worth of flour when wheat is \$1.20 per bushel, what must be the price of wheat per bushel that eight persons in 15 days shall consume \$12.30 worth of flour?
5. May 18, 1893, I gave my note for \$620 at 8 per cent for 2 years. Made payments on this as follows: Dec. 12, '93, \$150; July 6, '94, \$140; Oct. 9, '94, \$190; Jan. 7, '95, \$70. March 18, '95, I redeemed this note by borrowing at a bank for the unexpired time at 6 per cent the amount necessary to cancel it. What was the face of my note at the bank?
6. The surface of a sphere is 201.0624 square inches. Find the diagonal of a cube having a volume equal to the volume of the sphere. Indicate the solution in one connected expression by proper use of signs, etc.

BOOK-KEEPING.

1. Explain at length the difference between single entry and double entry book-keeping.
2. Define fully Trial Balance, and Balance Sheet, and how made.
3. In double entry how do you determine the gain or loss in any particular account? How determine the net gain or loss of the business in each of the two systems of book-keeping.
4. Journalize the following day-book entries for double entry posting: Bought groceries of H. A. Wheeler on account, \$340; sold W. W. Barber sugar for \$27 and took his note in payment; found a wallet containing \$60; paid my clerk month's salary, \$40; bought sundry groceries to the amount of \$80 of A. C. Austin, and gave my draft on First National Bank, for sixty days; paid my note of \$120 with interest at 8 per cent for six months, due

to-day; sold goods to D. D. Murphy to amount of \$320 and received check on First National Bank in payment.

BOTANY.

1. Define inflorescence; give the different classes. What is the inflorescence of the milk-weed? lily of the valley? oats? clover? calla lily?
2. Define cellulose, protoplasm. State in detail the elements of plant food, and the process of their assimilation. Give the anatomy of a section of oak tree one year old. Give the anatomy of a leaf from the same tree.
3. Make a sketch of the Rue Anemone and analyze it from memory.
4. To what families do the following belong: wall flower, pansy, tube rose, wood sorrel, sweet clover, apricot, sweet pea, hawthorn, syringa, fuchsia, sun-flower, lady slipper?
5. What are the common names for the following: Trillium, Erythronium, Ranunculus, Dicentra Cucullaria, Claytonia, Mertensia, Armoracia?

SCHOOL LAWS.

1. (1) Give legal school age. (2) How, when and by whom is the school census taken?
2. (1) How may the sub-districts of a district township become rural independent districts? (2) Name the minimum and the maximum number of directors a rural independent district may have.
3. Are there any legal holidays prescribed by the law? If so, name them.
4. (1) What is the law relating to the planting and maintaining of trees in a school yard? (2) Is a barbed wire fence a legal school fence?
5. (1) On what basis is the interest of the public school fund apportioned among the several counties? (2) What county official determines the amount due each school district in the county, and when determined to whom is the amount sent?
6. Enumerate three duties imposed by law upon each of the following officers: (1) State superintendent. (2) County superintendent. (3) Teacher of public schools. (4) President of board of directors.

NATURAL PHILOSOPHY.

1. Draw figures explaining the composition and resolution of forces.
2. Give and explain the laws of the pendulum.
3. Give the law for the expansion of gases.
4. Explain the electro magnet.
5. Give and illustrate the laws of falling bodies.

PHYSIOLOGY.

1. Explain in full the sympathetic nervous system.
2. Describe the organs of sight.
3. Name the uses of the skin.
4. Trace the course of the blood.
5. Describe the process of digestion.
6. How do you teach the effects of narcotics and stimulants and give reasons for your method?

CIVIL GOVERNMENT OF UNITED STATES.

1. In regard to House of Representatives state (1) Qualifications of Representatives; (2) Term; (3) Who may vote for; (4) Vacancies, how filled; (5) Number of, how determined; (6) Salary.
2. (1) Give reasons for imposing taxes; (2) Name and define the several kinds of taxes.
3. (1) State in how many ways citizenship may be acquired; (2) Define definitely the meaning of suffrage.
4. (1) Of what does the judiciary of the U. S. consist? (2) Define appellate and original jurisdiction.
5. Give the cabinet departments and state which one controls the disposal of our public lands.

CIVIL GOVERNMENT OF IOWA.

1. Name the elective state officers and give length of term and salary.
2. Give the number of railway commissioners, supreme court judges, state senators and representatives.
3. How may the state constitution be amended?
4. How do bills become a law in this state?
5. How many congressional districts has Iowa? In which do you live? Of what counties is it composed?

STATE CERTIFICATES, ISSUED 1892-94.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
January 5, 1892	George C. Baker	Van Buren.
January 5, 1892	Ada F. Brown	Hardin.
January 5, 1892	Margaret Buchanan	Clinton.
January 5, 1892	Horace T. Bushnell	Scott.
January 5, 1892	Ruby M. Clark	Polk.
January 5, 1892	Cora L. Davis	Clinton.
January 5, 1892	Mabel Felmley	Black Hawk.
January 5, 1892	Elmer T. Fitch	Hamilton.
January 5, 1892	Edward P. Fogg	Marshall.
January 5, 1892	Grant Flora	Marshall.
January 5, 1892	Anna C. Goodale	Butler.
January 5, 1892	Charles W. Gruver	Warren.
January 5, 1892	Harriett B. Hartshorn	Tama.
January 5, 1892	George A. Hooker	Butler.
January 5, 1892	Nellie E. Hoyt	Clinton.
January 5, 1892	Amos Huffman	Butler.
January 5, 1892	Elijah H. Hurd	Marshall.
January 5, 1892	William A. Lester	Louisa.
January 5, 1892	Joseph J. McMahon	Carroll.
January 5, 1892	Robert McCay	Des Moines.
January 5, 1892	Jennie F. Morgan	Jasper.
January 5, 1892	J. H. Morgan	Marshall.
January 5, 1892	Adam Pickett	Dallas.
January 5, 1892	Alice Schulenburg	Grundy.
January 5, 1892	Nathaniel Spencer	Sioux.
January 5, 1892	Mary A. Tate	Washington.
January 5, 1892	Francis S. Thompson	Linn.
January 5, 1892	Clarence A. Torrey	Linn.
January 5, 1892	J. Effus Vertz	Marshall.
January 5, 1892	Lizzie R. Wallace	Henry.
January 5, 1892	Florence F. Walraven	Marshall.
January 5, 1892	Ava Floy White	Jackson.
April 1, 1892	William S. Flemming	Chickasaw.
June 22, 1892	Herbert R. Wright	Black Hawk.
June 22, 1892	Theodore Anderson	Butler.
June 22, 1892	Lewis H. Andrews	Black Hawk.
June 22, 1892	Chas. W. Bartine	Story.
June 22, 1892	William W. Bartine	Story.
June 22, 1892	Amy Bell	Black Hawk.
June 22, 1892	May Bixby	Black Hawk.
June 22, 1892	Ivah G. Blank	Buchanan.
June 22, 1892	Mary D. Bohstedt	Iowa.
June 22, 1892	Etta J. Calderwood	Tama.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 22, 1892	Mae Calderwood	Tama.
June 22, 1892	Joseph E. Clayton	Buchanan.
June 22, 1892	Morris W. Cooper	Calhoun.
June 22, 1892	Bridgie E. Cunningham	Black Hawk.
June 22, 1892	Bertha J. Donahue	Linn.
June 22, 1892	Mary A. Down	Sac.
June 22, 1892	Ella S. Earhart	Scott.
June 22, 1892	Bertha L. Engel	Muscatine.
June 22, 1892	Finette Ferris	Franklin.
June 22, 1892	Ella Fiater	Cedar.
June 22, 1892	Arthur C. Franklin	Muscatine.
June 22, 1892	Louisa A. Franklin	Muscatine.
June 22, 1892	Walter Guthridge	Black Hawk.
June 22, 1892	S. Otis Hahn	Black Hawk.
June 22, 1892	Helen Hearst	Black Hawk.
June 22, 1892	Mamie F. Hearst	Black Hawk.
June 22, 1892	J. Edward Johnson	Franklin.
June 22, 1892	Osmond Johnson	Story.
June 22, 1892	Lizzie M. Kallenbach	Black Hawk.
June 22, 1892	S. Sophie Keeler	Tama.
June 22, 1892	Stella M. Kingsbury	Grundy.
June 22, 1892	Elizabeth Klein	Linn.
June 22, 1892	Chas. F. Kuehne	Black Hawk.
June 22, 1892	Francis E. Lenocker	Dallas.
June 22, 1892	W. H. Manifold	Ringgold.
June 22, 1892	George Mathes	Black Hawk.
June 22, 1892	Nellie McAlvin	Clayton.
June 22, 1892	Joseph C. McGee	Butler.
June 22, 1892	Isabel M. McIntosh	Warren.
June 22, 1892	Cora A. McKim	Story.
June 22, 1892	J. S. McMahan	Wapello.
June 22, 1892	Andrew P. McMahon	Butler.
June 22, 1892	Frank G. Miller	Montgomery.
June 22, 1892	Ida Morgan	Taylor.
June 22, 1892	N. Lavinia Mowry	Calhoun.
June 22, 1892	Jessie M. McNally	Black Hawk.
June 22, 1892	Clara B. Nettle	Marshall.
June 22, 1892	Kate E. Nevile	Black Hawk.
June 22, 1892	Belle H. Nutting	Tama.
June 22, 1892	G. H. Olmsted	Black Hawk.
June 22, 1892	Katie L. Overfelt	Washington.
June 22, 1892	Paul Peterson	Shelby.
June 22, 1892	Mary E. Polley	Buena Vista.
June 22, 1892	Bertha Pratt	Benton.
June 22, 1892	Alice Richardson	Cerro Gordo.
June 22, 1892	Chas. Severance	Black Hawk.
June 22, 1892	Maud Smith	Union.
June 22, 1892	Cora F. Spargur	Montgomery.
June 22, 1892	Minnie May Speer	Tama.
June 22, 1892	Florence L. Strasser	Jackson.
June 22, 1892	Chas. M. Thompson	Adams.
June 22, 1892	Andrew L. Thorburn	Keokuk.
June 22, 1892	Carl Treimer	Scott.
June 22, 1892	Stella Tuttle	Hamilton.
June 22, 1892	Mary E. Wright	Pottawattamie.
June 22, 1892	Minnie V. Wynkoop	Jackson.
June 22, 1892	Emma Bradley	Poweshiek.

STATE CERTIFICATES - CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 22, 1892	Lottie Wallace	Grundy.
June 22, 1892	Mary Woodward	Linn.
June 22, 1892	Louisa E. Collins	Linn.
June 22, 1892	Letta Dixon	Black Hawk.
June 22, 1892	Clara B. Goodale	Butler.
June 22, 1892	Lena Seitsinger	Cedar.
June 22, 1892	Julia W. Wingate	Winneshiek.
June 22, 1892	Sadie M. Campbell	Clinton.
June 22, 1892	Anna E. Fox	Floyd.
June 22, 1892	Burt E. Powell	Poweshiek.
June 22, 1892	Mary E. Rice	Harrison.
June 22, 1892	Esther Spencer	Hardin.
June 22, 1892	John E. Bartley	Cedar.
June 22, 1892	Rachel Bunnell	Harrison.
June 22, 1892	Wm. T. Dick	Lee.
June 22, 1892	John N. Hamilton	Clayton.
June 22, 1892	Chas. A. Jewell	Davis.
June 22, 1892	Wm. C. Kennedy	Van Buren.
June 22, 1892	Wm. G. R. Koehler	Pottawattamie.
June 22, 1892	J. W. W. Laird	Pottawattamie.
June 22, 1892	Alice Mann	Kossuth.
June 22, 1892	Eliza F. Mitchell	Clark.
June 22, 1892	Wm. A. Peterson	Montgomery.
June 22, 1892	Juliette Pierce	Marshall.
June 22, 1892	E. Albert Pierce	Wright.
June 22, 1892	Helen Sisson	Lee.
June 22, 1892	Anna L. Sitler	Jasper.
June 22, 1892	Vina L. Warr	Polk.
July 30, 1892	Jennie Sumner	Butler.
July 30, 1892	J. D. Maurer	Clayton.
July 30, 1892	Viola H. Schell	Poweshiek.
July 30, 1892	Frank W. Akers	Dallas.
July 30, 1892	Geo. H. Betts	Butler.
July 30, 1892	J. Anna Brabham	Shelby.
July 30, 1892	Lena Beadle	Pottawattamie.
July 30, 1892	Alice Bradrick	Lucas.
July 30, 1892	Margaret C. Casey	Buena Vista.
July 30, 1892	Tom J. Cowan	Jones.
July 30, 1892	B. J. Horchem	Dubuque.
July 30, 1892	J. F. Holiday	Wayne.
July 30, 1892	John W. Jackson	Sac.
July 30, 1892	Flora Johnson	Warren.
July 30, 1892	Jerry L. Lyon	Greene.
July 30, 1892	Clarence McCracken	Iowa.
July 30, 1892	Allie Perrine	Henry.
July 30, 1892	Jennie E. Pollock	Webster.
July 30, 1892	Amy G. Reed	Jackson.
July 30, 1892	Hattie Ripsom	Butler.
July 30, 1892	Luella Rogers	Harrison.
July 30, 1892	Lulu Satterthwait	Henry.
July 30, 1892	Louis B. Stewart	Fremont.
July 30, 1892	Daniel Swindler	Guthrie.
July 30, 1892	Henry Ed. Nothomb	Story.
September 12, 1892	Lucy Anne Pascal	Pocahontas.
January 2, 1893	W. E. A. Aul	Guthrie.
January 2, 1893	George F. Barslow	Kossuth.
January 2, 1893	Alvin J. Cavana	Hardin.

STATE CERTIFICATES - CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
January 2, 1893	Mae Church	Wright.
January 2, 1893	Julia Dumke	Benton.
January 2, 1893	Carl Eggert	Des Moines.
January 2, 1893	Edgar Ford	Grundy.
January 2, 1893	Etta Galvin	Muscatine.
January 2, 1893	Frank E. Howard	Butler.
January 2, 1893	John A. Kitz	Calhoun.
January 2, 1893	John W. Kitch	Adair.
January 2, 1893	Lillie J. Leech	Polk.
January 2, 1893	Ella Morris	Black Hawk.
January 2, 1893	John C. Nelson	Washington.
January 2, 1893	Nora M. Person	Grundy.
January 2, 1893	Lillian L. Smith	Hamilton.
January 2, 1893	J. E. Stout	Marshall.
January 2, 1893	Matie B. Steimel	Black Hawk.
January 2, 1893	Chester G. Wilcox	Buena Vista.
June 30, 1893	R. C. Adams	Sioux.
June 30, 1893	Allie D. Asquith	Harrison.
June 30, 1893	Adel Andrews	Butler.
June 30, 1893	Y. G. Barnell	Benton.
June 30, 1893	Clara G. Blackburn	Benton.
June 30, 1893	Genetta B. Bushyager	Franklin.
June 30, 1893	W. F. Berner	Plymouth.
June 30, 1893	Katie A. Cunningham	Black Hawk.
June 30, 1893	Getrude Conner	Plymouth.
June 30, 1893	Annie T. Champion	Mitchell.
June 30, 1893	Florence M. Claypool	Clay.
June 30, 1893	R. C. McConnell	Polk.
June 30, 1893	Addie Calkins	Adams.
June 30, 1893	Chas. S. Cobb	Sioux.
June 30, 1893	Pearl O. Carr	Muscatine.
June 30, 1893	Albert L. Comstock	Wright.
June 30, 1893	James J. Daly	Clayton.
June 30, 1893	Franc M. DeGraffe	Pocahontas.
June 30, 1893	Ada J. Down	Sac.
June 30, 1893	Emma L. Evans	Adair.
June 30, 1893	Percival Ruggett	Black Hawk.
June 30, 1893	Bertha Huntley	Grundy.
June 30, 1893	Clara G. Hearst	Black Hawk.
June 30, 1893	Emma Heverly	Linn.
June 30, 1893	Lulu Hall	Taylor.
June 30, 1893	Olive I. Henness	Mahaska.
June 30, 1893	Lena A. Hussey	Buchanan.
June 30, 1893	Charles Henry	Black Hawk.
June 30, 1893	Lissa A. Jeffers	Plymouth.
June 30, 1893	Florence Knickerbocker	Black Hawk.
June 30, 1893	Kate Knoche	Black Hawk.
June 30, 1893	Elizabeth Kearville	Montgomery.
June 30, 1893	Alice C. King	Black Hawk.
June 30, 1893	Arthur L. Lyon	Harrison.
June 30, 1893	Rose J. Mintier	Washington.
June 30, 1893	Lizzie A. McElhiney	Clay.
June 30, 1893	Laura H. Marsh	Floyd.
June 30, 1893	Florence Mack	Butler.
June 30, 1893	Harry Moore	Black Hawk.
June 30, 1893	Maud E. Miller	Black Hawk.
June 30, 1893	Maud E. Milliman	Harrison.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 30, 1893	Edith A. Neely.....	Black Hawk.
June 30, 1893	May L. Newcomb.....	Bremer.
June 30, 1893	Kate G. Newbery.....	Clayton.
June 30, 1893	Emma E. Pollock.....	Webster.
June 30, 1893	Helen L. Poor.....	Buchanan.
June 30, 1893	W. R. Patterson.....	Black Hawk.
June 30, 1893	Frank W. Perkins.....	Buchanan.
June 30, 1893	Jennie Raymond.....	Polk.
June 30, 1893	Florence E. Streeter.....	Black Hawk.
June 30, 1893	Mary E. Steele.....	Marion.
June 30, 1893	Lucy M. Smith.....	Mills.
June 30, 1893	Ella F. Scurry.....	Hardin.
June 30, 1893	Emma Sherrett.....	Tama.
June 30, 1893	Blanche B. Sokol.....	Jones.
June 30, 1893	Edna S. Savage.....	Washington.
June 30, 1893	Marguerite Staves.....	Linn.
June 30, 1893	J. E. Smith.....	Black Hawk.
June 30, 1-93	Samuel L. Thomas.....	Harrison.
June 30, 1893	Ruth Traver.....	Clay.
June 30, 1893	Samuel J. Torney.....	Howard.
June 30, 1893	Augusta M. Westfall.....	Hardin.
June 30, 1893	E. B. Williams.....	Mahaska.
June 30, 1893	Lucy M. Wood.....	Harrison.
June 30, 1893	Jennie E. Wier.....	Cerro Gordo.
June 30, 1893	LeRoy A. Wescott.....	Tama.
June 30, 1893	H. E. Wheeler.....	Harrison.
June 30, 1893	Annie Lees.....	Black Hawk.
June 30, 1893	Maude Humphrey.....	Black Hawk.
June 30, 1893	Abbie L. Blakely.....	Fremont.
June 30, 1893	H. E. Button.....	Hamilton.
June 30, 1893	Clara Funston.....	Cherokee.
June 30, 1893	E. S. Hady.....	Clayton.
June 30, 1893	James Lawrey.....	Bremer.
June 30, 1893	Jessie A. Segner.....	Tama.
June 30, 1893	Peter B. Woods.....	Marion.
June 30, 1893	Janet Cowan.....	O'Brien.
August 23, 1893	Jennie K. Thompson.....	Butler.
August 23, 1893	Winnifred Hazen Sloan.....	Woodbury.

STATE DIPLOMAS, ISSUED 1892-1894.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
January 5, 1892	Charles H. Beaver.....	Dallas.
January 5, 1892	Louis Begeman.....	Wayne.
January 5, 1892	Ardella M. Billings.....	Clinton.
January 5, 1892	Emir E. Blanchard.....	Lyon.
January 5, 1892	S. Laura Eusign.....	Black Hawk.
January 5, 1892	H. H. Freer.....	Linn.
January 5, 1892	William T. Jackson.....	Johnson.
January 5, 1892	James W. Johnson.....	Mahaska.
January 5, 1892	H. B. Larrabee.....	Union.
January 5, 1892	Geo. E. Marshall.....	Lee.
January 5, 1892	Marie W. Riddell.....	Harrison.
January 5, 1892	G. H. Sumner.....	Clayton.
January 5, 1892	Ingleeta F. Ware.....	Pottawattamie.
June 22, 1892	Florence Backus.....	Lee.
June 22, 1892	George S. Dick.....	Floyd.
June 22, 1892	Lafayette Higgins.....	Polk.
June 22, 1892	Edgar L. Porter.....	Johnson.
June 22, 1892	Charles E. Smith.....	Des Moines.
June 22, 1892	Samuel H. Sheakley.....	Bremer.
June 22, 1892	Ada Knight Terrell.....	Shelby.
January 2, 1893	Bertha Favard.....	Lee.
January 2, 1893	C. C. Hodges.....	Page.
January 2, 1893	A. T. Hukill.....	Iowa.
January 2, 1893	Amos Hiatt.....	Polk.
January 2, 1893	Henry F. Kling.....	Allamakee.
January 2, 1893	G. S. Kirkpatrick.....	Cass.
January 2, 1893	Mary McKittrick.....	Des Moines.
January 2, 1893	A. W. McPherson.....	Guthrie.
January 2, 1893	David M. Odle.....	Sioux.
January 2, 1893	Elsie E. Perry.....	Black Hawk.
January 2, 1893	Jessie H. Wilson.....	Lee.
January 2, 1893	C. F. Woodward.....	Hardin.
January 2, 1893	C. A. vander Linden.....	Marion.
January 2, 1893	F. B. Lawrence.....	Cass.
January 2, 1893	William H. Fort.....	Mills.
June 30, 1893	G. W. Price.....	Pottawattamie.
June 30, 1893	Mary E. Wood.....	Delaware.
June 30, 1893	S. J. Finley.....	Marion.

STATEMENT

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

CERTIFICATES.

PLACE OF HOLDING EXAMINATIONS.	DATE.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Number failed.	Fees retained.	Fees returned.
		Men.	Women.	Men.	Women.			
Des Moines	Dec. 30, 1891	22	20	19	15	8	\$114.00	\$12.00
Cedar Falls	June 1, 1892	25	44	25	43	1	205.50	1.50
Grinnell	June 1, 1893	3	4	1	4	2	18.00	3.00
Mt. Vernon	June 7, 1892	.....	2	.....	6	2	21.00	3.00
Iowa City	June 8, 1892	1	2	1	2	2	6.00	3.00
Des Moines	June 23, 1892	10	7	8	7	2	48.00	3.00
Iowa City	July 15, 1892	1	1	1	1	1	6.00	.....
Des Moines	July 29, 1892	14	15	11	12	6	78.00	9.00
Cedar Rapids	Dec. 28, 1892	18	11	11	8	5	64.50	7.50
Cedar Falls	June 15, 1893	19	52	19	52	..	213.00	.....
Des Moines	June 28, 1893	15	15	4	4	22	57.00	33.00
Totals	.....	123	179	100	152	50	\$831.00	\$75.00

STATE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE.	NUMBER OF APPLICANTS.		DIPLOMAS GRANT ED.		Number failed.	Fees retained.	Fees returned.
		Men.	Women.	Men.	Women.			
Des Moines	Dec. 29, 1891	9	4	9	4	.....	\$ 65.00	\$
Des Moines	June 23, 1892	5	2	5	2	.....	35.00	.....
Cedar Rapids	Dec. 28, 1892	11	5	16	5	1	77.50	2.50
Des Moines	June 28, 1892	2	1	2	1	.....	15.00	.....
Totals	.....	27	12	26	12	1	\$192.50	\$ 2.50

SUMMARY.

KIND OF LICENSE.	NUMBER OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			Number failed.	Fees retained.	Fees returned.
	Men.	Women.	Totals.	Men.	Women.	Totals.			
State certificates	123	179	302	100	152	252	50	\$ 831.00	\$75.00
State diplomas	27	12	39	26	12	38	1	192.50	2.50
Totals	150	191	341	126	164	290	51	\$1,023.50	\$77.50

SUMMARY.

Number of certificates issued to September 30, 1891	448
Number of certificates issued period ending September 30, 1893	252
Total number issued	700
Expired by limitation	146
Total number of certificates in force September 30, 1893	554
Number of diplomas in force 1891	134
Number of diplomas issued period ending September 30, 1893	38
Total number of diplomas in force September 30, 1893	172

STATEMENT.

Of the expenses of the State Board of Examiners, from October 1, 1891, to January 1, 1892.

WARRANTS ISSUED AND TO WHOM.	AMOUNT.
Lucy Curtis	\$ 4.33
<i>January 1, 1892 to October 1, 1893.</i>	
Minnie D. Nash	\$ 9.00
Charlotte Page	6.00
J. S. Crawford	26.67
Mrs. E. H. Durley	21.00
H. H. Seerley	58.15
J. M. Mehan	8.10
C. A. Schaeffer	45.00
J. B. Knoepfler	14.86
Lucy Curtis	108.12
J. J. McConnell	7.50
A. W. McPherson	139.13
Mrs. A. B. Billington	6.00
Henry Sabin	9.00
Alice L. Heald	107.85
B. W. Bowen	8.10
Total	8572.48

CONCERNING SCHOOL OFFI-
CERS AND SCHOOL AD-
MINISTRATION.

SCHOOL DIRECTORS AND DISTRICTS.
THE COUNTY SUPERINTENDENT.
THE SUPERINTENDENT OF PUBLIC INSTRUCTION.
REPORTS.
APPEALS.
SCHOOL LAWS.

SCHOOL DIRECTORS AND DISTRICTS.

The powers and limitations of the board are not in all places sufficiently explicit. In others questionable authority is granted, as where a pupil in independent districts can be expelled only by consent of the president of the board. In other words he possesses an absolute veto in this matter over the unanimous voice of the rest of the board. This is a power which could be exercised arbitrarily to the detriment of the school. A majority of the entire board should possess this power, and the law needs amending accordingly.

In district townships the president and the subdirector alone, according to an opinion by the attorney-general, are vested with this authority. The objection is that it does not leave a pupil the same opportunity for appeal, except by some straining of the letter of the law, as in independent districts. Appeals are usually taken from action of boards, a record of which is kept. The president and subdirector leave no record on which technically to base an appeal, though the department has held that they act for the board and that an appeal will lie. A child in a subdistrict should not be denied the legal redress which is granted another child across the line in an independent district, because some of the technical conditions are wanting.

Some district organizations have been virtually abandoned, owing to decrease of children in the district. That is, the board refuses to keep a school for the few remaining children, or else they neglect to call elections for choosing directors and transacting other business for the district. The children are sent to other districts to school, or not at all. At the same time, the district draws its semi-annual apportionment for these children without contributing by taxation to the support of any school.

A remedy for failure to keep up the regular district organization and maintain a school, might be found in withholding the apportionment and providing for the absorption of the territory into

other districts, by authorizing the county superintendent to attach such district to other districts after two years' failure to maintain its organization.

In this place we feel compelled to report the anomalous condition of two sections in the northern portion of the state that are without school privileges and contribute nothing for school support, and this contrary to the wishes of the residents of this territory. They are not included in any school district. When the township board [changed subdistrict boundaries, about twenty years ago, it omitted two sections, not including them in any subdistrict, no one protesting at the time because the territory in question was unoccupied. Later the township went into independent districts, and the territory was settled. Its inhabitants now desiring school facilities, seem to have no remedy. They cannot send to adjoining districts if refused admission. They cannot compel adjoining districts to attach their territory, and there is no provision whereby they can organize as a district by themselves. Since they should not be denied the school privileges they desire, and since all territory should contribute to the support of public education, the attention of the legislature is called to the condition described, for such legislation as may be needed to give relief to the parties in question.

There is at present but a small number of independent township districts in which a board of six directors is elected from the township (district) at large and having full control as a board, of all schools in the district. But the universal verdict of county superintendents and other educators is favorable to this form of district. This is true not alone for this state, but for others. The unlimited multiplication of rural independent districts has not proven conducive to the best school interests.

In the case of district townships, where directors are chosen by subdistricts which they more especially represent, instead of by the township at large, we concur in former recommendations by this department, that teachers should be hired by the board, not by individual subdirectors, and the law should be amended in this respect.

Chapter 136, Laws of 1876, makes women eligible to any school office. A point which has several times been brought to our attention is, what must be the age of a woman to make her thus eligible? It is a question we have never attempted to answer. Must she be twenty-one as in the case of a man before he can become a citizen, or need she be only eighteen, at which age she attains her majority?

Since the chapter cited above is silent, the question should be defined by the legislature.

The district township boards were notified by special circular letters from this department containing a copy of Chapter 20, Laws of 1892, and requiring them to take action in accordance therewith. Most boards at once complied with the provisions of said chapter, and others having overlooked or neglected it at first, have complied since. This letter with other letters of instruction to school boards is appended.

ACTS AND RESOLUTIONS PASSED AT THE REGULAR SESSION OF
THE TWENTY-FOURTH GENERAL ASSEMBLY.

CHAPTER 20.

TERM OF OFFICE, SUB-DIRECTORS OF SCHOOLS.

S. F. 113. AN ACT to Make the Time for which Sub-Directors of Schools are Elected Three Years.

Be it enacted by the General Assembly of the State of Iowa:

SUB-DIRECTORS' TERMS CLASSIFIED.

SECTION 1. That at the regular meeting of the board of directors of district townships in September, 1892, the board of directors shall specify what sub-districts, at the sub-district election following in March, shall elect sub-directors for one year, two years and three years, respectively, making the three classes as nearly equal as possible.

SEC. 2. That after this election in March all sub-directors shall be elected and hold office for a term of three years.

SEC. 3. That all acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

Approved April 6, 1892.

To the Secretary of.....District Township:

You will please read the above law and this circular to your board at its regular meeting on the third Monday in September.

It will be noticed in the above act, passed by the Twenty-fourth General Assembly of Iowa, that the term of office of the sub-director after March, 1893, will be three years.

At the regular September meeting of the District Township Board the requirements of this act should receive prompt attention. We suggest that it might be well to designate in some way the several sub-districts, and for what time each shall elect a sub-director, so that no mistake may occur. If in the township there be a full complement of sub-districts, it might be well for the board to designate that sub-districts 1, 3, and 5 shall elect each a sub-director for one year; sub-districts 2, 6 and 8 shall elect each a sub-director for two years; sub-districts 4, 7 and 9 shall elect each a sub-director for three years, and give notices accordingly; *provided*, there are less than nine sub-districts in your district township, instruct accordingly.

The sub-districts should be divided so that the number of sub-directors chosen for one, two and three years, respectively, may be divided as nearly equal as possible.

This act was passed in the belief that it would inure to the general benefit of our school system, and it now remains for your people to exercise their best judgment in the selection of those who for a term of years are to care for the interest and welfare of the district. A sub-director should be a person who feels great interest in school matters. He should be a person willing to devote time and thought to the end that his sub-district may be provided with all that is necessary to equip a school for efficient work. He should be a frequent visitor of the school. He should see that the school house, the school yard and all out-buildings are kept in good repair. From the foregoing it is seen that the selection of a sub-director is a matter of great concern.

This circular letter is issued at this time to call attention to the above act for fear the 1892 revision of the Iowa School Laws may not reach the various township boards in time for the regular September meeting.

J. B. KNOEFFLER,

Superintendent of Public Instruction.

Des Moines, August 15, 1892.

To the Secretary:

As the regular meeting of the board of directors on the third Monday of this month is of great importance to general school interests, we take this opportunity to communicate with the directors, and you will please see that this circular is read so that all members of the board will be acquainted with its contents.

Each member of the board is entitled to a copy of the new school laws of 1892, and will in due time receive a copy from your county superintendent. Your attention is called to the changes made by the Twenty-fourth General Assembly in the provisions of sections 1752 and 1807½. In another special circular we have called your attention to an act making the tenure of office of the sub-director three years after the March election of 1893, and suggested the manner in which you should endeavor to comply with the act known as chapter 20, laws of 1892, and found on page 50 of the new school laws. On the fourth page we mention some of the more important matters that will demand your earnest attention. Give them careful consideration.

Every board should require the secretary and the treasurer to present a *complete* report to the board for acceptance; and the board should know that the county superintendent receives at once a correct copy these reports. In this way that officer will have less difficulty in making his annual report to this office in time as required by law.

The financial and clerical matters of the district should receive particular attention. They should be in the hands of competent persons. That system may be had by both these officials, they should be provided with convenient and properly arranged books, and all entries correctly made. Their accounts and records should always be ready for public inspection. Both school patrons and tax payers have a right to know from personal examination that the duties delegated to their officials are being efficiently and economically administered. Section 1732 is mandatory regarding

the examination of the treasurer's accounts and making frequent settlements with this officer. Boards, before attempting any improvements in building, or extensive furnishings, should thoroughly understand their resources and liabilities.

It is hoped that boards will take great pains to arrange the compensation of teachers so as to secure the best talent available. Parsimony or indifference in this matter cannot but injure the school. A slight increase in salary for marked efficiency often doubles the usefulness of the teacher, and heightens the interest of the community in the school. Teachers enjoy appreciation, and instructors of merit will be attracted to those districts, the boards of which take pains to reward a conscientious, earnest, efficient worker.

Boards should see that pupils are provided with first-class text-books at most reasonable rates. The notes to the text-book law, in the school laws of 1892 will afford much assistance to boards wishing to purchase text-books and re-sell them at cost.

The adoption of a course of study for the schools of the district, and its enforcement, is one of the most important matters that can come to your attention. In very many counties, the county superintendent, the boards, the teachers, and the patrons are working together to secure better results than have heretofore been obtained. The classification of the ungraded schools, where all work together, and where boards insist upon having their regulations upon the subject carried out in their spirit, has greatly multiplied the usefulness of the schools, saved valuable time to teachers and scholars, and made the work of succeeding teachers more profitable.

One of the greatest needs of many of our schools is suitable apparatus. Directors at this meeting should canvass this subject thoroughly and learn the wants of their respective schools. A teacher no more than a farmer can do effectual work without proper aid. Every school house should be provided with at least one set of outline physical maps, one large political map of the United States, one large map of Iowa, showing counties, sections and railroads; one set of anatomical charts; one primary reading chart; one eight-inch globe; one set of plain and solid geometrical forms; one unabridged, and several academic dictionaries.

We believe the above are necessary to teach a good common school. As much more apparatus should be procured as can be afforded and used to advantage. Each teacher should be held individually responsible for all apparatus placed in his care, and a proper receptacle be provided for the same. Any unappropriated contingent fund may be used for the purchase of apparatus.

In compliance with section 1737, it would be well for every board to have either a printed or written set of rules and regulations. These will give uniformity, dispatch and dignity to the board's proceedings. To avoid any possible misunderstanding regarding rules that are to govern, new boards in organizing would do well, either to adopt new rules and regulations, or have it distinctly understood that those of the old board shall govern; in either case, they should be read, so that all members of the board will understand them.

It is hoped that the members of the board, individually, will convince themselves regarding the condition and surroundings of their school house

site. Is your school house in good repair? Is it comfortably furnished? Is it amply supplied with black-boards? Is the yard in a tidy state? Are there the legal number of trees in a growing, thrifty condition? Is there a legal fence around the site? Is there a bountiful supply of good drinking water? Are the out-buildings a credit to the district? Please give each and every one of these inquiries your close attention.

It is essential to the best interests of the school that there be two out-buildings well apart, one for boys and one for girls. It would be well to give these out-buildings frequent personal inspection and know that they are never in a condition to give offense to the moral sensibilities of the children.

The teaching of patriotism should be a leading feature in every school. Each school house should be a center from which will radiate principles that will inspire love of country, home and flag, and to this end every facility possible ought to be afforded. Directors should see to it that every school district is provided with a flag, and every school house with a staff, from which shall float, as occasion demands, the beautiful starry emblem of our country.

It is the duty, and will be the aim, of all efficient directors to see that all the school laws, at least so far as they are concerned, are fully enforced. They should not in any way attempt to shift the responsibilities thrown upon them. Many of the good features of our school system, if successfully carried out, need the hearty co-operation of school officers and teachers, and if the latter are derelict in their duties, the former are often times at fault. That our schools may accomplish the greatest good, directors must make visits and inspections, to ascertain the condition of the school work; they must encourage the commendable and discourage the objectionable features; they must give general directions and see that they are followed. The director's office is a most important one and under no circumstances should he take it, unless he is willing to accept and cheerfully perform its many responsibilities.

We rejoice with you that our common school system is more than ever before the pride of our people, and we hope with you that Iowa will always maintain her high station in educational matters.

The boards of all districts hold a regular meeting on the third Monday in September. Among the items of business that may be transacted are the following:

1. To receive the annual report of the treasurer and to make complete settlement with that officer, and with the secretary.
2. To elect a secretary and a treasurer, and to fix the salary of each officer.
3. In district townships, to change the boundaries of sub-districts, as provided by sections 1796, 1725 and 1738.
4. To provide for the teaching of any branch ordered by the electors to be taught, and such other branches as may seem desirable to the board.
5. To determine the number of schools, the time they shall be taught beyond the period required by law, and to fix the compensation of teachers.
6. In district townships, to separate the several sub-districts into classes for the election of sub-directors next March for terms of one, two and three years. See Chapter 20, Laws of 1892.

7. Where county uniformity is not in effect, to take action in strict accordance with Chapter 24, Laws of 1890, for the purchase of text books to be sold to pupils.

8. To require the secretary to file with the officers named in section 1736 a certificate of the election, qualification and post-office address of the president, treasurer and secretary.

9. To effect an insurance on school property with unappropriated contingent fund.

10. To take the proper steps to carry out the expressed wishes of the electors upon matters within the control of said electors.

11. To adopt a course of study, which must include the subjects directed by Chapter 1, Laws of 1886, to be taught in all schools. Attention is invited to a hand-book for teachers, containing a course of study for country schools which course we hope boards will adopt for use in the ungraded schools of their district.

12. To adopt such rules and regulations as may be needed for the government of the board or its officers, and also rules for the general government of the schools.

13. With unappropriated contingent fund in the treasury, to purchase records, dictionaries, maps, charts and apparatus.

□ 14. In general, to take every action consistent with the law, that will tend to increase the value and efficiency of the schools.

Yours cordially,

J. B. KNOEFFLER,

Superintendent of Public Instruction.

Des Moines, September 1, 1892.

THE COUNTY SUPERINTENDENT.

At various times there have been movements made looking towards the abolishment of this office. At other times the same end has apparently been sought by an effort to have the compensation reduced below what any competent and self-respecting teacher could accept the office for. Just why it has been the target at which so many shafts have been aimed is not altogether clear. Certain it is there are few offices requiring such varied talents, so much of sound judgment and wise discretion, with so much of drudgery as that of county superintendent of schools. We see no reason for crippling the efficiency of this office.

From fifteen to twenty per cent of the teachers going into the schools each year are new and inexperienced. Generally the town and city schools refuse to employ teachers without experience. Consequently the rural schools become the practice field for some four thousand new teachers every year. They furnish the drill ground not only for their own teachers, but for those who drift into the better paid city positions, as soon as they have acquired experience and shown proficiency.

Next to experienced teachers is needed close and efficient supervision. Most town schools have both. The rural schools, containing at least eighty per cent of the new teachers, are therefore the more in need of wise and judicious supervision. At present this is done, as far as done at all, by the county superintendents, and it seems impossible that any one can seriously think of weakening or abolishing the little personal supervision which their time allows them to give. Not less, but more supervision. Some counties have as high as two hundred schools. With his other duties it is impossible for the county superintendent to visit them even once a year. This is so patent it needs no comment. There should be a competent person to supervise not to exceed forty schools in the rural districts. And the question arises whether the county superintendent should not be allowed assistants for this purpose. It

seems to be the only feasible solution of the problem of measurably adequate supervision,

It becomes our duty to call attention in this place to a peculiar inconsistency in the statute. In section 1577 it authorizes the superintendent of public instruction to call conventions of county superintendents. In section 1774 the latter are required to conform to the instructions of the former. It would seem just therefore that when they were complying with instructions in attending said conventions at the call of the superintendent of public instruction, they should be entitled to their expenses consequent on such attendance, and that each should unquestionably receive his usual per diem as county superintendent. But no express provision being made that the county shall pay his expenses, few boards of supervisors, if any, have allowed them, while in some instances the county superintendent has had difficulty in getting his regular salary allowed, for time spent at such conventions. Here we have an officer legally bound to comply with the requirements of another, and after doing so at some outlay to himself, being denied his expenses and salary for the time. To say that this is unjust as well as inconsistent, is not overstating the truth.

The law needs amendment in this particular. It ought explicitly to say that county superintendents shall be entitled to their regular salary or per diem, and to all necessary expenses, when called to meet in conventions by the superintendent of public instruction. And then their attendance should be insisted upon unless excused by the state superintendent. A number of them did not attend a single one of the spring conventions in the past two years, and some have been seen at none of the meetings, and are personally strangers to us. Some allowance might also be made for his expenses for traveling in the visitation of his schools. No other county official is required to bear a similar burden.

The office of county superintendent should be taken out of politics, just as every other school office or school position should. If political parties arrayed themselves against each other on questions and policies of education, there might be reason in having the election of county superintendent determined by the politics of candidates and the strength of their respective parties. But this is rarely the case. Politics comes in for no part in the administration of a county superintendent's duties. Seldom do communities inquire after the political creed of directors to be elected, or of teachers to be employed, and yet there would be just as much purpose in so doing as in the case of county superintendents. Intrinsic

fitness, rather than mere drawing qualities or geographical availability should determine elections to this office. But, under our present system, this is not always the case. The remedy for the evil of using this office as political trading stock lies in one of two things. Either the elections to this office must take place at a different time, when they may be separated from the excitement and political influences that so largely control general elections, or the office must be filled by appointment. The latter method is the better, as it would, at the same time, be likely to settle the much mooted question of prescribing qualifications for eligibility to the county superintendency.

The appointments, or elections, could be made by the presidents of all the school boards of a county, or by the boards voting as individuals or as units. The objection to each of these suggestions will doubtless be that the superintendent would often be embarrassed in his official action by reason of obligations for his appointment to those in his own county to whom he owed his appointment, just as now he is often embarrassed or threatened in the rigid performance of what he feels for the best welfare of the schools, because of the political influence that would be turned against him.

In several states the state board of education appoints the county superintendents. Such a provision leaves them fearless and untrammelled by political considerations in performing their duties. If the state board of examiners were authorized to make said appointments, beside taking the office out of politics as much as this can be done, the question of eligibility would take care of itself. There would be no reason for legislation on that point.

The law now requires the county superintendent to certify to the time he is employed in official duties. This should be changed so as to allow him a stated salary and require him to devote his entire time to official duties. His net salary should not be less than is paid to the auditor or treasurer of the same county, because the duties are not less arduous and responsible. There are few towns requiring the supervision of twenty or more teachers which pay their superintendent less than \$1,500 per year. Why should a county, then, expect to pay less than \$1,500 per year for supervision and examination of three times twenty teachers, this being the lowest number in any county in the state? It is a noteworthy fact that many principals and city superintendents decline a nomination and certain election to the county superintendency

because the latter pays less absolutely and entails greater expense than the position they already hold.

As authorized in section 1577 of the Code conventions of county superintendents were called for mutual enlightenment and discussion of methods, and for the more efficient supervision of the schools. Each superintendent is called twice a year to such meetings, once when all are called at the time of the State Teachers' Association, and once by districts in various portions of the state. In 1892 seventy-five attended these district meetings, and in 1893 sixty-six.

Elsewhere we have suggested the propriety of allowing both the legal per diem and expenses for such attendance. We might hope then to report the attendance of every one of the ninety-nine superintendents. The latter strongly urge the attendance of all their teachers at the normal institute. They should feel it just as incumbent upon themselves to attend meetings called by the superintendent of public instruction, which calls are clearly provided for by statute, as they wish their own teachers to feel with reference to attendance at the institutes.

These meetings bring the superintendents into closer harmony, help to unify the work, expand their horizon and beget more fraternal feeling. With a full attendance and discussion, not a superintendent would go home without new ideas to carry into his work.

COUNTY SUPERINTENDENTS' MEETINGS.

An official call was issued in the spring of 1892 to the county superintendents of Adair, Boone, Calhoun, Dallas, Greene, Guthrie, Hamilton, Hardin, Jasper, Madison, Marion, Marshall, Polk, Poweshiek, Story, Warren and Webster counties, to meet at Des Moines, April 5-6. To those of Benton, Black Hawk, Buchanan, Cedar, Clinton, Delaware, Dubuque, Grundy, Iowa, Jackson, Johnson, Jones, Linn, Louisa, Muscatine, Scott and Tama, to meet at Dubuque, April 12-13. To those of Allamakee, Bremer, Butler, Cerro Gordo, Chickasaw, Clayton, Fayette, Floyd, Franklin, Hancock, Howard, Mitchell, Winnebago, Winneshiek, Worth and Wright, to meet at New Hampton, April 19-20. To those of Buena Vista, Cherokee, Clay, Dickinson, Emmet, Humboldt, Kossuth, Lyon, O'Brien, Osceola, Palo Alto, Plymouth, Pocahontas, Sioux, Woodbury, to meet at Emmetsburg, April 27-28. To those of Adams, Audubon, Carroll, Cass, Crawford, Fremont, Harrison, Ida, Mills, Monona, Montgomery, Page, Pottawattamie, Sac, Shelby and Taylor, to meet at Council Bluffs, May 3-4. To those of Appanoose, Clarke, Davis, Decatur, Des Moines, Henry, Jefferson, Keokuk, Lee, Lucas, Mahaska, Monroe, Ringgold, Union, Van Buren, Wapello, Washington and Wayne, to meet at Ottumwa, May 5-6.

These sections were called to meet at the same places in April and May, 1893, except that Iowa City was substituted for Dubuque, Fairfield for Ottumwa, the Emmetsburg and New Hampton sections at their request, met in joint session at Clear Lake, the third day being given up to a general educational meeting.

The following program was carried out by each section the first year:

PROGRAMME FOR 1892.

What are the essentials of a good institute, and what should the institute do for every teacher?

Plan, purpose and results expected of school visitation.

What changes are needed to make the state course of study for country schools still more effective?

How shall we secure correct reports on time from secretaries and treasurers, and how make our annual reports more complete and valuable?

The desirability of holding township teachers' meetings at regular periods, under the supervision of the county superintendent.

How can we supply our schools with a larger number of efficient teachers?

In what particulars does the country school fail to meet reasonable expectations?

What may we do to secure improvement in the school grounds and out-buildings?

How best test the qualifications of applicants for teachers' certificates?

ROUND TABLE.

Amendments to the school laws.

The Columbian Exposition.

Question box.

• While the programs for the district meetings for 1893 varied somewhat, each section discussing some topic not on the different programs, a number of general topics was discussed by all sections.

PROGRAM FOR 1893.

In what matters should there be unity of action among county superintendents?

How can the work of visitation and inspection be made the most effective?

Value and use of the records in the county superintendent's office. What reports should teachers make to county superintendents?

The ideal normal instructor.

Advantages to be derived from a strict adherence to the course of study, and how secured?

Are popular lectures desirable at the normal institute?

How may we assist teachers to prepare themselves for state certificates?

Economy in institute work.

County uniformity under the Iowa law—has it been successful where tried?

Conditions and needs of our rural schools.

In his visits to schools should the county superintendent conduct recitations?

Objects of teachers' associations, and methods of securing permanent organization.

The mission of county superintendents' meetings as applied to the cause of education.

What are we here for?

The ideal county superintendent.

ROUND TABLE.

Uniformity of county certificate blanks.

Our reading circle.

Question box.

CIRCULAR LETTER.

To Newly Elected County Superintendents:

To the ninety-nine county superintendents of Iowa this department sends most cordial greeting and wishes them unbounded success in promoting the educational interests of the various counties they represent. In taking this method of forming your acquaintance, the department of public instruction wishes to call your attention to several matters of importance. Former superintendents doubtless have already a grasp of the work before them; it is therefore to the new ones we desire especially to address this circular.

It is important, first of all, that you acquaint yourselves at once with your new duties. It should be done fully and correctly. To this end study carefully the school law generally, and especially that applying to the county superintendent. You will find that certain acts are mandatory upon you, and that in addition to these duties you are invested with large discretionary powers. It is important to distinguish clearly between what *must* be done and what simply *may* be done. While not reviewing all, we take the liberty of calling your attention to a few of the more important of these duties and powers as laid down in the law. We desire to lay special stress on these.

Perhaps your most responsible duty, the one which most concerns the general public, is the examination of teachers. The way this is done will have much to do with the strength or weakness of the schools of your county, as well as with the standing of yourself and your teachers in neighboring counties. In granting certificates you will take into account the age of the applicant, his character, scholarship, aptness to teach, and ability to govern. You will not grant certificates to males under nineteen, nor to females under seventeen years of age. In the absence of reasons to suspect the contrary, the character of the applicant may be assumed to be good. But since you are required to certify that the one receiving the certificate possesses a good moral character, in addition to the other qualifications, you may very properly require an applicant of whom you have any doubt, to

satisfy you of his fitness in this, as in other respects. His aptness to teach and ability to govern can be learned only from his actual school work. His scholarship is really all that your examination in a measure determines. The questions for examination should be fair and explicit. We believe it is better to give a moderately difficult examination, and mark closely, than to give a severe examination, and then be compelled to mark too liberally in order to let enough pass to supply the needs of the county.

It is your duty to arrange for a county normal institute, as provided by law. Begin making plans for this at once. A date and length of session must be fixed and instructors selected, subject to approval by the state department. Endeavor to engage capable, experienced instructors, those known to be successful in school work and commanding the confidence of your teachers. The instruction should be clear, sound, practical, not loaded down with mere display work. The instructor in didactics should be not only well informed on the science of education, but one who can speak to the teachers from his own wide experience, one who has met in the school room the many difficulties of the teacher, and can give suggestions to others how to overcome them. The fees taken in at examinations, and enrollment fees at institutes, together with fifty dollars appropriated by the state for that purpose, constitute the institute fund, out of which all expenses of the institute are to be paid. A careful account of this money should be kept, and all such funds turned over monthly to the treasurer of the county, according to law, and drawn out only on your orders.

So far as your other duties allow, you are expected to visit the schools of your county. This is personal supervision. It puts you in direct contact with the work of your schools. In these visits you will endeavor to learn their true condition, what they are doing, and what they need to do. It affords a better opportunity to learn the strength or the weakness of the teacher, than a technical examination. It is well to remember, however, that the superintendent coming in to make an official visit, will rarely see the school in its true condition. Pupils are likely to be a little better or a little worse than usual. The teacher is certain to be nervous, and perhaps not do herself justice; she will probably manifest more interest and zeal in her work than at other times. In making your estimate of a teacher, some allowance may be made for these things. Encourage weak teachers to seek counsel of experience. If deemed necessary, make suggestions or give advice unsought, but never in the presence of pupils or patrons. Look after the pupils' physical comfort as well as their mental training. See that the teacher keeps the room clean and well ventilated, at least as well as may be under existing conditions. A few earnest words from you may do much to fire both teacher and pupils with greater enthusiasm and ambition.

By law all county superintendents are required to make an annual report to this department. The nature of this report and the time for sending it in are indicated in the school law. In order that the statistics in the reports from this department have the intended value, it is of the highest importance that your reports, from which ours are largely compiled, should be correct. Yours cannot be correct unless those from which you compile, the secretaries', treasurers', and indirectly the teachers', are correct. So far as the latter are concerned, who are at the fountain head of some of our statistical information, we suggest that superintendents examine the daily register in the schools they visit. See that this is kept with proper care and

nothing omitted which a register calls for. Entrance of pupils, absence and tardiness should be promptly and accurately recorded, and afterward be embodied in the report to the secretary. A few lessons in the institute, instructing teachers how to keep their register and make their reports, would not be time wasted. Knowing how loosely and inaccurately much of this work is done, and how greatly it vitiates our statistics, is our only apology for speaking of this matter.

One of the most important, and perhaps vexatious duties of the county superintendent, is to hear and decide cases of appeal from the action of school boards. You should endeavor to do everything according to the prescribed forms of law in such cases. Deliberation and coolness on your part will often save you later embarrassments. A careful study of the school law and its appended notes, and of the decisions of this department, is recommended. A judicious superintendent can often lead parties to settle or compromise their differences without resorting to an appeal. This not only spares himself some anxiety, but saves interested parties the expense and bitterness incident to such trials.

You have no jurisdiction as superintendent to hear cases involving a money consideration, the validity of a contract, or title to office.

According to an established custom, examination questions will be sent out from this department for the months of February, March, April, August, September and October. This is purely optional with the department and may be discontinued at any time. It is also optional with county superintendents to use them or to prepare questions of their own. If more lists are required than you receive, notify the department of the number of additional copies needed.

We expect to send out circulars later announcing date, location, and program, of section meetings.

Please feel very free to communicate with us by letter upon any matter in which you desire advice or counsel. If it is possible for us to aid you we shall do so to the extent of our ability. Let us be mutually helpful.

Applications to the superintendent of public instruction for lectures before institutes will be given preference, so far as possible, in the order in which they are received.

J. B. KNOEFLER,
Superintendent of Public Instruction.

January 18, 1892.

STATE OF IOWA,
DEPARTMENT OF PUBLIC INSTRUCTION,
DES MOINES. }

To the Secretary of the Board of Directors:

The regular annual meeting of your board, on the third Monday in March, is an important one. The success of the school work for the year following depends greatly on the steps taken, and the means provided at this meeting. That the schools of your district may be placed on the most effectual footing for successful results, it is essential that your board should meet its duties fully. Particular attention should be given to the requirements of the following sections: 1721, 1723, 1724, 1726, 1728, 1732, 1737, 1729, 1777 and 1778.

As secretary of your board it is your duty to see that all important and needful points are called up for consideration. To transact at one session all the business, either named or suggested in the above sections of the law, may in many instances be impossible. In no case should action be so hasty as to give unsatisfactory results. If business cannot be performed with due consideration of the best interests of the district, the session should be adjourned to a near time to deliberate upon and complete action regarding items that have to do with school matters. The correspondence of this department indicates that many boards at the regular annual meeting, unintentionally neglected to consider one or more necessary items. Such neglect frequently causes after-annoyances. We are led to think that perhaps, in some instances, this is the result of attempting too much business at one session. We do not wish it to be inferred that there shall be frequent meetings of the board, but we insist that more deliberation should be given school matters, and school board legislation than is sometimes given. The interests of no school district should suffer because of hasty or inconsiderate action on the part of those who have been delegated to administer school affairs. The responsibilities which directors accept involve the performance of many duties, the following being among the more important:

1. To choose from their own number a president who must take the oath of office required by Section 5, Article 11, of the Constitution of Iowa. (1721.)
2. Make contracts, purchases, payments, and sales necessary to carry out any vote of the electors. (1723.)
3. To confer with county superintendents regarding the most approved plan in the erection of school houses. (1723.)
4. To fix school house sites, taking into consideration the geographical position and convenience of the people to be accommodated. (1724.)
5. To establish graded and union schools wherever they may be necessary. (1726.)
6. To prescribe a course of study in the different branches to be taught. (1726, Note 1.)
7. To provide for change of text-books, if voted by the electors. (1728.)
8. To purchase text-books and necessary school supplies as provided by Chap. 24, Laws of 1890.
9. To examine the accounts of the treasurer and make a settlement with him. (1732.)
10. To make such rules and regulations as may be necessary in the discharge of their official duties. (1737.)
11. To purchase records, dictionaries, maps, apparatus, and for this purpose may use any unappropriated contingent fund in the treasury. (1729.)
12. To estimate the amount required for the contingent fund, and also such sum as may be required for the teachers' fund, in addition to the amount received from the semi-annual apportionment, to support the schools of the district for the time required by law for the current year, and to cause the secretary to certify the same, together with the amount voted for school house purposes, within five days thereafter, to the board of supervisors. (1777.)

13. To apportion any tax voted by the district township meeting for school house fund, among the several sub-districts, in such manner as justice and equity may require. (1778.)

14. Require the secretary to file with the county superintendent, county auditor and county treasurer, each a certificate of the election, qualification and post-office address of the president, secretary and treasurer of the district township. (1736.)

15. To transfer any surplus in the school house fund, not appropriated, to either the contingent or teachers' fund, if instructed to do so by the electors. (1717 part 4.)

16. To effect an insurance on school property with unappropriated contingent fund. (Chap. 149, Laws of 1882 as amended by Chap. 107, Laws of 1886.)

17. To determine the number of schools, the time they shall be taught beyond the period required by law. (1734.)

18. To fix the compensation of teachers. (1737.)

19. To vote a rate of school house tax sufficient to pay the interest on any outstanding bonds, or to pay the principal maturing, if the electors have failed to vote sufficient tax for these purposes. (1823.)

20. To take any action consistent with law to increase the efficiency of the schools.

Items mentioned in sections 1721, 1723, 1724, 1726, 1728, 1733 and 1737 demand your attention at this, your first meeting. Action on matters mentioned in sections 1729, 1777, 1778, and many others may be deferred to a later meeting.

Each school district is entitled to at least one copy of School Laws and Decisions, and each director and officer of the school board is entitled to one copy of the School Laws, which shall be turned over to successors in office. (1579.) Each county superintendent has received a supply of School Laws, sufficient to provide each director in his county with a copy. Boards of directors should see to it that outgoing members turn over to their successors copies of the School Laws.

Every duty imposed upon the board as a body, in order to have legal standing, must be performed at a regular or special meeting, and be made a matter of record. For this purpose each board should see that the secretary is provided with a substantial and convenient book in which to record all official transactions.

Directors should remember that neither the temporary nor the permanent school fund may be transferred or diverted to any other fund.

School officers or directors giving orders for apparatus in their individual or unofficial capacity assume personal responsibility and render themselves liable for payment.

J. B. KNOEPFLER,
Superintendent of Public Instruction.

Des Moines, Iowa, March 1, 1893.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

The statutes charge the superintendent of public instruction with the general supervision of the county superintendents, and all the common schools of the state; requires him to assist in the management of teachers' institutes; render to school officers an opinion on the interpretation of the school law when requested so to do, and to determine cases appealed from county superintendents. He is required to have the school laws published every four years, embodying all additions and amendments, and to have them properly distributed to school officials. He is required to examine, verify and consolidate the large mass of school statistics reported from the several counties, and embody these together with any comments or suggestions in his report. In addition to the foregoing he has duties to perform as *ex-officio* trustee of the State Library, regent of the State University, president of the board of directors of the State Normal School, and president of the State Board of Examiners. All of these duties seem eminently proper as part of the work connected with this department. In fact it is often asked why the superintendent of public instruction is in no way officially connected with the other state school. It would seem entirely proper that he should be thus connected.

While a large part of the correspondence and rendering opinions on the law is done by the deputy, the latter may not perform the duties of the principal in determining appeals nor on any of the afore mentioned boards. So that however agreeable said duties may be, they require time. The state superintendent will have determined thirty appeal cases in the biennial period covered by this report. This involved the reading of a large amount of manuscript testimony and other matter. Aside from the question whether said appeals might not be better settled by some other tribunal, their hearing requires much time which could otherwise be devoted to the schools. He should have time to go into the schools of the state, both rural and graded. He now has practically none. He

should have time, thus from actual observation, to note the needs of the school system and suggest improvements. He should be able to visit personally the county superintendents, especially the newer ones, acquaint himself with difficulties peculiar to various counties and to offer suggestions as his larger experience might dictate.

The amount at present allowed for the superintendent's traveling expenses is \$250 a year. This sum falls considerably below his actual expenses for traveling. A large number of states allow their superintendents from \$500 to \$800 a year for this purpose. Next to the railway commissioners, perhaps no state officer is required to do so much traveling. The allowance for this ought to be \$600.

REPORTS.

The law at present requires the superintendent of public instruction to have his biennial report ready on the first day of November preceding the meeting of the general assembly. This has been impossible so far. His report can not be completed before the report from each of the county superintendents is received. This should be, according to section 1772, of the code, on the first Tuesday of October, but rarely more than two or three are complete at that time, some being delayed till into December. The county superintendent can not complete his report before the district secretaries and treasurers have reported to him. It seems difficult to obtain all these immediately after the third Monday in September as required. Delay here causes delay all along the line. For this reason we are unable to make the statistics of 1893 the basis of our comments. The reports are not all received yet at this date, December 4th. Consequently in citing figures, it has been necessary to give those of 1892.

The law needs amending to enable county superintendents to secure these reports promptly. The time allowed him for making his report, considering the labor required, is too short, even if those from secretaries and treasurers are received on time and found to be correct, which is seldom the case. The time allowed this department is therefore one month, if on time, which also is too short to examine, verify, correct and compile all the reported statistics. Some relief could be afforded by having secretaries and treasurers make their reports on the first Monday in September, which would also avoid the present lapping of one school year on another and more assistance should be given county superintendents to obtain said reports promptly. Relief here is imperatively needed.

Statistics to be of the highest value, should be accurate. To be accurate they should be collected with care and uniformity. If collected promiscuously and at varying times, without reference to a common understanding they become of doubtful value.

The enumeration should be taken within a fixed time, just preceding the date of reporting, and the officer designated to do this should certify that these requirements have been complied with. There is considerable looseness and guess-work in the taking of the school census. The tendency is rather to swell the enumeration than to give it too low.

Instances are found where the reported school enumeration equals half the entire population of the place, according to the census.

Any district reporting too large an enumeration receives more than its correct share of the semi-annual apportionments and deprives other districts of their due share.

Difficulty is experienced in obtaining reports from treasurers. Delay is common. County superintendents complain of being unable to get a report at all in some instances. An adequate remedy is needed, one whose enforcement will not embarrass the county superintendent, as the present does. In other instances the account of the three funds is not kept separate and intelligible, and the superintendent is compelled to make some sort of a separation—often an embarrassing one—to make it appear according to the requirements. Of course this separation into the three funds is then largely guess-work. The accuracy of the statistics is greatly vitiated from these and similar causes.

These defects can in part be remedied by authorizing the department of public instruction to have prepared, and send out all forms and blanks for use of the officers or others reporting school statistics. This is done in several states. To approximate accuracy and secure uniformity, the compiler of statistical information should be permitted to prescribe or send out the necessary blanks and forms.

To this end, the department should be authorized to issue—

1. Blanks for making the enumerations.
2. Treasurers' account books.
3. Secretaries' report blanks.
4. Treasurers' report blanks.
5. Superintendents' record books.
6. Superintendents' annual reports.
7. Teachers' term report blanks.
8. Daily registers.
9. Classification registers.
10. Teachers' reports to county superintendents.
11. Certificate blanks.
12. Order books.

13. Teachers' contracts.

14. Courses of study.

Possibly others might be added. Some of the above are now furnished by the department. There is a manifest advantage in having all such records uniform. At present most of these materials are furnished by the several counties in small quantities, in various forms and grades of quality. So that aside from the uniformity to be secured by the blanks named, which is the prime object in statistical information, the actual cost would be much less to the state, since large quantities could be purchased much cheaper.

It is also true that some of the list given are of less importance and might be omitted; or that it could be greatly extended, some states furnishing far more than is above enumerated.

The treasurer's account book should have printed headings for the three school funds and directions for properly keeping a record of said funds. This with instructions in the secretary's order book clearly indicating for what purpose each fund may be used, would save much confusion.

Experience shows that many young teachers do not understand how properly to keep a daily register and make a term report therefrom. Directions full and explicit should be given in register if furnished by this department. Frequently the enrollment for three separate terms is added to get the enrollment for the year, when in fact the majority of the names have thus been counted three times, thus giving a greatly exaggerated enrollment. In the same way assistance could be given in making out the average attendance and in keeping classification records, if the forms of these records were wholly under the control of this department.

So far as we are aware, no attempt has been made in recent years to ascertain the amount of school indebtedness either by bonds or by over-drafts on the funds, or to learn the total number of school sittings in the state; or the number of pupils between 5 and 21 who have attended some school, without having enrolled in any public school. Much of this would be regarded as valuable information, especially the latter in seeking to compute the percentage of enrollment. Furthermore, it must be computed on the enumeration of the year previous, to be correct. That is the percentage of enrollment for the year of 1892-93 must be computed on the enumeration of 1892, the number that could have enrolled—not as is usual on that of 1893, many of whom could not have enrolled in the year in question. Statistics should be carefully collected

giving the average number of years children attend school, and the average number of years teachers remain in the work.

It may not be out of place to call attention to the law which requires the regents of the university to report to the superintendent of public instruction biennially, and the directors of the normal school to report to the governor annually. The reason for this difference is not apparent.

We find that the reports of this department have been uniformly more modest in volume than those from several other states. The explanation is simple. Many other states include in their reports a full list of all examination questions used in the period; the proceedings of the State Teachers' Association with its numerous long papers; sometimes those of the National Association and all circulars issued by the department.

This department annually issues many circulars to teachers, county superintendents and school boards, yet only a few of the most important of these are embodied in the biennial report. It seems to us that extended proceedings and long formal papers should rarely occupy space in these reports.

APPEALS.

If the county superintendent is to continue as a court of appeals for school cases, the law should be modified in some particulars. It now authorizes him to administer oath, but gives him no power to compel the attendance of witnesses. Attendance and giving of testimony are purely voluntary. Not infrequently persons able to throw the most light on a case refuse to appear and testify.

Since the county superintendent is compelled to hear and decide these appeals, all the assistance possible should be afforded him to arrive at a correct and just decision. He should be authorized to compel the attendance of witnesses.

It is customary for the superintendent himself to take down, in writing, the substance of the testimony of each witness. Aside from the delay and labor this must cause, it would be strange if, while burdened with the responsibility of sitting as a court, he should not omit material parts of the testimony or incorrectly transcribe other parts. Parties appearing before the superintendent of public instruction in cases appealed to him have complained that the transcript sent up did not correctly give their testimony, and yet this is no reflection upon the county superintendent. He should be authorized to employ a stenographer to take the testimony and transcribe it *verbatim* in type-writing, making two copies, one for the county superintendent and one to be transmitted in case of appeal to the superintendent of public instruction.

The expense of having this done should be borne either by the county or by the party taking the appeal. It certainly is important to have all the testimony in these cases and to have it precisely as given by the witnesses.

Of the appeals taken to the county superintendent less than half reach this department, and of those that do nearly 70 per cent relate to the location of school house sites. Next in number come those concerning the change of district boundaries, and a few scattering cases are brought on the discharge of a teacher, the refusal to grant a certificate or on its revocation.

THE SCHOOL LAWS.

In 1892, there was issued under the direction of this department, an edition of 40,000 copies of the school laws. Of this number 8,000 were bound in cloth, together with such of the superintendent's decisions in appeals as would serve as typical cases for the guidance of county superintendents and other school officers; while the remaining 32,000 containing the school laws only, were bound in paper. A sufficient number of copies was sent to each county superintendent to supply each school officer in his county, as provided in the statutes. We regret to learn that these copies were not promptly distributed in all cases as directed by this department.

There still remains a sufficient supply to meet all reasonable demands until there shall be a re-issue at the end of four years.

Instead of arranging the various enactments in chronological order as heretofore, they were arranged so as to place those bearing on the same or related subject together in logical connection. The accompanying notes are partly the substance of replies from the office on the interpretation of the various sections; partly the essence of opinions by the attorney-general or of decisions by the supreme court.

COPIES FOR TEACHERS.

While the law now requires applicants for state certificates to pass an examination on Iowa school laws, it nowhere provides for supplying teachers with copies of the same whereby they may fit themselves for such examination. There is ordinarily no way by which any but school officers can secure copies. It is glaringly inconsistent for the state to establish a grade of qualifications for its teachers and then block the way for attaining those qualifications. Experience shows that many applicants for state certificate fail on examination because of too meager knowledge of the school law, and they complain that they have no opportunity to prepare

themselves unless fortunate enough to borrow a copy of some school director.

It would be too much to ask the state to distribute free to each teacher a copy of every re-issue, but provision should be made to allow the sale of the school laws at net cost to the state, to any person desiring copies of the same.

TENURE OF OFFICE.

The last general assembly amended the law so that now all school directors hold for a period of three years, a change in the interests of the schools, it seems to us. This leaves the county superintendent and the state superintendent, the two highest school officials, with only the short term of two years.

Experience is an element of efficiency as much in these as in any position that can be named. To insure the county the benefit of a county superintendent's experience in office gained in the first two years, his term of office should be made four years.

REVISION NEEDED.

We desire to urge above everything else the entire revision of the school laws. To this end we recommend that a commission be appointed by the legislature, or by the governor, to report to the next following general assembly.

This commission should include competent legal talent, and not less than two educators, one at least of whom is or recently has been superintendent of public instruction, since the latter's knowledge of the present law, its operation, its defects and contradictions is necessarily greater than would be gained by any one having had nothing to do with its administration. This familiarity he gains through being required to render an opinion on the many difficult questions on the school code and brought to the surface by bona fide cases.

The duty of said commission should be to reduce, simplify and harmonize the school law, making it consistent, one part with another. Our present school law has been amended and added to by each successive general assembly, not always with due reference to other existing enactments, till good lawyers regard it the most uncertain, complicated and conflicting portion of our statutory law.

To mention a few of these needed modifications, the plan of district organization could be improved; the points wherein the

duties and privileges of boards of district townships and of independent districts agree or are distinct might be more clearly specified. In several instances a duty is enjoined, but no penalty prescribed for non-compliance, as in the requirement to hold six months of school, or to have a state certificate or diploma registered in the county superintendent's office.

Believing no one thing is more imperatively needed in the direction of the school legislation than this entire overhauling and re-shaping of the school code from a conflicting patch-work to a consistent whole, we especially invite the attention of the general assembly to the foregoing recommendation.

TEXT-BOOK LAW.

We are able to report quite general satisfaction with the text-book law. Thirty-six counties have now taken advantage of its provisions and special inquiry elicits the above truth. Not only are books obtained at lower price, but the temptation to make frequent changes of books is greatly lessened. A few counties, in which the endeavor was made to bring about uniformity, failed to get a sufficient number of signers to the petition, and in others the question failed when brought to a vote of the electors. But these instances are few. In addition to the above, many district townships and independent rural districts, in some instances practically embracing the entire county, and nearly all the town and city districts have availed themselves of the privileges of this law.

THE LAW CONCERNING STIMULANTS AND NARCOTICS.

The spirit of Chapter 1, Laws of 1886, seems to be reasonably well complied with. The nature and extent of such compliance can be partially learned from the statistics found in the table of reports. All county superintendents report having complied with it in their normal institutes.

While we are not prepared to offer recommendations concerning this law, it is our observation, supplemented by that of leading educators whom we have consulted, that although the law is obeyed, it is not accomplishing the purpose for which it was enacted and which was expected of it. The use of tobacco is alarmingly prevalent even among boys not yet twelve years old.

Blanks are sent by this department to secretaries of school boards in town schools, on which to report observance of section one of the law, as provided. Most of these have reported compliance, but in some cases the report is absolutely ignored by the secretary,

none having been sent in for several years, though each year repeated numbers of blanks were sent to the same secretaries. The law says these districts not reporting compliance with its provisions shall be deprived of their share of the apportionment, but does not make it the duty of any officer to enforce said provision.

The law at present allows no holidays to teachers, not even the Fourth of July, if school has not closed by that time. Boards may grant them, but many refuse to do so. Iowa is almost alone in this. We believe the law should make all national holidays, holidays for schools also.

The superintendents of counties adopting uniformity, are required by section 10, Chapter 24, Laws of 1890, to report a full list of books selected, with contract price, to this department. A table of these reports, and one summarizing the reports from secretaries of town districts on their compliance with Chapter 1, Laws of 1886, as required by section 2 of said law, are given on the following pages.

If the legislature shall see proper to appoint a commission, as above recommended, some of the other recommendations will need no attention. They will be valuable however, as suggestions to the commission itself.

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.	Appanoose.	Buena Vista.	Butler.	Cherokee.	Chickasaw.	Dallas.	Davis.	Dickinson.	Emmet.	Greene.	Grundy.	Hardin.	Harrison.	Howard.	Jasper.	Johnson.	Jones.	Linn.
READER—First.....	\$.24	\$.14	\$.16	\$.16	\$.15	\$.16	\$.13	\$.18	\$.20	\$.18	\$.18	\$.18	\$.24	\$.16	\$.14	\$.19	\$.16	\$.15
Second.....	.24	.34	.35	.28	.25	.38	.33	.27	.28	.27	.27	.27	.24	.35	.33	.28	.28	.25
Third.....	.34	.30	.35	.40	.34	.40	.32	.36	.40	.36	.36	.36	.34	.35	.29	.38	.40	.34
Fourth.....	.40	.40	.45	.56	.45	.56	.38	.45	.52	.45	.45	.45	.40	.45	.38	.48	.56	.45
Fifth.....	.58	.72	.60	.72	.60	.72	.54	.68	.72	.68	.67	.68	.58	.60	.68	.72	.72	.60
Sixth.....								.68		.68		.68	.68					
SPELLER—.....	.14	.15	.15	.15	.15	.13	.13	.15	.16	.15	.18	.15	.14	.15	.16	.16	.14	.20
Word Analysis.....								.28										
WRITING—.....	.77	.84	.77	.72	.84	.72	.72	.72	.77	.84	.72	.77	.72	.77	.72	.84	.72	.75
ARITHMETIC—Primary.....	.28	.24	.25	.23	.27	.20	.23	.30	.28	.25	.24	.34	+.20	.22	.26	.25	.24	.22
Intermediate.....	.40		.50	.59	.45	.20	.32	.50			.48	.40	.40	.49			.48	
Complete.....	.68	.60	.50		.64	.38	.64		.48	.50	.60	.48	.68			.54	.60	.40
Seat Work.....					.06	.06					.06					.06		
GEOGRAPHY—Introductory.....	.44	.36	.44	.36	.44	.44	.41	.44	.36	.44	.44	.44	.44	.44	.44	.46	.44	.41
Complete.....	1.00	.87	1.00	.81	.96	1.00	.90	.96	.81	.96	.96	.96	1.00	1.00	.96	1.05	1.00	.90
Physical.....	.80	.87		1.00	.87		.75			.87	.87	.87				.92	.75	
LANGUAGE LESSONS—.....	+.18	.31	.32	+.22	.32	.18	.10	.14	.14	.32	.32	.30	.30	.32	.30	+.36	.32	+.32
Grammar and composition.....	.52	.50	.50	.51	.50	.49	.49	.49	.52	.50	.50	.51	.50	.51	.49	.52	.51	.49
PHYSIOLOGY—Primary.....	.24	.24	.24	.24		.24				.24	.24	.24	.24	.24			.24	
Intermediate.....	.48	.40	.40		.30	.40	.45	.38	.40	.40	.40	.40	.40	.40	.38	.42	.40	.50
Advanced.....		.60	.80	.75	.75	.75	.75	.75	.80	.80		.80	.80		.40		.75	.90
HISTORY—Primary.....	.48	.48	.48					.45	.48	.48		.48	.48				.48	.45
Advanced.....	.80	.84	.80	.75	.65	.75	.75	.75	.84	.65	.80	.84	.80	.65	.75	.90	.80	.75
General.....				1.28	1.20								1.28			1.20		

CONDENSED REPORT—CONTINUED.

TEXT-BOOKS.	Louisa.	Lyon.	Madison.	Mahaska.	Marshall.	Mills.	Mitchell.	Monona.	Muscatoine.	O'Brien.	Plymouth.	Polk.	Ringgold.	Shelby.	Tama.	Winneshiek.	Worth.	Wright.	Average price.
READER—First.....	\$.20	\$.15	\$.20	\$.16	\$.13	\$.16	\$.20	\$.16	\$.16	\$.16	\$.20	\$.16	\$.14	\$.16	\$.16	\$.16	\$.21	\$.18	.18
Second.....	.38	.25	.28	.28	.30	.28	.28	.25	.25	.28	.28	.28	.24	.28	.28	.28	.29	.27	.26
Third.....	.40	.34	.40	.40	.35	.40	.40	.35	.35	.40	.40	.40	.34	.40	.40	.40	.41	.36	.37
Fourth.....	.50	.45	.52	.56	.45	.56	.52	.45	.45	.56	.52	.40	.56	.56	.56	.53	.45	.48	.48
Fifth.....	.72	.60	.72	.72	.60	.72	.72	.60	.60	.72	.72	.72	.58	.72	.72	.72	.73	.75	.63
Sixth.....			.85							.80			.68				.87		.77
SPELLER—.....	.14	+.13	.13	.14	.15	.20	.19	.16	.15	+.13	+.13	.14	.14	.16	.14	.14	+.17	.13	.15
Word Analysis.....					.28						.28		.28						.28
WRITING—.....	.84	.72	.77	.75	.72	.77	.72	.80	.84	.72	.72	+.104	.78	.84	.77	.72	.84	.72	.75
ARITHMETIC—Primary.....	+.20	.27	.24	.24	.23	.24	.24	.23	.24	.24	.24	.24	.28	.24	.28	.24	.25	.27	.25
Intermediate.....	.40	.45	.48				.48	.28	.48	.48	.48	.40	.40	.40	.40	.40	.49	.38	.41
Complete.....	.64			.72	.49	.52		.49	.52				.60	.62		.52			.55
Seat work.....			.06		.06		.06		.06		.06	.06	.06	.06					.06
GEOGRAPHY—Introductory.....	.44	.30	.44	.44	.48	.48	.44	.55	.44	.60	.44	.44	.44	.44	.44	.44	.45	.44	.44
Complete.....	1.00	.70	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.25	1.00	1.00	1.00	1.00	.96	1.00	1.01	.96	.97
Physical.....			1.00		.94				.80			.80		.94	.87				.87
LANGUAGE LESSONS—.....	+.28	.34	.32	.34	.30	.30	.32	+.37	+.38	.34	.32	+.18	.18	.30	.32		.32	.30	.29
Grammar and Composition.....	.40	.60	.52	.52	.50	.50	.50	.53	.52	.50	.51	.52	.52	.52	.50	.51	.52	.50	.51
PHYSIOLOGY—Primary.....	.24				.24	.24	.24	.23			.24	.24	.24	.24	.24	.24	.25	.24	.24
Intermediate.....	.40	.38	.40	.40	.38		.40	.38		.40	.40	.40	.40	.40	.40	.40	.41	.45	.39
Advanced.....	.80	.75	.80	.80	.75	.80		.75	.50	.80	.75	.80	.80	.80	.80	.80	.76	.75	.76
HISTORY—Primary.....	.48		.48	.48	.46	.48	.45	.45	.48		.38	.48	.48	.48	.48	.48	.45	.47	.47
Advanced.....	.80	.73	.80	.80	.79	.80	.75	.75	.84	.80	.75	.80	.80	.80	.80	.80	.76	.75	.78
General.....	1.28		1.28								1.13			1.28		1.30			1.25

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

SUMMARY

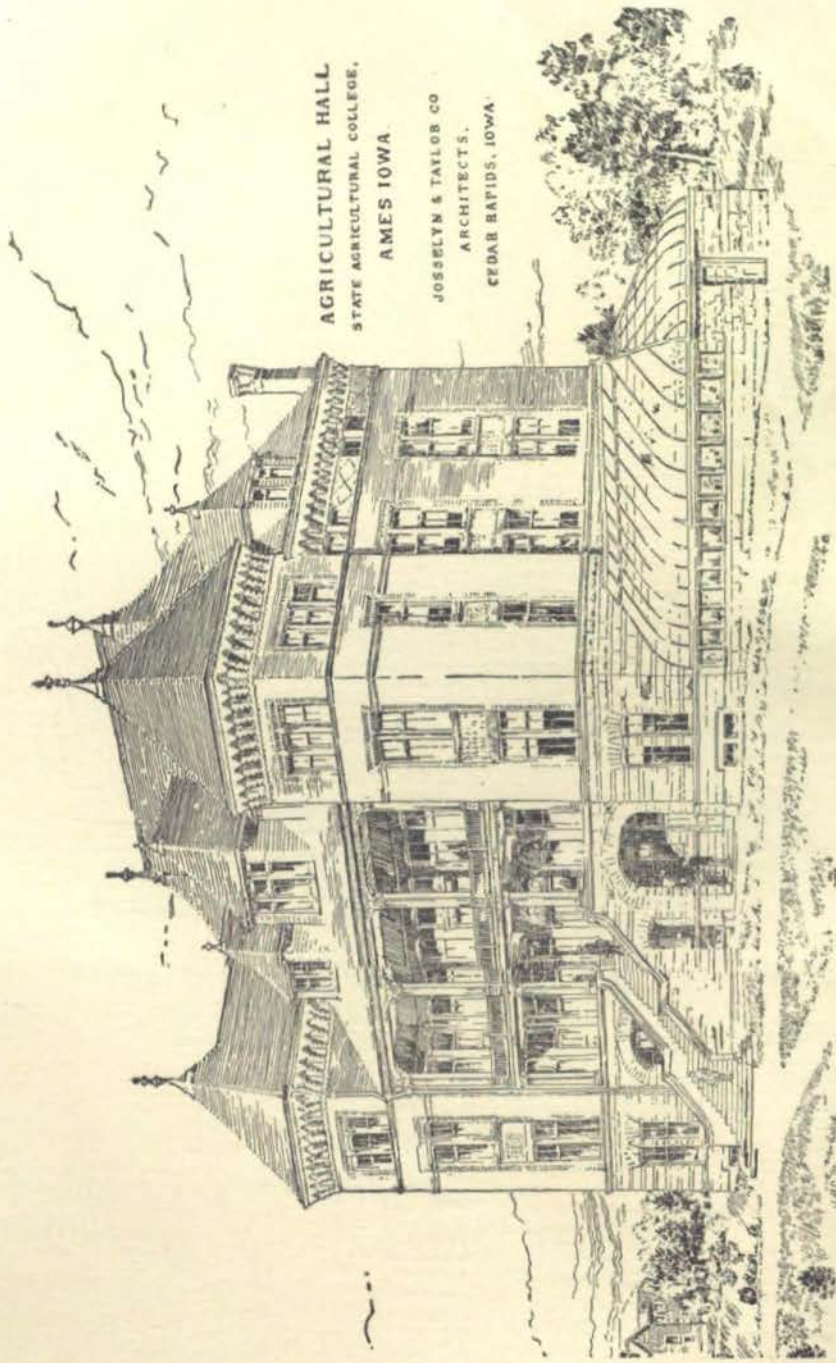
From Cities and Towns, regarding the manner and extent to which the require-
the teaching and study of the effects of alcoholic drinks, stimulants, and
said cities and towns, during the school year 1892-93:

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?
Albia.....	Oral.....	No.....	Yes.....	Yes.....
Algona.....	Oral.....	No.....	Yes.....	No.....
Anamosa.....	Oral.....	No.....	Yes.....	Yes.....
Atlantic.....	Oral.....	No.....	Yes.....	No.....
Ackley.....	Oral.....	No.....	Yes.....	Yes.....
Adel.....	Oral.....	No.....	Yes.....	Yes.....
Afton.....	Oral.....	Yes.....	Yes.....	Yes.....
Agency.....	Oral.....	Yes.....	No.....	Yes.....
Allerton.....	Oral.....	Yes.....	No.....	No.....
Ames.....	Oral.....	Yes.....	Yes.....	Yes.....
Anita.....	Oral.....	No.....	No.....	Yes.....
Audubon.....	Chart.....	No.....	No.....	Yes.....
Avoca.....	Oral.....	No.....	No.....	Yes.....
Belle Plaine.....	Oral.....	No.....	Yes.....	No.....
Boone.....	Oral.....	No.....	Yes.....	Yes.....
Burlington.....	Book.....	Yes.....	Yes.....	Yes.....
Bedford.....	Oral.....	Yes.....	Yes.....	Yes.....
Bellevue.....	Oral.....	No.....	Yes.....	Yes.....
Bloomfield.....	Oral.....	No.....	Yes.....	Yes.....
Boonsboro.....	Oral.....	No.....	Yes.....	No.....
Britt.....	Chart.....	Yes.....	Yes.....	Yes.....
Brooklyn.....	Chart.....	No.....	No.....	No.....
Carroll.....	Oral.....	No.....	No.....	No.....
Cedar Falls.....	Oral.....	No.....	Yes.....	Yes.....
Cedar Rapids.....	Book.....	No.....	Yes.....	Yes.....
Centerville.....	Oral.....	No.....	Yes.....	Yes.....
Chariton.....	Oral.....	No.....	Yes.....	Yes.....
Charles City.....	Oral.....	Yes.....	Yes.....	Yes.....
Cherokee.....	Oral.....	No.....	Yes.....	Yes.....
Clarinda.....	Oral.....	No.....	Yes.....	Yes.....
Clinton.....	Oral.....	No.....	Yes.....	Yes.....
Council Bluffs.....	Oral.....	Yes.....	No.....	No.....
Cresco.....	Oral.....	No.....	Yes.....	Yes.....
Creston.....	Oral.....	No.....	Yes.....	No.....
Capital Park.....	Oral.....	No.....	Yes.....	Yes.....
Clear Lake.....	Oral.....	No.....	No.....	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.....	No.....
Davenport.....	Oral.....	No.....	Yes.....	Yes.....
Decorah.....	Oral.....	No.....	Yes.....	Yes.....
E. Des Moines.....	Oral.....	No.....	Yes.....	Yes.....

(OF REPORTS

ments of Chapter I, 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 sub- ject to examina- tion in this branch?	Are your teachers skilful in giving the instruction re- quired by law?	Is the board satisfied that the law has been complied with in its spirit?
Albia.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Algona.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Anamosa.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Atlantic.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Ackley.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Adel.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Afton.....	Oral.....	Yes.....	Yes.....	Yes.....	Oral.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Agency.....	Oral.....	Yes.....	Yes.....	Yes.....	Oral.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Allerton.....	Oral.....	No.....	No.....	Yes.....	Oral.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Ames.....	Oral.....	No.....	Yes.....	Yes.....	Oral.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Anita.....	Oral.....	Yes.....	No.....	Yes.....	Book.....	Yes.....	No.....	Yes.....	Yes.....	Yes.....
Audubon.....	Book.....	Yes.....	No.....	Yes.....	Lecture.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Avoca.....	Book.....	Yes.....	No.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Belle Plaine.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Boone.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Burlington.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Bedford.....	Oral.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Bellevue.....	Oral.....	No.....	Yes.....	Yes.....	Lecture.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Bloomfield.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	No.....	Yes.....	Yes.....	Yes.....	Yes.....
Boonsboro.....	Oral.....	No.....	Yes.....	No.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Britt.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Brooklyn.....	Book.....	Yes.....	No.....	No.....	Lecture.....	Yes.....	No.....	No.....	Yes.....	Yes.....
Carroll.....	Book.....	Yes.....	Yes.....	Yes.....	Lecture.....	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.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Cherokee.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Clarinda.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Clinton.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Council Bluffs.....	Oral.....	Yes.....	No.....	No.....	Book.....	Yes.....	No.....	No.....	Yes.....	Yes.....
Cresco.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Creston.....	Book.....	No.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Capital Park.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Clear Lake.....	Book.....	Yes.....	Yes.....	Yes.....	Lecture.....	Yes.....	No.....	No.....	Yes.....	Yes.....
Colfax.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Columbus Junction.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	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.....
Davenport.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Decorah.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
E. Des Moines.....	Book.....	Yes.....	Yes.....	Yes.....	Book.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....



AGRICULTURAL HALL
STATE AGRICULTURAL COLLEGE,
AMES IOWA

JOSSELYN & TAYLOR CO
ARCHITECTS,
CEDAR RAPIDS, IOWA

CONCERNING OBSERVANCE OF
SPECIAL DAYS.

ARBOR DAY.
COLUMBUS DAY.

ARBOR DAY.

The custom established by our predecessors of recommending to the schools of the state the observance of a day appointed by this department, and known as Arbor Day, has been continued. Not only has a certain day been recommended for observance, but programs and selections appropriate have been prepared at this department and sent to the county superintendents for distribution to every school in the state. In 1892 an edition of about 17,000 copies was thus distributed, and in 1893 a somewhat larger edition.

No provision is made in the statute for observing such a day, either for the state in general or for the schools, and yet not only the schools generally, but the people at large observe the day recommended, to a gratifying extent. Many of our citizens who would otherwise give the matter no thought, cease from their usual labors long enough to plant a tree on their own premises or in the highway adjacent, thus beautifying their surroundings and in time yielding welcome protection from sun and storm. They frequently visit the school on this day to observe the exercises, and thereby inspire the children with interest and with the importance of tree planting and the care of the same.

Beside exhorting the schools to plant trees, flowers, etc., and care for them, the programs seek to lead to much information concerning them, as to their habitat, forms, uses, fruits. In connection with Arbor Day programs, at least one other important lesson is made prominent. In 1892 this lesson was patriotism--the significance of the American flag and the significance of the Columbian year. An appeal was made that all schools should provide themselves with a flag, and we are proud to report that many schools now either fly a flag outside or place it in view of the pupils inside. Some counties report every school so provided. In the entire state 2,862 school houses report being thus provided. In 1893 the additional lesson imparted was on the duty of protecting the birds, a lesson in kindness to creatures that minister both to our pleasure and our comfort.

Blanks were sent out in 1892 with the Arbor Day Leaflet to secure from the schools of the state a vote on their choice for state tree and state flower. No tree or flower received a majority. In 1893 blanks were again sent and the vote restricted to one of the three highest of the previous year. The result makes the Oak the choice of the schools for state tree and the Rose for state flower.

We give below the greeting to the children by the department and a few only of the selections from the Leaflet of '92 and the Souvenir of '93:

ARBOR DAY LEAFLET, 1892.

A GREETING TO THE SCHOOL CHILDREN OF IOWA.

The state superintendent of schools deems it a great pleasure to say a few words to the children of Iowa. He counts among the brightest, happiest years of his life, those he spent in the school room with joyous, light-hearted, laughing school children as his companions. To you, dear friends, he sends his warmest greeting and an earnest God bless you.

And now let us lay aside our books and our tasks for to-day. Let us learn something about the man who came to this land four hundred years ago. Do you know his name? Do you know why so much is said of him at the present time?

Let us learn to think more of the beautiful trees that grow about us. Let us care for them and shield them from harm, as we would our dear friends. You love to play in their cool shade and listen to the birds in the branches above. Let us plant two trees. You may choose a name for one of them, but let the other one be called the Columbus tree.

From your books, from your teachers, and from the following pages of this leaflet, you will learn why we celebrate in his honor, and why we do so this year.

We also wish to learn more about our beautiful flag, the flag with stars and stripes. Of course you all know what colors are on our flag. But do you all know how many stars and stripes it has, and what they mean? We wish the children in every school would try to get a flag. You will learn to think more of this great free land you live in. If you see the flag floating from the mast of a ship in some foreign port, or over a house in a foreign land, you will know that you have friends where that flag is. Ask the board to buy a flag for your school. Get up an entertainment and with the proceeds buy a flag. By all means get one for your school. We should like to say, at the World's Fair in Chicago, that every school house in proud Iowa floats the American flag.

Now the rest of the day we will take for a day of pleasure. It will make us better boys and better girls, better men and better women, if we get out to see more of the beauties of nature. So let us go—pupils, teachers, all—

to ramble over the flower-decked prairies, and through the solemn woods and forests, or clamber over the surrounding hills and bluffs. We may thus best learn to know the flowers, the trees, and the birds that sing for us, and our hearts will swell with gratitude to the good Father who has given us all these blessings.

Your sincere friend,

J. B. KNOEPFLER.

COLUMBUS.

OUTLINE FOR SKETCH.

"Nothing great was ever achieved without enthusiasm."

1. Geographical knowledge in the fifteenth century.
2. Spain and Portugal as enterprising countries. Advantages.
3. Birthplace of Columbus, his parentage, early life.
4. Sources whence he gained inspiration for his great work.
5. Reasons Columbus gave for the existence of undiscovered lands.
6. Influences contributing to extend the sphere of navigation:
 - The invention of printing.
 - Application of the astrolabe to navigation.
 - An enthusiastic monarch, John II of Portugal.
7. Proposition of Columbus to King John. Departure from Portugal.
8. Columbus at the court of Spain.
9. Character of Ferdinand, of Isabella.
10. Causes of the long delay in helping Columbus:
 - Constant wars engaged the attention of the monarchs.
 - The funds were low in the treasury on account of wars.
 - His theory tested by religious policy rather than by scientific knowledge.
11. Efforts to interest Henry VII, king of England.
12. Agreement with the Spanish sovereigns.
13. The first voyage, incidents and results.
14. First notice of the variation of the magnetic needle.
15. Return of Columbus, reception accorded him.
16. Later voyages, speculations concerning a great continent.
17. Personal appearance, traits, death and burial of Columbus.
18. Some account of the world-wide tribute that is paid to Columbus.

"For the thoughts of men are widened with the process of the suns."

ARBOR DAY SOUVENIR, 1893.

TO THE YOUNG PEOPLE OF IOWA, GREETING:

Father Time has turned another leaf of your life, and we believe you are all better young people in every way because of the good thoughts and deeds inspired by your observance of former Arbor Days.

Undoubtedly you are willing to enter again into hearty co-operation with your teachers, parents, and friends to make Arbor Day of 1893 one of great profit.

One of the objects of life is to live for the good that you can do, and every day adds to your opportunities to make the world better. In no way can you make yourselves better men and women, and hence the world better, than by showing your love, and cultivating the same, for flowers, trees and their charming companions—the birds.

An army of youth 675,000 strong, and marshalled by 27,000 teachers, you are marching on with irresistible force, carrying happiness and intelligence over the broad domain of our grand state.

Your castles are the homes and schools that do credit to a liberty-loving people and make it possible to bear in honor upon the shield of our states, "Our Liberties we Prize and our Rights we will Maintain."

Your love of God, home, and school is the power that places Iowa in the van of progress, and by your noble efforts she will maintain her place.

No spot should be more beautiful and attractive than the school house and its surroundings. The place that has your presence while making preparations for useful manhood and womanhood should be adorned with the best efforts of both the architect and nature. While you delight in the companionship of your schoolmates and teachers, yet your happiness is incomplete without the society of flowers and trees. These monitors, though silent, speak out to you in a language that will make you better men and women. Do you have them for your companions?

Arbor Day affords you special opportunity of providing ways and means to make flowers and trees adornments of your school grounds. If you have them, become more intimately acquainted with them. If you do not have them, see to it that not another year passes by without their cheering and inspiring presence.

The planting of trees and flowers is not for your benefit alone. It brings you in touch with the future. Who can tell the number that will call you blessed for being so thoughtful of their comfort by planting the flower whose fragrance and beauty will charm the senses, and the trees whose shade will be a joy of summer days.

Remember that in cultivating a love for trees, flowers and birds, you are at the same time increasing your desires for all things refined and elevating.

Yours cordially,

J. B. KNOEPFLER.

Des Moines, Iowa.

A PLEA FOR THE BIRDS.

When I was a little boy among the hills of Cattaraugus county, New York, more than fifty years ago, there was no lesson more indelibly stamped upon my mind, by my dear mother, than that of regarding the birds, their eggs, and their young, as objects almost sacred. Her gentle voice, which was stilled long ago, was always raised in earnest pleading for our feathered friends. Like all her own children, and others whom she could influence, I came to look with abhorrence upon the wanton destruction of birds. That

feeling has grown upon me very much in my maturer years. Possibly this may be somewhat due to the fact, that, since I came into Iowa thirty-six years ago, it has been my fortune to see them so rapidly fading away and disappearing. I verily believe that when the country was fresh and new there were hundreds of some species where we do not now see a single one. This is owing to a large extent, no doubt, to the cultivation of the land, the drainage of sloughs and ponds, the shrinkage of streams, and the use of mowing machines. The result of these causes cannot be changed.

But it is a lamentable fact that in cities and towns—yes, large numbers of them—too many boys are permitted by their parents to make the entire spring a perfect carnival of bird destruction, by robbing their nests of the eggs. Some of these lads make "collections" of eggs, while many seem to be actuated solely by a spirit of mischief. I was painfully disturbed and surprised Sunday after Sunday last spring to see bands of boys roaming about the country in quest of birds' eggs. Their eyes were wonderfully sharp in spying out nests, even in tops of tall trees, and with what agility and recklessness they climb to the furthestmost boughs to seize their prey! I often saw certain boys whom I know by sight, carrying scores of eggs of various sizes and colors in their caps. I am convinced that people who have not given the subject attention would be simply astonished at the extent of this most wasteful and criminal practice. Criminal did I say? Most assuredly it is an offense against one of the laws of our state, subject to fine. Our legislators would not have passed this law by an almost unanimous vote, had they not believed it to be right and just, and the practice a wicked one.

Not only are the birds among the most beautiful and attractive objects in nature—delighting the eye with their plumage and the ear with their songs—but they perform a most useful service in the destruction of insect pests. For this last their service can not be prized too highly. For this we need increasing thousands of birds.

One of the most pleasing ideas connected with this Arbor Day work of planting trees is that we are thereby making homes for our precious singing birds. We are now close to the season of building nests, may we not earnestly hope that parents everywhere, and especially teachers in the public schools, will give to this matter of protecting the birds the most earnest and thoughtful attention. Let your voices and your positive authority be heard in this most humane work. I am also constrained to believe that hundreds of boys and girls reared in well-ordered homes, who read these pages, will plead earnestly with those who indulge in the degrading, criminal practice of despoiling the nests of birds. The beautiful and grateful notes of the mother robin, whose nest has been thus secured from desecration, will linger in memory for a whole lifetime.

CHARLES ALDRICH.

AN OUTDOOR LESSON.

Name the birds common in your locality. Can you tell them at sight? Can you tell their young when just old enough to fly?

Describe them as to color and size; manner of flight. Do they walk when

on the ground? Do they alight often on the ground, or remain mostly flying and on perches?

What birds can you tell by hearing their notes without seeing the bird? Can you imitate their notes? What is the spring note of the bluebird? Its autumn note? Do you know the robin's note of alarm and its song? Do the young give forth the same note as the old birds? What birds seldom give forth any note?

Tell what the birds eat. Is it the same at all seasons?

Can you tell what kind of nest the birds of your acquaintance make? Where, when and of what material do they build? What is the usual number and color of the eggs? What bird builds no nest?

What birds remain with us through the winter? What ones come first in spring? Which ones among the last? Which gather in flocks before leaving in the autumn?

Tell what you know from observation of the habits of some birds. Tell what you have seen of some particular bird. Do all birds try bravely to protect their nest and their young? Which do and which do not?

COLUMBUS DAY.

On July 21, 1892, the President, in obedience to an act of Congress, issued a proclamation recommending that October 21, the 400th anniversary of the discovery of America, be observed by appropriate exercises in all the schools in America. The executive committee, acting under instructions given at a meeting of superintendents of education, prepared an official program of exercises, uniform for all schools.

This department received urgent letters from the committee to bring the matter fully before the schools of this state. This was done, and the day was extensively observed by the schools then in session.

Believing that a due observance of the day, as laid out in the program, had an educational value in inspiring the youth to a deeper search into history, giving them a higher appreciation of the land they live in, with its freedom and its school privileges, the department heartily seconded the efforts of the committee by endorsing the movement, and by reprinting and distributing the official programs to every school in the state. The latter contained seven numbers or selections.

Below are given only a selected few of the topics embraced in the program and having an educational bearing, with the letter as issued from the department:

COLUMBUS DAY.

PROCLAMATION BY THE GOVERNOR.

To the People of Iowa:

At the instance of the Executive Committee of the National Public School Celebration of "Columbus Day," a bill was recently passed by Congress and approved by the President, making October 21st the four hundredth anniversary of the discovery of America by Columbus, a general holiday. In keeping with the spirit and purposes of this act and to kindle

and keep alive in the hearts of the children of our State a patriotic devotion to their country and its institutions, I, Horace Boies, Governor of Iowa, do hereby recommend that the day aforesaid be observed by the people of this State as a general public school holiday. That the usual business of our citizens be suspended and they as individuals or members of the civil or military organizations of the State to which they belong, unite in appropriate exercises for the celebration of said day.

In Witness Whereof, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Iowa, this second day of August A. D., 1892.

[SEAL.]

HORACE BOIES.

Great enthusiasm is being manifested throughout the country over the prospective public school celebration of Columbus Day, and we give the proclamation of Governor Boies recommending the observance of this day as a general holiday by the public schools of the state.

From every part of our nation come reports of large preparations to make the day one that will do full honor to the occasion and ever to be remembered.

The exercises of the day will be chiefly in the hands of the children of our public schools. We feel assured that they will respond with that energy and enthusiasm which have always marked every event in which they have been participants.

That every school in the state may be sure of having official programs, so that all may work in harmony with all other public schools of the land, we send a supply of the same to the several county superintendents for free distribution, accompanying them with our heartiest greeting and bidding the pupils of Iowa Godspeed in their noble efforts.

J. B. KNOEPFLER,

Superintendent of Public Instruction.

Des Moines, Iowa, September 24, 1892.

FROM PROCLAMATION BY PRESIDENT HARRISON.

Columbus stood in his age as the pioneer of progress and enlightenment. The system of universal education is in our age the most prominent and salutary feature of the spirit of enlightenment, and it is peculiarly appropriate that the schools be made by the people the center of the day's demonstration. Let the national flag float over every school house in the country and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship.

In the churches and in the other places of assembly of the people let there be expressions of gratitude to Divine Providence for the devout faith of the discoverer and for the divine care and guidance which has directed our history and so abundantly blessed our people.

BENJ. HARRISON.

THE ADDRESS FOR COLUMBUS DAY.

THE MEANING OF THE FOUR CENTURIES.

The spectacle America presents this day is without precedent in history. From ocean to ocean, in city, village and country-side, the children of the states are marshalled and marching under the banner of the nation; and with them the people are gathering around the school house.

Men are recognizing to-day the most impressive anniversary since Rome celebrated her thousandth year—the four hundredth anniversary of the stepping of a hemisphere into the world's life; four completed centuries of a new social order, the celebration of liberty and enlightenment organized into a civilization.

And while, during these hours, the federal government of these United States strikes the keynote of this great American day that gives honor to the common American institution which unites us all,—we assemble here that we, too, may exalt the free school that embodies the American principle of universal enlightenment and equality: the most characteristic product of the four centuries of American life.

Four hundred years ago this morning the Pinta's gun broke the silence and announced the discovery of this hemisphere. It was a virgin world. Human life hitherto upon it had been without significance. In the Old World for thousands of years, civilized men had been trying experiments in social order. They had been found wanting. But here was an untouched soil that lay ready for a new experiment in civilization. All things were ready. New forces had come to light full of overturning power in the Old World. In the New World they were to work together with a mighty harmony.

It was for Columbus, propelled by this fresh life, to reveal the land where these new forces were to be given space for development, and where the awaited trial of the new civilization was to be made. To-day we reach our most memorable milestone. We look backward and we look forward.

Backward, we see the first mustering of modern ideas; their long conflict with Old World theories, which were also transported hither. We see stalwart men and brave women, one moment on the shore, then disappearing in dim forests. We hear the axe. We see the flame of burning cabins and hear the cry of the savage. We see the never-ceasing wagon trains always toiling westward. We behold log cabins becoming villages, then cities. We watch the growth of institutions out of little beginnings—schools becoming an educational system; meeting-houses leading into organic Christianity; town meetings growing to political movements; county discussions developing federal governments.

We see hardy men with intense convictions, grappling, struggling, often amid battle smoke, and some idea characteristic of the new world always triumphing. We see settlements knitting together into a nation with singleness of purpose. We note the birth of the modern system of industry and commerce, and its striking forth into undreamed of wealth, making the millions members one of another as sentiment could never bind. And under it all, and through it all, we fasten on certain principles, ever operating and regnant—the leadership of manhood; equal rights for every soul; universal

enlightenment as the source of progress. These last are the principles that have shaped America; these principles are the true Americanism.

We look forward. We are conscious we are in a period of transition. Ideas in education, in political economy, in social science, are undergoing revisions. There is a large uncertainty about the outcome. But faith in the underlying principles of Americanism and in God's destiny for the Republic makes a firm ground of hope. The coming century promises to be more than ever the age of the people; an age that shall develop a greater care for the rights of the weak, and make a more solid provision for the development of each individual by the education that meets his need.

As no prophet among our fathers on the 300th anniversary of America could have pictured what the new century would do, so no man can this day reach out and grasp the hundred years upon which the nation is now entering. On the victorious results of the completed centuries, the principles of Americanism will build our fifth century. Its material progress is beyond our conception, but we may be sure that in the social relations of men with men, the most triumphant gains are to be expected. America's fourth century has been glorious; America's fifth century must be made happy.

One institution, more than any other, has wrought out the achievements of the past, and is to-day the most trusted for the future. Our fathers in their wisdom knew that the foundations of liberty, fraternity, and equality must be universal education. The free school, therefore, was conceived the corner-stone of the Republic. Washington and Jefferson recognized that the education of citizens is not the prerogative of church or of other private interest; that while religious training belongs to the church, and while technical and higher culture may be given by private institutions—the training of citizens in the common knowledge and the common duties of citizenship belongs irrevocably to the state.

We, therefore, on this anniversary of America, present the Public School as the noblest expression of the principle of enlightenment which Columbus grasped by faith. We uplift the system of free and universal education as the master-force which, under God, has been informing each of our generations with the peculiar truths of Americanism. America, therefore, gathers her sons around the school house to-day as the institution closest to the people, most characteristic of the people, and fullest of hope for the people.

To-day, America's fifth century begins. The world's twentieth century will soon be here. To the thirteen million now in the American schools the command of the coming years belongs. We, the youth of America, who to-day unite to march as one army under the sacred flag, understand our duty. We pledge ourselves that the flag shall not be stained; and that America shall mean equal opportunity and justice for every citizen, and brotherhood for the world.

The general circular from this department urging Iowa schools to observe the day is given below:

PUBLIC SCHOOLS.

CELEBRATION OF COLUMBUS DAY, OCTOBER 12*, 1893.

To the Teachers of Iowa:

It is designed to extend the ceremonies connected with the dedication of the Columbian Exposition grounds at Chicago, October 12, to every point in this vast union of states and territories, by a movement in which the children of the public schools are to be the principal actors.

In January, 1891, the *Youth's Companion*, published in Boston, proposed the plan of a school celebration on October 12, 1893, that day being the four hundredth anniversary of the discovery of America. The suggestion pleased its little readers, and thousands of letters were received by the publication named.

From this inception followed the action of the World's Congress Auxiliary of the Columbian Exposition, calling upon all the people of the republic to unite in enthusiastic demonstration on that day, making the public school, the American idea, a center from which interest should spread in every locality.

At the meeting of the Department of Superintendence of the National Educational association in Brooklyn, February last, the state superintendents assumed control of the matter and an executive committee was appointed to direct the schools in their commemoration of Columbus day.

The general features of this school celebration will consist in the adoption of a partial program in exact accordance with the exercises observed in Chicago, this official program to be issued by the executive committee on September 1st; also a morning salute to the flag of our country.

These features should be sufficient to enlist the interest and insure the participation of all patriots, old and young, zealous to do honor to the memory of Columbus and proud to establish the permanency of the flag, the emblem of American independence and the well chosen symbol of our free schools.

In conformity with the above outline, and to help in the performance of deeds that shall themselves pass into history, we desire and expect school officers, teachers and patrons of Iowa schools to enter heartily into the development of such lines of work as will create interest in this national public school celebration, and to make such additions to the official program as local committees may deem best adapted to the character of the school and sentiment of the community.

Let every superintendent, principal and teacher strive to prepare the thought of his community in this direction. Call upon your local press to aid in the matter. Organize committees to discuss suitable means for carrying out an appropriate program. Allow schools to vote whether they will take part in the celebration. Enlist the co-operation of veteran soldiers in the vicinity. Use all laudable efforts in securing speakers, music and banners for the occasion. Especially see to it that your school house is properly equipped with a flag on or before Columbus Day.

*The original date named by congress and recommended by the president was October 12. This was afterward changed to October 21 to allow for differences in the Old Style and New Style of the calendar. Our letter was issued before the change had been made.

By this state-wide demonstration we shall take our place in the ranks with a rejoicing republic, and shall impress anew the fact that the public school is an important factor in the prosperity of Iowa. In allowing the schools to be foremost in this universal observance of Columbus Day, we may instill in the hearts of the children a stronger love for home and country, and may furnish them holiday experiences that will live in memory in association with an event connected with the nation's history.

Fraternally yours,

J. B. KNOEPFLER,

Superintendent of Public Instruction.

Des Moines, June 20, 1892.

MISCELLANEOUS TOPICS.

SCHOOL HOUSE PLANS.
IOWA'S SCHOOL EXHIBIT AT THE WORLD'S FAIR.
ACKNOWLEDGMENTS.
CONCLUSION.

SCHOOL HOUSE PLANS.

This department has received frequent requests from school boards of this state for plans and specifications for new school houses. We have been unable to furnish them. As old school houses are being replaced with new, there is a commendable ambition so put up a better class of buildings, as to convenience, comfort and appearance. Most rural districts do not feel able to employ an architect for this purpose. They are under the impression that naturally this department must have plans for school houses to loan to such districts. It would seem to us, therefore, that the department should have a number of school house plans to be loaned to districts intending to build, and which should make requests for the same. This would result not alone in better school houses, but in an ultimate saving to the state. Said plans should provide for different styles and sizes of one-room buildings, either frame or brick, with approximate estimate of cost. They should embrace all the drawings and specifications customary in an architect's plans from which a desired number of printed copies could be made.

In the same way, plans by competent architects for two, three and four room buildings—not more—should be at the disposal of school boards through this department.

We are unable to say what such plans would cost, but believe the department should be authorized to procure them, and we respectfully call the attention of the legislature to the foregoing recommendation.

As a corollary to the foregoing, we deem it proper to call the attention of the General Assembly to the need of limiting by legal enactment, the erection of school buildings to two stories. Beside the danger in case of fire, consideration for the physical health of pupils and teachers, suggests the above recommendation.

We believe, also, that every board should be required to erect and keep two outbuildings for each school house, one for the use of each sex, and that some authority, perhaps the boards, should provide for more certain, severe and speedy punishment for the too common defacing of outbuildings and other school property with vile and immoral suggestions.

IOWA'S SCHOOL EXHIBIT AT THE WORLD'S FAIR.

The school forces of Iowa and of the entire country were deterred and discouraged from making preparations for the school exhibit by the doubt and uncertainty whether there would be acceptable and ample space assigned by the World's Fair officials for such exhibit. The space originally set apart for this purpose in the manufactures building had been so encroached upon by the demands of foreign exhibitors for additional space that American educators began to despair of having the work of our schools represented at all. Meetings of state superintendents and others interested in a school exhibit were held in Chicago to protest against what seemed the unfair treatment of these interests, and to demand the erection of a distinctive building for the educational exhibit. This was not granted, but a new building was erected to take other exhibits, and thus leave a larger portion of the space in the manufactures building, which had been assigned to the schools, and in this building the schools finally made their display. However, the delay had so dampened the enthusiasm of teachers and so shortened the time for preparing, that the exhibit was less in quantity, with fewer schools represented, than it would have been. There was a conspicuous absence of fresh exhibits from the rural schools of our own state, and yet the work from our schools as a whole was highly creditable.

Among others the following circular letter was addressed to the teachers of the state, the edition being large enough to place one in the hands of every teacher:

IOWA'S EDUCATIONAL EXHIBIT AT THE COLUMBIAN WORLD'S FAIR.

To the Teachers and Schools of Iowa:

A circular was recently issued by a committee calling attention to a competitive prize exhibit of school work, to be held at Cedar Rapids at the time of the meeting of the State Teacher's Association. The purpose of the prize

exhibit, as explained in the circular, is to induce by the stimulus of securing a prize, a larger number of schools to prepare exhibit work than would otherwise do so, the matter to remain the property of the Columbian Commission, and to form part of the educational exhibit of this state at Chicago. We reprint such portions of the general directions there given as will apply to all work, whether entered for prizes or not. Where matter is entered for a prize at Cedar Rapids, the tag should show in which class it is entered; and if designed to compete in more than one class, an additional tag should show this fact. Where work entered in one of the class exhibits is also to compete for prizes under "General Exhibit," the letter notifying Mr. J. W. Jarnagin of the entry should so state.

We suggest that where class work as a whole is to be offered, it be bound together. The tags might be prepared thus:

Pupil's name..... Age.....
Grade..... Name of School.....
Copied?..... Total time consumed.....

We hope to see at Cedar Rapids a strong competitive exhibit in all the lines of school work mapped out in the schedule. It will form a good basis of material to go to Chicago. But for any schools not wishing to send work to Cedar Rapids, there lies the privilege of preparing matter for the exhibit at Chicago, subject to the limitations and instructions as given below. Such matter is to be properly boxed or packed, and sent, prepaid, to Des Moines, addressed to the superintendent of public instruction. It should be received here not later than February 15, 1893. A committee appointed by the manager of the educational exhibit will sort and sift the material, and send to Chicago work from each line of exhibit matter.

Striving for a prize is entirely proper, yet we hope our schools will have a still broader, more patriotic motive back of their work—the ambition to have Iowa fully represented in its educational work at Chicago; the desire to maintain the proud rank Iowa has taken in the educational field. The reflex value of the effort to send in exhibit work will be worth to the school or pupil all the labor it costs. Broadly speaking, therefore, every such effort will draw a prize in the benefit derived from the work done, whether this is entered to compete at Cedar Rapids or is sent direct to Des Moines.

At the school exhibit at Madison, Wisconsin, Iowa took high honors. At the New Orleans Exposition our state ranked among the highest. Again, at the Paris Exposition, 1889, Iowa won a medal on its school system. Other states are making strong efforts to be well represented. Iowa must not take a backward step next year. We must not retreat. We must hold our ground. To do this, superintendents, principals and teachers, will need to take hold of the work with zeal and enthusiasm. While other exhibitors will show that our state ranks among the foremost in agricultural products, we must not only *have* good schools, but must prove this fact by an appropriate exhibit. All the space assigned to this state for educational purposes should be fully occupied, and enough matter sent to have an equally good school exhibit in the Iowa building. As the exhibits become worn or soiled, it should be possible for the managers to replace them with duplicates.

Beyond question, the city and town schools will respond royally. Exhibit matter from every grade is solicited. But especially is it desirable that the rural and ungraded schools should be well represented with exhibit work. That there may be no lack in this, county superintendents will need to encourage their rural school teachers, both by special circulars and direct personal efforts, giving such counsel or instruction how to proceed as may seem necessary. They can assist in ordering and procuring material as required by the instructions.

Let it be understood that there will be no separate allotment of space for distinctive county, city or individual school exhibits. All will be a part of the school exhibit in Iowa as a whole.

It will call for a display of individual resources and ingenuity to devise ways and means for raising funds to pay shipping expenses and material for preparing the exhibit. For this purpose an entertainment might be given at the school house, to consist of recitations, singing, dialogues, tableaux, and a nominal admission fee charged. But as in many cases the expenses will be very small, the teachers may be patriotic enough to pay them. These in all instances must be paid in advance, whether sent to Cedar Rapids before December 15, 1892, or to Des Moines before February 15, 1893. While small quantities may be sent by express, larger quantities should go by freight to save expense. In either case, a letter should be sent stating how and when matter was shipped.

It is important to have all clearly understand that not mere quantity, but variety and excellence of work are sought.

The widest possible latitude will be allowed in preparing matter that does not compete at Cedar Rapids. Such work is not limited to the kinds of school work laid down in the prize exhibit. On the contrary, any and all kinds of school work may be sent. The manager especially wishes to encourage individuality and originality among teachers in having unique and striking school work to send. The entire field is open. Whatever is done in a school, or by pupils as such, or whatever tends to the advancement of the schools, may be received as a part of the educational exhibit. Without presuming to exhaust the list or to fix restrictions, we suggest that exhibits be made in the following lines of work:

Form and color work—modeling, drawing, penmanship, designing, etc.; number work and mathematics—solutions, demonstrations, book-keeping, etc.; language work—written reproductions, dictation exercises, letter-writing, compositions, grammatical analyses, sketches, descriptions, etc.; devices and materials used in instruction, or drawings of them; exhibits of science work, outlines, charts, maps, etc.; drawings and photographs of school buildings, rooms and grounds, catalogues of libraries, reference work, etc.; blanks used in connection with the schools, either by the teacher, or superintendent, or board. Exhibits in the regular solid work of the schools are especially solicited.

As a rule, no school should attempt to make exhibits in all kinds of work. Let each make exhibit only in one or two lines in which it can show special strength.

The following directions are to be observed:

Photographs to be uniform in size, 9x11 inches, 11x14, or 18x26.

All drawings to be on good grade of drawing paper, white, 9x12 inches, 12x18, or 18x24. The mounting boards to be used for drawings will be 22x28 inches.

All manuscript work must be on good quality of white paper, 9½x12 inches, with No. 7 ruling in faint blue, a marginal line down left side, leaving space of ¼ inches width and two inches space at top above first ruled line. The size is a quarter sheet of what is known as "Royal," and can be ordered through any printing office.

The exhibit should have fastened to it a slip giving the name and age of the pupil doing the same, the name of the school and the grade to which he belongs. It should state whether the work was copied and the total time used, including the copying.

The teacher must certify that all the work of the pupil, including composition, was done in school, and comes direct from the latter's hand; that he has not been assisted or "coached" for that especial work, and that the work itself has not been touched up or corrected by any one other than the pupil himself.

This department most earnestly urges the schools of the state to lend their loyal support and coöperation to J. W. Jarnagin of Montezuma, superintendent of Iowa's Educational Exhibit to the Columbian World's Fair, in his onerous and responsible duty of having our state properly and creditably represented in the educational department. The manager alone can not make the exhibit. He can do much, but a large part of its success must depend upon the care and earnestness with which the schools do their part of the work, and upon the willing, cheerful support which the teachers of the State lend him. Of course, this means work. It means work in addition to the regular school duties, devising ways and means to obtain the necessary funds. It means work in collecting, arranging, packing and shipping. But Iowa's teachers have never failed to respond royally. They will not fail this time.

Yours cordially,

J. B. KNOEFLER,

Superintendent of Public Instruction.

Des Moines, Iowa, October 17, 1892.

The exhibit prepared and sent by this department, intended to show up the educational statistics of the state, the organization and growth of the school system and supervision exercised by and through this office, was the following:

1. Graphic chart showing by circles and their segments the relative population of the state, school population, school enrollment and school attendance.
2. Chart of school statistics, giving by periods the number of schools, number of teachers, number of pupils, total expenditures for school purposes.
3. A chart giving facts by periods relating to institutes, attendance, support, length.

4. A chart giving general plan of the Iowa school system, its officers, and organization.

5. Six graphic and statistical charts showing development and growth of the schools with reference to length of school year, wages paid, relative number of men and women teachers, increased school attendance, cost of tuition.

6. Iowa School Reports from 1878 to 1891, inclusive—10 volumes.

7. Iowa School Laws, edition of 1892—10 copies.

8. Arbor Day Annuals, 1892, 1893—9 copies.

9. Advance Sheets, 1892, of Biennial Report for 1893—8 copies.

10. Course of Study for Country Schools—9 copies.

11. Interior Views of the Department—6.

12. Blanks for treasurers and secretaries to report to county superintendent, and for latter to report to state department; also institute and appeal blanks.

13. Blank county certificates, state certificates and state diplomas.

14. Examination questions for county and state certificates.

15. Programs of county superintendents' conventions and of State Teachers' Association.

16. Sundry circular letters from the department to school boards, county superintendents and institute instructors, with course of study for institutes.

17. Circulars giving rules of the state board of examiners relating to state certificates and diplomas.

18. Columbus Day circulars and school exhibit circulars.

19. Sundry blanks, lists and circulars not itemized above.

At our request J. W. Jaragin, member of the Columbian Commission for Iowa, who had direction of the school exhibit from this state, makes a report to the department which we take pleasure in giving in this place.

CHARTS EXHIBITED.

Below are given the tabular statistics exhibited by the department, but here reduced to page size. They show by periods the gradual growth of our schools. The graphic charts are especially simple and instructive. They show, for instance, in striking manner, how since 1862, the number of women teachers has more and more exceeded the men, and that since 1877 the number of men teachers has actually decreased.

REPORT OF COMMISSIONER JARNAGIN.

MONTEZUMA, IOWA, Nov. 16, 1893.

Hon. J. B. Knocpfler, Des Moines, Iowa:

DEAR SIR:—The Iowa educational exhibit at the Columbian Exposition was a presentation of legitimate public school work. While other states presented the work of their colleges and universities along with their exhibits, Iowa showed a distinctive public school collection, with the exception of the excellent showing made by the State Normal School. The work on exhibition covered every phase of our educational system and was the subject of much favorable comment, not only by the educators of our own country, but by the representatives of foreign nations. The exhibit throughout the exposition was in the hands of competent persons, who were constantly on duty and prepared to give visitors all needed information.

The following is a list of the schools represented and the work shown by each.

Des Moines (West Side)—Photographs of buildings, interior of buildings, pupils at work, kindergarten work; drawings from the first to the eighth grades, and from high school; manual training; model of cooking apparatus; cooking exhibit.

What Cheer—Five regular solids.

Iowa City—Drawing; twelve bound volumes representing paper folding, parquetry, manuscript, geography, language, essays, drawings, arithmetic; letter writing; seven relief maps.

Corning—One bound volume of penmanship.

State Center—Eight bound volumes representing primary work, geography, history, arithmetic, language, numbers and physiology; clay modeling.

Tabor—Three bound volumes representing arithmetic, geography and language.

Davenport—Manual training; mechanical drawings by pupils.

Orange City—Drawings from different grades.

Burlington—Drawings from the first to the eighth grade and high school; ten bound volumes representing spelling, numbers, arithmetic, penmanship, language, grammar, word analysis, mathematics, United States history, civics, English literature, geography, physiology, science, Latin and German; paper folding. Photographs of buildings and interiors.

Fairfield—Three bound volumes of mathematics, language and science; photographs of buildings, exterior and interior.

McGregor—Six bound volumes of numbers, geography, geometry, physiology, language, United States history, algebra, German.

Cresco—Six volumes of penmanship.

Monmouth—One volume of geography.

Des Moines (East Side)—Thirty volumes of history, geography, grammar, language, arithmetic, numbers, civics, algebra, rhetoric, chemistry; product map of Iowa; product map of the United States; product map of South America.

Waverly—Drawings; kindergarten work; product map of Iowa; photographs of buildings and interior; thirteen volumes of geography, language,

algebra, physics, rhetoric, geometry, literature, arithmetic, reading, numbers, German, Latin, history, physiology and spelling.

Grinnell—Drawing from grades and high school; studies in biology.

Mason City—Drawings and color work; five volumes of arithmetic, physiology, history, penmanship, geography and language.

Brooklyn—Photographs of buildings, interiors and pupils at work; drawings from several grades; one volume of history, mathematics and geography.

Ottumwa—Photographs of buildings; drawings from the first to the eighth grade and high school; six volumes of penmanship and drawings.

Fort Madison—Kindergarten work; photographs of buildings.

Marengo—Four volumes arithmetic, algebra, physiology, literature, geography, history, political economy.

Montezuma—Eight volumes of history, physiology, astronomy, book-keeping, geography, geometry, physics, picture stories; photographs of buildings, interior and pupils at work; map showing number and location of school houses in the state.

Mount Pleasant—Color drawings; four volumes of primary work, botany and miscellaneous.

Maquoketa—Four volumes of botanical drawings.

Poweshiek County—Examination papers; one volume of rural school work drawings; photographs of country school house and schools; glass model of country school house.

Clinton—Photographs of buildings, interior and pupils at work and charts of course of study; twenty-three volumes of composition, drawing, geometry, physics, algebra, arithmetic, botany, language, color, United States history, grammar, geography, physiology, German, Latin, English, geology, kindergarten; drawings from all grades.

Clinton County—Photographs of country schools and school houses.

Oskaloosa—Four globes; ten relief maps; twelve volumes of number work, geography, language, arithmetic, United States history, English, narcotics, rhetoric, Latin, music, physics, drawings, reports, records, diplomas, courses of study; drawings.

Cedar Falls—Statistical and comparative charts; photographs of different grades at work; photographs of calisthenic exercises; ten volumes of geography, penmanship, examination papers, physical culture; four geographical maps.

Marshall County—Three volumes of arithmetic, language, history, geography; drawings and photographs of country schools.

Boone County—Two volumes of botany, physical geography and miscellaneous drawings.

Ogden—One volume of miscellaneous.

Paullina—One volume of geography and language; one relief map of North America.

Newell—Drawings.

Malcom—Drawings.

Hardin County—Drawings.

Greene County—Drawings.

Erie Schools—Drawings.

State Department—Photographs of officers of State Teachers' Association; one volume of work from country schools, annual reports, blanks, school laws, photographs from state department; Iowa school system; Iowa school statistics; Iowa teachers' institute; comparative statistics; summary of finances; summary of statistics; enumeration, enrollment and attendance; school houses, number and value; teachers, sexes; bound volumes of official reports.

Sioux City—Clay modeling; phonographic records of public school work of different grades; photographs of school buildings and pupils; photographs of physical culture; drawings.

Creston—Photographs of buildings.

Marshalltown—Photographs of buildings.

Chariton—Photographs of buildings.

Normal School—Drawings; photographs of buildings, interior and faculty; military photographs; physical science apparatus from laboratory; bound volumes of exercises in geometry; thesis on zoology and elementary science; bound reports and catalogues; charts showing grounds of the school; Delsarte exercises.

LIST OF AWARDS.

The following is a list of the awards given to the Iowa Educational Exhibit, as taken from the official records:

Public schools, Montezuma, high school work.

Public schools, Iowa City, drawing and history.

Public schools, Davenport, mechanical drawing.

High school work.

West Side public schools, Des Moines, photos of pupils at work, manual training, cooking school and kindergarten.

Public schools, Clinton, grammar and high school work.

Public schools, Waverly, school and kindergarten work.

State of Iowa, educational exhibit of public schools, charts of comparative statistics from Department of Public instruction.

Public schools, Montezuma, map of Iowa showing location of the schools.

Public schools, Maquoketa, botanical drawings.

Public schools, Sioux City, phonographic records of school work of all grades and clay modeling.

Public schools, Mt. Pleasant, primary work.

Public schools, Ottumwa, penmanship and drawing.

Public schools, Oskaloosa, primary, grammar and high schools.

Public schools, State Center, primary and grammar work.

Iowa State Normal School, Cedar Falls, physical science apparatus.

Public schools, Paullina, relief map of North America.

Country schools of Iowa, chart of comparative statistics.

Burlington public schools, Burlington, school work of all grades.

Trustees Cornell college, courses of study, work and results.

Poweshiek county, photographs of country schools.

Marshall county, photographs of country schools.

Clinton county, photographs of country schools.

S. W. Heath, superintendent of Poweshiek county, glass model of country school house.

The state of Iowa will receive a medal. Individual schools will be granted diplomas. We are unable to state when these will be issued.

In this connection I desire to thank those whose efforts made a successful exhibit possible.

The work shown attracted the favorable attention of the educators of this and foreign countries. The commissioners from France and Germany solicited part of the exhibit to take home with them to be used in normal training, and the proposed Columbian Museum has applied for part of it, as has also the Philadelphia Educational Museum and the National Bureau at Washington.

It was an exhibit of actual public school work and as such made a most favorable impression upon those who were interested in studying our school system.

All of which is respectfully submitted.

J. W. JARNAGIN.

Commissioner in charge of the Iowa Educational Exhibit.

IOWA SCHOOL SYSTEM.

(Chart prepared by Department for School Exhibit.)

PUBLIC INSTRUCTION.

	Instructors.	Students.
State University.....	79	950
Normal School.....	17	680
Agricultural College.....	36	547
Graded schools.....	..	rooms 4,123
Ungraded schools .....	..	12,322

CHARITABLE SCHOOLS FOR YOUTH.

	Employes.	Children.
College for the Blind.....	40	154
School for the Deaf.....	51	265
Soldiers' Orphans' Home.....	51	397
Institution for the Feeble Minded.....	96	457

SCHOOL OFFICERS.

Superintendent of Public Instruction—People elect biennially.

State Board Educational Examiners.....	{ Superintendent of Public Instruction. President of State University. President of State Normal. Two others—term four years.
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County Superintendents—Ninety-nine in number. People elect biennially.

Boards of Directors—Part elected each year. For term of three years.

SCHOOL FINANCES.

Assessed valuation in 1892 of all property.....	\$ 535,000,000.00
Permanent school fund, March 1, 1893.....	4,663,770.00
School house fund.....	{ To buy sites and build school houses voted by the electors, raised by district tax.

Contingent Fund.....	} For repairs, fuel, supplies and other contingencies. From tax, amount determined by District Board.
Teachers' Fund	

IOWA SCHOOL STATISTICS.

(Chart prepared by Department for School Exhibit.)

A territory July 4, 1836. Population, 22,857.
A state December 28, 1846. Population, 97,588.
Population 1890, Federal census, 1,911,896.
School age, 5 to 21. Enumeration 1892, 675,024.
Value in 1892 of school houses, \$13,800,152.
Expenditures in 1892 for common schools, \$7,490,191.

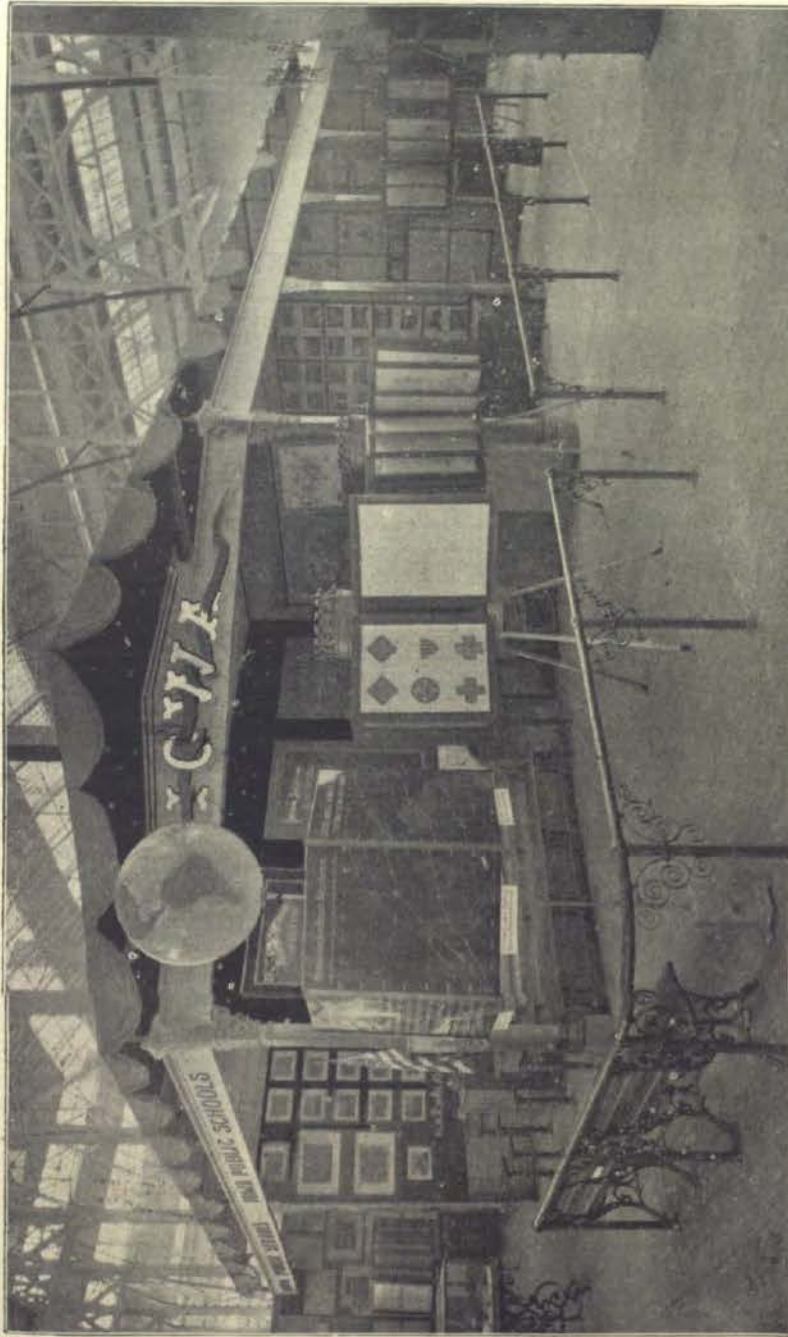
YEAR.	School houses.	Enrolled in public schools.	Number of teachers.	Paid teachers.
1845	103	7,077	124	\$ 5,737
1850	522	24,804	799	36,814
1860	5,268	167,809	6,374	445,468
1870	6,888	230,803	12,715	1,636,951
1875	9,528	384,012	18,145	2,598,440
1880	11,037	428,057	21,598	2,901,948
1885	12,309	477,663	23,715	3,777,092
1890	12,967	493,297	26,567	4,318,571
1891	13,129	503,765	26,769	4,458,590
1892	13,275	509,830	27,253	4,589,236

IOWA TEACHERS' INSTITUTES.

(Chart prepared by Department for School Exhibit.)

ESTABLISHED BY LAW, 1858—NORMAL INSTITUTE LAW ENACTED 1874.

Held in each county annually, under direction of county superintendent. Attendance voluntary.



IOWA EDUCATIONAL EXHIBIT, LIBERAL ARTS DEPARTMENT, WORLD'S FAIR.

INSTITUTE FUND.

Yearly state appropriation, \$50; registration fee, \$1; examination fee, \$1. County Board of Supervisors may grant an additional amount.

YEAR.	Held.	Attendance.	Expenditures.
1858	20	1,182	1,000
1860	24	2,153	1,700
1865	50	3,529	2,950
1870	78	5,357	3,900
1874	92	6,774	16,453
1877	99	12,073	38,200
1880	99	16,722	47,684
1885	99	18,321	52,137
1890	99	18,655	52,806
1891	99	18,975	52,634
1892	99	18,975	52,634

SUMMARY OF STATISTICS.

(Chart prepared by Department for School Exhibit.)

YEAR.	TEACHERS.		CHILDREN.		
	Male.	Female.	Between 5 and 21.	Enrolled in school.	Average attendance.
1848	101	23	10,646	7,077	5,843
1852	806	295	85,060	33,023	19,027
1856	1,279	1,243	173,868	59,014	43,124
1860	3,219	3,155	344,938	167,809	77,113
1864	2,815	5,140	294,912	210,569	117,378
1868	4,123	5,846	303,630	279,007	160,773
1872	5,901	9,220	475,499	340,789	214,905
1876	6,830	12,222	553,920	398,825	220,315
1880	7,354	14,344	580,556	420,957	250,836
1884	5,760	17,359	622,151	472,966	284,498
1888	5,595	19,518	639,248	477,184	291,070
1892	4,978	22,275	675,024	509,830	321,708

SUMMARY OF FINANCES.

(Chart prepared by Department for School Exhibit.)

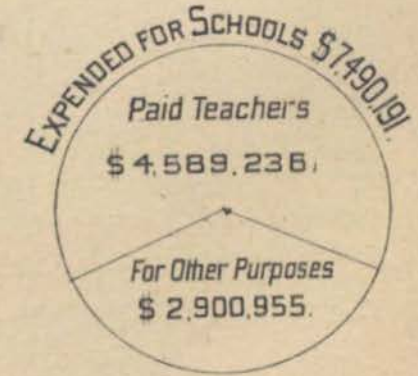
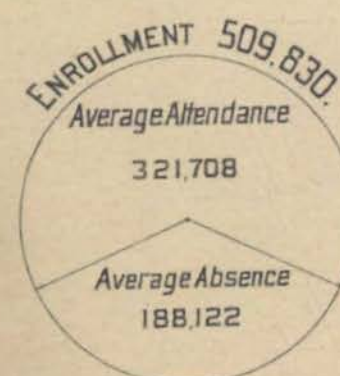
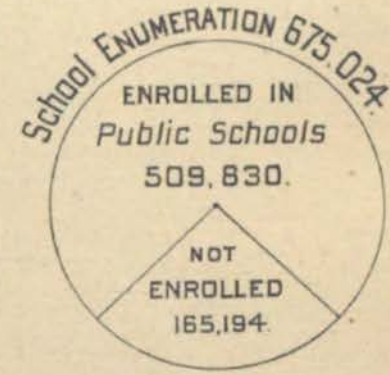
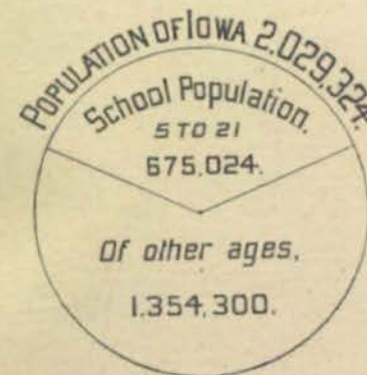
YEAR.	School house fund.	Contingent fund.	Teachers' fund.	Total disbursements.
1849	18,278	1,812	24,648	44,738
1853	31,800	3,730	72,095	107,625
1857	147,167	19,206	198,142	364,515
1861	134,903	40,953	518,591	694,447
1865	297,453	111,489	800,725	1,209,667
1869	941,884	466,189	1,438,964	3,146,034
1873	1,184,683	796,695	2,248,070	4,229,454
1877	1,106,788	1,130,965	2,662,645	5,199,428
1881	1,263,603	825,441	3,040,916	5,129,960
1885	1,227,815	1,049,400	3,777,002	6,054,313
1889	1,582,777	1,068,186	4,197,105	6,848,128
1892	1,533,084	1,367,871	4,589,230	7,490,191

IOWA SCHOOLS.

COMPARATIVE STATISTICS.

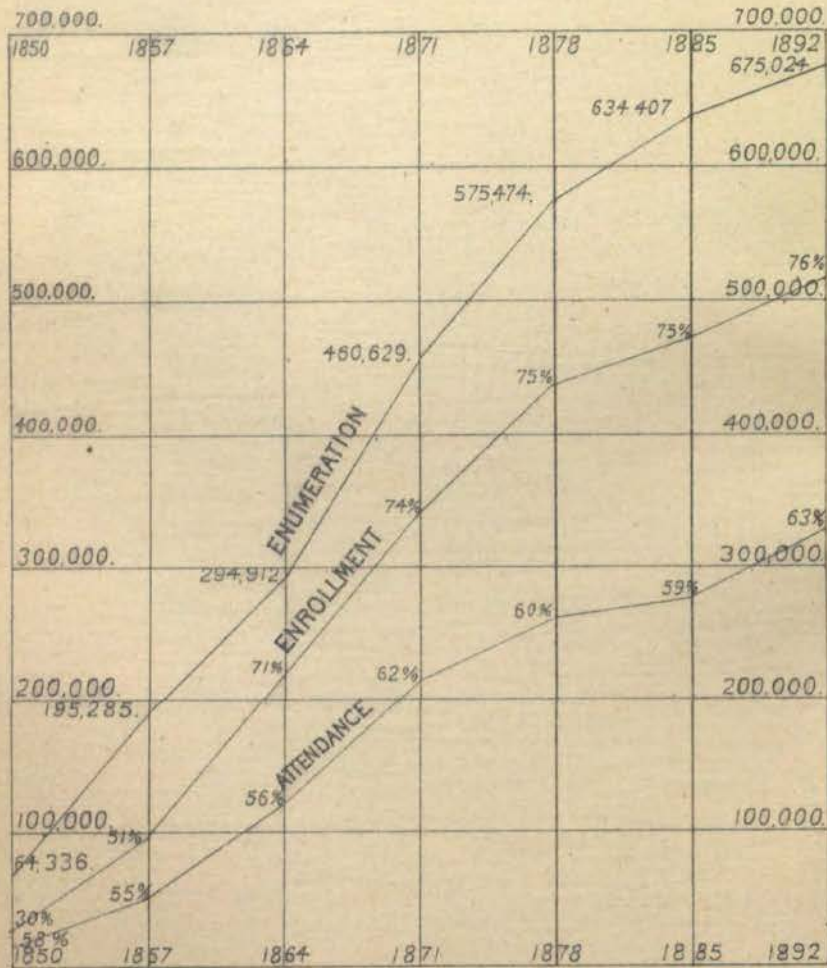
1892.

(Chart prepared by Department for School Exhibit.)



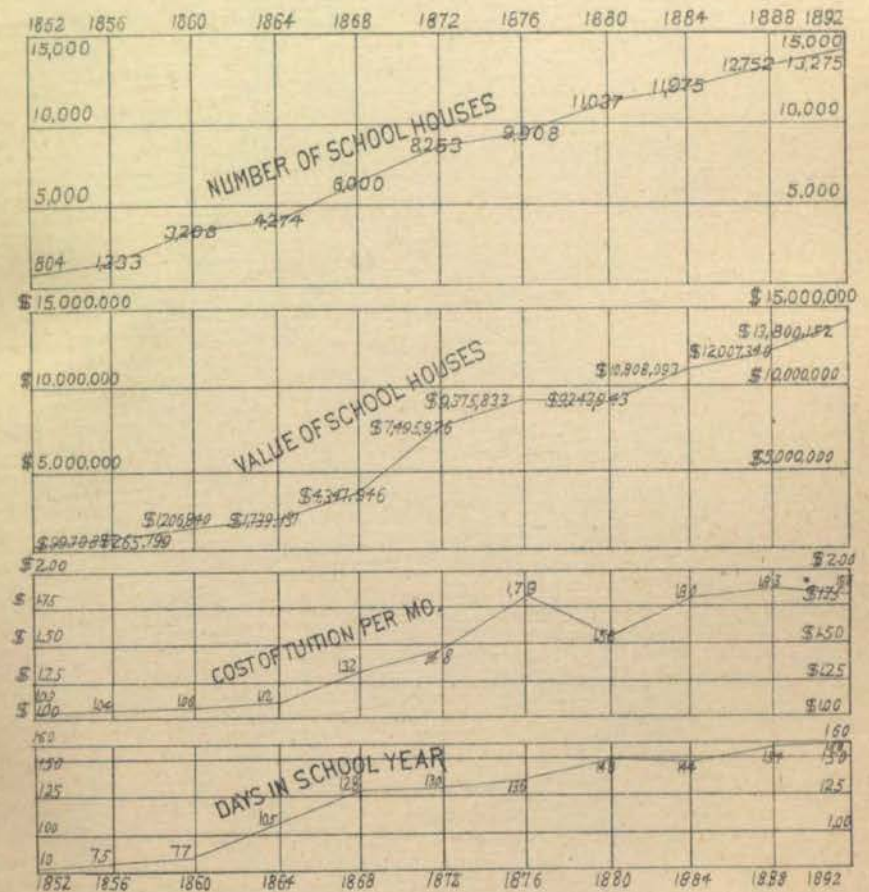
ENUMERATION, ENROLLMENT AND ATTENDANCE.

(Chart prepared by Department for School Exhibits.)



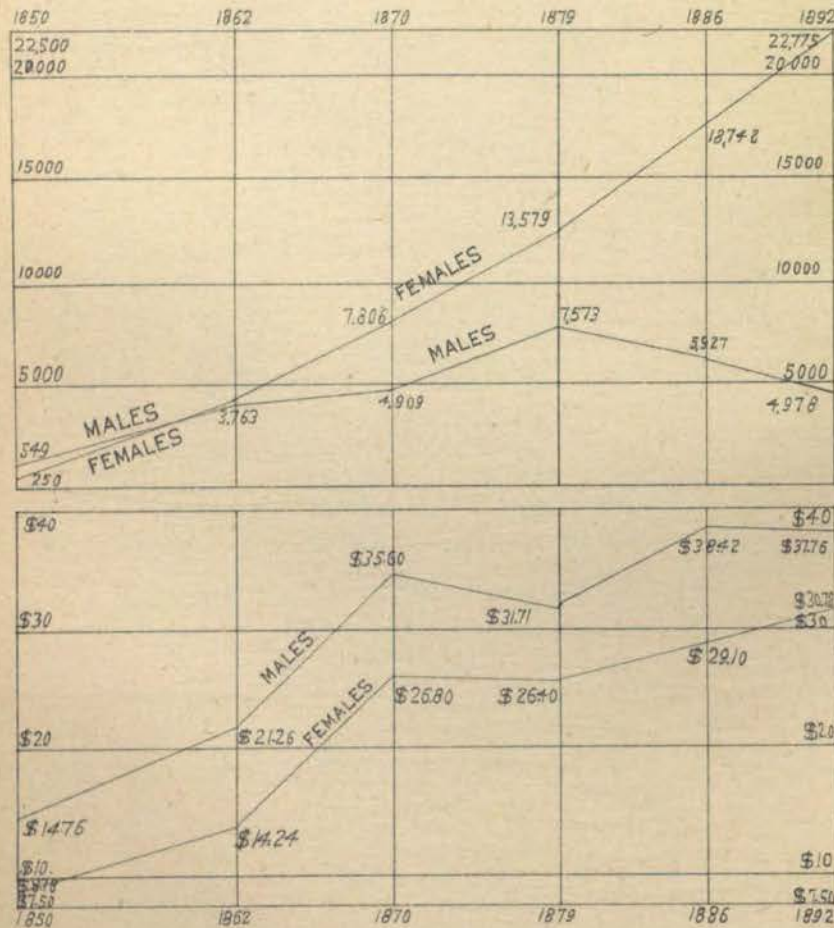
COST OF TUITION, LENGTH OF SCHOOL YEAR, ETC.

(Chart prepared by Department for School Exhibits.)



TEACHERS BY SEXES.

(Chart prepared by Department for School Exhibit.)



EDUCATION IN IOWA.

As having interest for the public and especially for any concerned with education, we give below a historical sketch of Iowa schools and their organization, prepared under the direction of the department for the Iowa Hand Book, issued by the Columbian Commission:

EARLY HISTORY.

The time when Iowa was an almost uninhabited region is within the vivid memory of those surviving citizens who were among the earliest settlers. No longer ago than half a century, the largest part of its area, so richly stored with Nature's gifts, was still untenanted by the white man. Over broad stretches of fertile prairie the bright flowers of each returning spring and summer blossomed unheeded. The dancing leaves of her woodlands and the rippling waters of hundreds of streamlets awaited patiently the coming of the industrious pioneer, ambitious to establish anew under more favorable opportunities, the advantages of a superior civilization.

The first school in what is now Iowa, was held in the three closing months of 1830, at Nashville, Lee County, Berryman Jennings, teacher. On the present site of Keokuk, I. K. Robinson taught a school commencing in December, 1830. These two teachers and many of their scholars are living at this time. Geo. Cabbage taught a school in a log church in Dubuque, in the winter of 1833-4. The first woman to teach in Iowa was Mrs. Rebecca Palmer, at Fort Madison, in 1834. A school for young ladies was opened in Dubuque in 1837, by Louisa King, and conducted for several years. In 1839, Alonzo P. Phelps, established in the same city a classical school for both sexes, afterwards continued by Thos. H. Benton, Jr.

The first building to be used chiefly as a public school house was erected at Burlington in 1833, of roughly hewed logs, while

to Dubuque must be accorded the credit of erecting the first school house by taxation under the law of January 1, 1839, which granted the voters of any school district the power to levy a tax, select a place, and build a school house. This was in 1844.

The constitution under which Iowa entered the union in 1846 declared: "The general assembly shall encourage by all suitable means the promotion of intellectual, scientific, moral and agricultural improvement." This constitution also required that every school district support a school for at least three months in each year. The right and duty of the state to maintain a general system of popular education and generously to support the same by a uniform levy of taxes, became thus clearly recognized and permanently established as the policy of the new state.

The school law of 1849 authorized the electors of any district to determine whether a school of higher grade should be maintained. Several of the more populous districts availed themselves of this favorable enactment, and very early began to classify and upgrade their schools.

During the fifties the increase in population was very rapid and there was a corresponding development of school facilities. Rural communities and hamlets multiplied as if by magic, towns and villages in many cases put on the air of cities, larger school houses were demanded and supplied, and the need of graded and high schools became more keenly felt. A few cities made provision before 1860 for a complete system or organization and the selection of a city superintendent, notably Dubuque, Davenport and Tipton.

The statistics collected in Iowa in 1857 gave Iowa 3,265 school districts, 2,708 schools, 2,996 teachers, and 195,285 children and youths between five and twenty-one.

Up to this time the money raised by general taxation had been insufficient to maintain the schools for as long a period in each year as the people desired, and the term of school had been supplemented by subscription, usually assessed upon the scholars attending. An enlightened public sentiment was demanding that the schools be wholly free, and supported by general taxation.

THE LAW OF 1858.

This comprehensive enactment, the first adopted by the general assembly and afterwards with slight amendments, by the board of education, made a radical change for the better in our school system. Small districts were replaced by the civil township as the unit of organization, and adequate provision was made for sustain-

ing the schools for at least six months in each year, and as much longer as the board of any district might desire, by public funds alone. The office of county superintendent was created and provision made for the thorough examination of teachers, the supervision of schools, and the easier establishment and more generous support of graded and high schools. The management of the permanent school fund was removed from the school authorities. By the new law the county teachers' institute was made a part of the school system. In many other ways the former laws were greatly simplified and improved upon. In its essential features the present law differs but slightly from the statute popularly known as the law of 1858.

THE SYSTEM DESCRIBED—ORGANIZATION.

There are two districts provided for in the law, district townships and independent districts. The district township usually agrees in boundaries with the civil township. Of independent districts there are two leading varieties, the village, town, or city district, and the rural independent district, the latter in size resembling the division in district townships known as the sub-district. All directors are chosen for a term of three years. Women are eligible to any school office. Boards determine the amount to be raised by tax for teachers and contingent funds, fix the additional months of school over the legal requirement of six, establish graded schools and adopt courses of study, locate sites and build school houses, the money having been voted by the electors, and in general, have full control over school matters.

Other school officers are the superintendent of public instruction, and the several county superintendents. These officers are elected for a term of two years. The superintendent of public instruction has general supervision of the county superintendents and the common schools. He may meet county superintendents in convention, and so far as able, must attend and lecture before teachers' institutes, must give written opinions in explanation of the school laws, decide appeals from decisions made by county superintendents, and compile the school laws and decisions. He is president of the board of the State Normal School, president of the board of Educational Examiners, and a regent of the State University. He makes a biennial report of the condition and progress of the public schools, with plans for their more perfect organization and efficiency. Each county superintendent has general control over schools and teachers in his county. He visits schools, holds normal institute,

examines teachers and issues certificates for a period of not more than one year, hears and decides appeals from orders made by boards of directors, and makes a complete annual report to the superintendent of public instruction.

SCHOOL HOUSES.

The pioneer log school house increased in numbers until 1861, when 893 were reported, out of a total of 3,479. As population and wealth increased larger school houses were built, of better material, more inviting in appearance, and more frequently well supplied with the many facilities required in order that the highest success in school work might be attained.

In 1849 the average value of each of the 387 school houses was about \$100; in 1860, the average of the 3,208 was \$376; in 1874, of 9,228, \$892; and in 1892, of 13,275, \$1,040. The gradual and continued improvement in school houses and their surroundings is an index of the great advancement in all valuable and desirable particulars. Our state furnishes for the constant use of her people school houses of fine architecture, commodious and well furnished, having good sanitary provisions, thoroughly well equipped with the best apparatus, libraries and other needed accessories. And these school houses are supplied in abundance, one for each 4.14 square miles of the state, including all river and lake surface in the distribution.

TEACHERS.

In 1850 seventy teachers out of every hundred employed were men. This difference gradually diminished, until 1862, when the number of the gentler sex employed became the greater. The eminent fitness of women for the office of teacher has ever been favorably recognized in Iowa. As the number of women employed has increased in 1892 to 22,275, against 4,978 men, the relative difference in wages paid has decreased. And this apparent difference in monthly salary is really, in most cases, much less than shown, because of the higher salaries paid a larger number of men as superintendents and principals, which has the effect materially to increase the average paid men, while as a rule the larger number of the men receive only the same wages as the women teachers of the same grade doing the same work.

SCHOOL FINANCES.

The constant and rapid increase in the amount of money expended for educational purposes is indisputable evidence that the

public schools are appreciated by the people. In many communities the amounts paid for the support of free instruction aggregate more than one-half of the total taxes. This condition should continue only because there is a settled conviction in the minds of those voting and paying such taxes, that the money given for popular education is, after all, the wisest expenditure possible.

The total amount paid in 1892 for school purposes, was \$7,490,191, all raised by voluntary taxation, excepting the semi-annual apportionment, \$789,040, a part of which is derived from the interest on the permanent school fund.

The state board of educational examiners grant state certificates good for five years, and state diplomas valid for life. This official recognition of professional teachers of merit has become very popular, and many hold one of these credentials.

TEACHERS' INSTITUTES.

The development of the institute cannot well be considered apart from the grand services of the pioneers in education. The early fathers laid the foundations of our school system broad and deep. Early in the fifties associations of teachers for consultation and instruction were frequently held. Several volunteer county institutes were held prior to 1858. The law of 1858 required the institute to be in session at least one week, and a donation of \$50.00 to its support was made from state funds. From this time institutes multiplied, and their usefulness increased greatly. The normal institute law of 1874 extended the term and enlarged the opportunities for instruction in methods of teaching and in the principles of education. In many counties the session is now three weeks, and, as a rule, the very ablest educators to be secured are selected as conductors and instructors. In 1892 an institute in every one of the ninety-nine counties, 18,955 teachers were in attendance for an average of 2.4 weeks, and \$52,934 were disbursed for expenses.

The Iowa State Teachers' Association has been in continuous existence since 1854. A general meeting of several days is held every year, in connection with which special sections or divisions, apart from the others, to discuss portions of the work more particularly related to themselves as engaged in single line of school work. The yearly gathering of the prominent educators of the state is productive of great good to all attending.

COUNTY TEACHERS' ASSOCIATIONS AND ROUND TABLES.

In 1892 eighty counties reported each an enthusiastic teachers' association. These meetings usually begin on Friday evening with a lecture or some entertainment likely to interest patrons and school officers, and are continued through Saturday. Frequently city superintendents and principals of high schools join the teachers of the ungraded schools, in a meeting which may include several counties, their deliberations being conducted under the name of a teachers' round table. In some cases only the teachers in graded and high schools in several counties meet in a round table for high school teachers. These informal gatherings are always entertaining and profitable.

TEACHERS' READING CIRCLE.

Since 1889 a course of professional reading has been followed by a large number of teachers. A board chosen by the county superintendents from their own number selects books and gives advice and direction to the course of reading, and each county superintendent is *ex-officio* manager of the circle in his county. More than nine-tenths of the counties are co-operating in this excellent work.

PUPILS' READING CIRCLE.

This organization commends itself by helping to direct the children in the reading of good books. The very best books for those of different ages are recommended by the board of directors and arrangements are completed by which the books chosen may be secured at a low cost. Teachers find that the circle brings new interest into the school work. In 1893 about 22,000 school children are reading the books selected for them.

COURSE OF STUDY.

The State University offers instruction in advanced subjects, and affords special preparation for the work of teaching, for the law, medicine, dentistry, and pharmacy. The courses of study for a very large number of the high schools connect directly with the course of study in the University, the Normal School, the Agricultural College, and many of the colleges of the state. For the ungraded schools of the rural districts a uniform course of study for country schools has received almost universal adoption, and is in very general use, with the most beneficial results. The value of a carefully outlined course of study in unifying and harmonizing the work and securing the wisest working plans for the schools,

is conceded by all teachers and school officers who desire to avail themselves of the best means of advancing the interests of the schools.

ARBOR DAY.

In general a school house contains an acre of ground. If natural shade does not already exist, the law directs that trees for shade and ornament shall be planted and cared for. This enactment led the way for the state-wide observation of tree planting, and since 1887 a day has been designated for this annual spring festival. An Arbor Day pamphlet, containing suitable lessons on nature, with choice selections about trees, birds and flowers, has been sent out from the department of public instruction each year in numbers sufficient to secure uniform exercises in all the schools. Emulation and a just pride in local surroundings have been stimulated by the naming of trees planted, and the floating of a school flag on Arbor Day, making this the children's own day of patriotic celebration. Thus it has come to pass that, though not legally established, Arbor Day has found such favor with the people that its continuance is assured.

STATE UNIVERSITY.

This grand institution stands at the head of the educational system. It is intended that the work of instruction shall commence where that of the best high schools ends. The ungraded rural schools are the large and massive base, the graded schools of the towns and villages, and the high schools of the cities, the intermediate blocks, and the State University the crown of an enduring monument—our system of free public schools.

STATE NORMAL SCHOOL.

This important factor in the school work of Iowa was established in 1876. From the first the school has enjoyed the greatest prosperity. Enlarged several times by the addition of increased facilities, the school has always been patronized to the utmost limit of its capacity. Its students are everywhere sought for as teachers, and their work in the schools has proven clearly the wisdom of the state in affording to those about to teach an opportunity to fit themselves in a superior manner for this important work.

THE AGRICULTURAL COLLEGE

offers six courses of study. It is designed that instruction shall be furnished in all the arts and sciences that have any bearing upon

agriculture. Of the large income a goodly amount is expended each year directly upon investigations and experiments, and in practical instruction in agriculture and horticulture.

CHARITABLE SCHOOLS.

Iowa provides bountifully for those prevented by infirmity from securing instruction in schools for other children. The College for the Blind, the School for the Deaf, and the Institution for the Feeble Minded, supply for these wards of the state the very best facilities that can be secured. The Soldiers' Orphans' Home and Home for Indigent Children furnishes care and instruction for many who otherwise would be homeless.

CLOSING SUMMARY.

Attendance in the schools is voluntary. The school population, 5 to 21, in 1892, was 675,024. The enrollment in public schools was 509,830. It should be noted that this number does not include the many of school age in attendance upon private schools, colleges, and other institutions of learning than the public schools.

The average monthly salary paid men, was \$37.76; paid women, \$30.78. The schools were continued for an average of 158 days during the year, at an average cost of tuition for each pupil, of \$1.81 per month.

The census of 1880 credited Iowa with a lower percentage of illiteracy than any other state of the Union. In the results of the census of 1890, no doubt this exalted position will be maintained easily. This is indeed a high honor and an enviable distinction.

The school facilities of Iowa are being improved every year, better buildings are erected, teachers are paid a higher monthly compensation, and relatively the attendance upon the school is higher than at any time in the previous history of the state. The public schools are open to all residents, the children of poor parentage equally with those born to affluence, to persons of color as well as those of lighter skin, the idea being free, universal education. From the humblest rural school to the highest class-room in the State University, equal freedom of access is offered, and all are invited to the fullest enjoyment of the invaluable privilege so liberally provided for the fortunate youth of this noble state. The interest which the people of Iowa have always manifested in all that pertains to education, furnishes abundant ground for confidence in the continued growth and development of their matchless system of free schools.

In 1876, at the Centennial Exhibition, the schools of Iowa made a very creditable showing. At the Exposition in New Orleans, in 1884 and 1885, Iowa received a diploma of honor for her collective educational display, and certificates of special merit were given to individual schools. The enviable distinction conferred upon Iowa by the award of first honors at the Paris Exhibition of 1889, and the bestowal of a gold medal and a handsome diploma, gave our proud state added reasons for self-congratulations, and increased the zeal of its people in the cause of education.

It requires no gift of prophecy to trace out the future path of Iowa. An observing eye need but take the past for a precedent, the present, for an earnest, to draw a vast panorama of prosperity, such as our Union has never witnessed, and yet one which Iowa will not fail herself to excel.

ACKNOWLEDGMENTS.

We desire to express our appreciation of the uniform courtesy received at the hands of Iowa teachers during the past two years. Indeed, the most agreeable feature of our official term has been that it brought us into contact with the educators, a body of high-minded men and women, whose acquaintance has been both a pleasure and an honor. They have at all times shown a loyalty to their calling and a willingness to co-operate with this department in its responsible duties.

Not only have our relations to the educators at large been highly satisfactory, but we have found especial pleasure in the duties connecting this office with various boards, and in the acquaintance thus formed.

Our relations with the county superintendents have been uniformly harmonious and agreeable. Officially the department has more to do with them than with any other class of individuals, and we have found them ever striving earnestly to perform their duties conscientiously as they understand them. In the few cases where we have felt compelled to reverse a decision on appeal, we have in no instance questioned or doubted their honesty of purpose. We have felt assured that they were performing their duties "without fear or favor," knowing they would understand that the state superintendent subscribes to a similar oath.

Of our own work we do not care to speak. We have purposely been somewhat conservative while studying plans for the future when we might, with less criticism, depart somewhat from the beaten path and strike out more boldly into original lines.

My thanks are due to each and every member of the office force for the interest taken in the success of our administration, and for the individual effort made to keep the work fully up to date at all times. I desire especially, to recognize the services of my deputy, W. S. Wilson. Aside from qualities of mind and heart,

making it pleasant to be associated with him and to those having occasion to call at the department, his tireless industry, his patient and thorough investigation of the many perplexing legal questions, his sound judgment and broad scholarship, relieving the head of the department of much worry and care, have contributed greatly towards whatever degree of success my work may be entitled. Miss Kate M. Jones, the office secretary, is deserving of equal credit for her ability and her quiet methodic work in successfully looking after the many details entrusted wholly to her care to my entire satisfaction, and for compiling, almost alone, the excellent Arbor Day Souvenir for 1893.

CONCLUSION.

It is not the function of an official report either to minify defects or to magnify the virtues of our school organization. Nor is there reason to be pessimistic or overflowing with eulogies. The state school system has many excellent features. It is not without its defects. The schools have done much to give the state a good name. We expect them to do more. While measurably satisfied with the present, let us strive for still better results in the future. Let us work for conditions that will make it possible for men to follow teaching, even in the country, without discouraging women as teachers, since they are equally efficient, but more temporary. Let good teachers be retained in the same school year after year, and poor ones be weeded out altogether. Let every teacher be employed for a year at a time—not less—and we shall have taken a step forward. Let every school adopt a well balanced course of study, not hurrying to get through school and yet not overloading with too many or too heavy studies. Let proper authorities in rural schools adopt the one sent out by the department, since this is as far as the department can go in the matter. Let teachers and county superintendents endeavor to secure its adoption. Then let there be a more perfect and permanent connection between the country schools and the high schools, between the latter and the state university or normal, so that pupils completing the work in one of the lower may be accepted in the next higher.

The enrollment and attendance as well as school property have kept pace with the general growth of the state in other respects. In fact the per cent of attendance on enrollment, as ordinarily computed, was larger for 1892 than for previous years.

The requirements for state diploma have been made somewhat more exacting, and the questions for state certificate made more severe. The work has been still more systematized so that each member of the state board votes independently and intelligently on issuing or refusing to issue a certificate or diploma to the respective applicants, without being called to meet for that purpose.

The university and the normal school have proven their popularity, and have exceeded all former enrollments. But they have practically reached the limit of their growth under existing conditions. They must receive more liberal support at the hands of the legislature than in the past or remain stationary, cease to expand, and see themselves far outstripped by similar institutions in neighboring states.

The rural schools have all been again supplied with a printed course of study, and a number kept on hand to supply future needs. The influence of this department has always and everywhere been thrown in favor of its formal adoption by boards and enforcement by teachers. Lessons of patriotism have been encouraged until now fully 25 per cent of the schools own an American flag.

A few complaints have come to the department from directors that the county superintendent had not promptly distributed the school laws sent him from the department as instructed to do. A few complaints have reached us to the effect that books had been adopted and teachers employed to conduct the school in somewhat sectarian channels.

Without making extended remarks on the past two years, or offering a single apology, it may be fairly said that no individual in a position of this kind can do his best work in a first and single term. Besides familiarizing himself with details and carrying on the work as he finds it, he will map out his own new lines of policy for the future, which he may or may not have opportunity to carry into execution.

My worthy successor, Hon. Henry Sabin, is already so well and favorably known that he needs no introduction, no encomium at my hands. The work falls into safe, competent and experienced hands. He already has the confidence of Iowa educators.

It remains only to say that the relations between him and myself are and have been those of warm personal friendship and mutual regard, wholly unmarred by having twice been political opponents.

VIEWS BY COUNTY SUPERINTENDENTS.

In the autumn of 1893 blanks were sent out to county superintendents asking for certain information, and also asking for suggestions on educational matters to appear in this report over their own signatures. Only four responded to this invitation. Three of these are given on the following pages, one being omitted for the reason that it covered substantially the same ground as one of those here given. They will be found worthy of perusal:

SOURCES OF SUPPLY OF TEACHERS FOR PUBLIC SCHOOLS.

E. P. FOGG, COUNTY SUPERINTENDENT, MARSHALL COUNTY.

A careful examination of the answers to preliminary questions made by teachers of Marshall county for the last year reveals the following conditions: Graduates from the State Normal School, 4; who have attended but not graduated, 20; from the State University, 1 graduate, 1 under graduate; from the Agricultural College, 1 graduate, 2 under graduates; from other colleges in Iowa, 6 graduates, 25 who have not graduated; from outside the state, 9 graduates of colleges, 21 who have attended but not graduated; 62 graduates: 26 from Marshalltown, 15 from State Center, 5 from Gilman, 2 from Rhodes; 14 from outside high schools; 56 who are not graduates of any school but have attended some high school. It will be noticed from this showing that very few of our teachers have had any normal training except that which they have secured in the county normal institutes; that the greater portion of these who are teaching were educated in some of the graded schools, and while their scholarship is excellent, the fact that they came from a graded school and for several years have seen and known only the teaching of the higher classes has tended to unfit them to do the lower grade work. For the sake of the country schools, if not of the town schools, there is need of careful training of those who are to teach, so that they shall know how to teach the primary and intermediate pupils; that they shall understand the best methods of dealing with the immature mind; also in matters of government and discipline, the same difficulty exists. It is true that in many cases applicants do not succeed in passing a satisfactory exami-

nation in all of the common school studies. This is frequently due to the work in higher studies for two or three years which has covered up and caused forgetfulness of the common branches; passing over or possibly some failure or neglect on the part of teacher or pupil in making common school studies clearly and thoroughly understood.

The greatest difficulty with the country school, so far as the teaching is concerned, is to secure teachers who enjoy teaching little children, and understand how to do it. It is natural that no one should enjoy that which he does not understand how to do, and it is quite natural that those who have come out from our high schools and colleges without preparation for dealing with primary work, should frequently say, as they many times do, that they enjoy teaching older classes better. If we could have some attention paid to didactic work in our high schools, and have those, who intend to teach, prepared for this work, both by study of theory and practice of teaching, and by going out to country schools where they may see the work as it actually is, and bring in reports to those competent to criticize such work, we would make one step in advance. If our normal institutes could do less academic work and devote more time to methods of dealing with elementary instruction, we would be a second step in advance, and when we can make it compulsory on the teachers of the state to attend a good normal school, which shall have as a part of its curriculum, work in training classes for primary pupils, we shall be many steps in advance. It is almost useless to discuss the matter of progress in teaching in the country schools, or expect to better their condition, either in attendance or interest, until we help our teachers to a broader and better knowledge of what and how to teach in the first four or five grades of school work. We hope the time will soon come when some of these reforms shall be made available to the teachers of our state.

In a newly organized district in Marshall county a school was opened December 1, 1890, with an enrollment of twenty-five pupils.

The school house was an unplastered, one-roofed, board shanty, eighteen feet long and ten feet wide. Its furniture was a few old seats and a broken stove, once used by another school in the township, other seats made from rough boards, and a kitchen chair and table. The black-board was three unpainted pine boards about five feet long, nailed against the studs at one end of the room. The school was an experiment. It had been predicted that it would live but a few weeks. If it should prove a success, better accommodations would be given. It continued through the winter with an average attendance of nineteen. Before the spring term commenced the house was enlarged and a rough desk made. In the fall the house was plastered, and a small part of the wall at one end painted black for a black-board. Six terms were taught in this building, the seventh was held in a new school house nicely finished and furnished. During the seven terms, taught by the same teacher, the attendance was good. One term, with an enrollment of twenty-three, had an average attendance of twenty-one. The last term there were twenty-eight enrolled. Some of the pupils were from families where the parents could neither read nor write, while the children, boys and girls from ten to thirteen years of age, could not so much as talk plainly. The pupils were from five to seventeen years of age, many of them

commencing at the very beginning. They *were*, some of them, slovenly, ill-mannered, disorderly, addicted to quarreling and fighting, lying and swearing. They *are*, as a school, quiet, well dressed, well behaved, orderly, and usually polite and attentive to the wants of their teacher. Some were obliged to stay out of school, at times, to help their parents. Only one was known to have stayed out voluntarily, and he did so one afternoon to prepare for a Christmas entertainment in the evening. Those who were able to attend most regularly made rapid progress in reading, writing, spelling, arithmetic, geography, physiology, language, United States history (primary) and singing. In the latter they are probably excelled by few, if any, in the county. This is merely an illustration of results following thorough preparation in normal methods, by a teacher who thoroughly loves her work. The result is a natural one, and can doubtless be duplicated in any county in our state. It suggests, even more strongly than argument, the importance of such training as is urged by this paper.

A HIGHER STANDARD FOR COUNTY SUPERINTENDENTS.

C. C. HODGES, COUNTY SUPERINTENDENT, PAGE COUNTY.

The people of Iowa are progressive. We are proud of her achievements in every line. Most encouraging is the fact that all her steps are *forward*. The people, not content with victories won, seek new conquests, and her progressive wars are always waged against conditions once necessary but now recognized as not suited to existing intelligence, conditions which are out of harmony with the progress, spirit and purpose that have been established by more permanent institutions.

Another evidence of progressive intelligence lies in the fact that the people of Iowa and educated county superintendents are both demanding that a higher standard of qualifications be established for county superintendents. That the old standard shall yield the floor to one in sympathy with our advanced institutions. Superintendents of graded schools are compelled to qualify themselves for the work. Both experience and education are recognized as essential qualifications to the man or woman who, as principal of graded schools, has control of three to twenty teachers. This is right. The people are protected from imposition. But the county superintendent has, in many instances, been chosen without regard to either of the above named essentials, no question as to his fitness to lead two or three hundred teachers, advise them, pass upon their qualifications, reject applicants, and in many ways have placed upon him responsibilities he is in nowise fitted to discharge.

An awakened public is at work. They have decided that the incompetent county superintendent has prevailed long enough. Schools are unsatisfactory. The people are going to apply a remedy a little nearer the fountain head. "Doth a fountain send forth at the same place sweet water and bitter?" Can strength come from weakness? Can high standards be established by low aims, purposes, comprehensions and *no comprehension at all?*

The admitted inefficiency of considerable of the service in the past has made it hazardous to seek legislation on any question pertaining to the office, fearing the legislature would abolish the office. The people now understand that instead of abolishing the office they can improve the service by filling the office with educated, experienced and successful men and women. The activity of the progressive and public spirited people of Iowa has made its influence felt in legislative halls.

In 1892, a bill upon this question passed the house; the senate also passed it with a wise amendment, but the bill, which was a righteous one, was reported lost in the hands of the sifting committee. It provided for educated and experienced service in the county superintendency:

A BILL.

House File No. 42.

FOR AN ACT Defining the Qualifications of County Superintendents of Schools.

Be it enacted by the General Assembly of the State of Iowa:

SECTION 1. That hereafter no person shall be eligible to the office of county superintendent of schools in any county in this state who does not possess a state certificate or a life diploma from the state board of examiners, obtained under the provisions of chapter 167, laws of the Nineteenth General Assembly; or who has not received the diploma of a university, college, or high school, approved by the state board of examiners; or who has not had twenty-seven months' practical experience as a teacher in the public schools of Iowa; or who has not had two years' experience in office.

What is wrong about that? The law says to the teacher, you *shall* hold a certificate of qualifications. Is there a "divine right" of county superintendents? Can they trace their boasted exemption to a higher than human law? What is there in the county superintendent's duties that is not higher, or so considered popularly, than the duties of teachers? Superintendents urge the "great responsibilities resting upon the teacher," "the training of immortal minds," "the destiny of our nation is in your hands, my fellow teachers," as a few of the reasons why they should throw around them legal standards of qualification, and yet when a single legal standard is sought for those (superintendents) whose work is admittedly higher, who must shoulder the responsibilities of the education of five to ten thousand youths—who must in a thousand ways be connected with the success or failure of human lives—the unscholarly, incompetent and "divine right" of exemption from every legal qualification superintendent rises up in voluble protest against what his soul knows to be just and righteous. Superintendents also insist that one who teaches year after year on a second grade certificate should either be made to progress or be "cut off." They object to teachers who show so little progress. That is right. But while they insist upon teachers advancing themselves to higher standards, if they at the same time are vigorously protesting against *any and every* qualification for themselves, they are guilty of rank inconsistency.

What would thinking teachers think of their superintendent making every one of them "walk the plank" and all the while crying out against any legal qualifications for himself? We say that if examinations are a

proper means of determining the qualifications of *teachers* they are equally effective in determining the qualifications of county superintendents. *Disprove that, you who can.*

Another thing in point here. Why do you not hear county superintendents, who are college bred, protesting against the bill in question? Why do not they see their "divine rights" being endangered? The objections to this most righteous measure were made by those who are unable to reach the standard named without first qualifying themselves. That would take an indefinite amount of work they dislike to undertake. The medicine they administer with so many wise injunctions, and thrusts without number, at the "professional pride" of teachers when administered to themselves, produces a startling wryness of countenance and volubleness of protest that must make them ridiculous in the eyes of every teacher whom they have ever examined. If it is right and proper that a teacher should be measure^d by a fixed standard, in the name of reason say why the same thing is not good and reasonable when applied to the county superintendent.

Why should we not have an educational qualification for county superintendents? Why should they be exempt from stated qualifications any more than the teacher? What native qualifications have they that hundreds of teachers do not also possess? Are we to presume that all the dangers of incompetency lie in the teacher, that *he* must be surrounded by legal environments, while the county superintendent goes unchallenged? Is it not reasonable to say to the county superintendent: "You must hold a state certificate," when this is only one grade higher than a county superintendent can issue? Does not the progress of our schools demand that our county shall be led by persons who have more education and broader experience than have the majority of the teachers in the county? Let us have the same courage, spirit and progressiveness that we profess to admire in our teachers.

THE TENURE OF OFFICE OF RURAL SCHOOL TEACHERS.

B. P. HOLST, COUNTY SUPERINTENDENT OF BOONE COUNTY.

It is my purpose to show some of the reasons why educational work in rural schools is not more effective and wholesome, and if possible, to point out some of the remedies to be applied.

The statement that the old-time district school was, for many reasons, better than the new school of the present time is in some respects, at least, much more rational than it sounds. Whoever would attempt to show that, during the majestic march of our state through the last quarter of a century, the growth of the rural schools in the form of actual progress in means to facilitate education, had kept step with the other enterprises forming important factors in the building up of a great agricultural state, would find success extremely difficult. In almost every instance he would find abundance of material to show that the school lagged far behind the growth of the community and the educational demands of the people.

There are many communities in which the people possess magnificent homes and are surrounded by all the luxuries and conveniences of rural life, while the little school house remains unpainted, the yard unfenced, and neither flower nor tree planted to beautify the grounds and cheer the children in their struggle for knowledge. In the school room we find little needed apparatus to aid the teacher in his daily work. Yet Iowa may well feel proud of her 13,000 rural schools. In them we are making American citizens with the proper nerve and sinew, and to them we must give our hard, persistent efforts. It is only a question as to how to secure better results than at present.

In rural school districts an opinion prevails that teachers have no property interest whatever in their position. They are employed for one term, and then make room for some one else. The school is but fairly organized, when the teacher turns the work over to a successor. In many of the districts three teachers are employed in a single year, each to teach a term of two or three months. In village and city schools the instability of the teacher's position is frequently surprising, but changes do not occur as often as in rural districts; while in the city and county superintendency the work is but fairly begun when a voice is heard: "It's time for a change!" "No third term!" "If the office is good for the incumbent, it is also good for some one else!" When election day comes the guillotine of public opinion in favor of rotation in office is applied, and an inexperienced man placed in charge.

Now that the tenure of office of school directors is made to extend to a period of three years, it behooves the friends of good schools to cultivate a healthy public sentiment in favor of continuing a wide awake teacher or superintendent, one who is securing the best results possible under existing circumstances, in his sphere of labor, for a longer period than is usually accorded him. On referring to the Iowa school report for 1892, it is learned that 16,445 schools were supported and 27,253 teachers employed in them; thus showing that on an average nearly every school in the state experienced a change of teachers during the year. The changes with few exceptions, however, occurred in rural districts.

Below is given a table showing some valuable points of difference between the tenure of office in rural and graded schools of Boone county the past ten years:

YEAR.	RURAL SCHOOLS.		GRADED SCHOOLS.		TOTAL.	
	Number graded schools.	Teachers employed.	Number of changes in teachers.	Number rural schools.	Teachers employed.	Number of changes in teachers.
1884	32	37	5	144	263	119
1885	36	44	8	145	285	140
1886	40	44	4	144	266	122
1887	39	44	5	147	274	127
1888	42	45	3	146	288	142
1889	40	42	2	152	291	130
1890	42	44	2	147	290	142
1891	46	47	1	149	295	146
1892	51	52	1	149	290	141
1893	52	52	0	150	284	134
Average	42.0	45.1	3.1	147.3	282.6	135.3

Above we have shown the condition of continual shifting of teachers from school to school in one of the best counties of Iowa, a county where five and a half thousand children are enumerated in rural districts. Ought we to continue another decade having two or three short terms of school each year, involving an hundred and thirty-five changes of teachers annually? This is substantially the condition in every county of the state. The time and opportunity is certainly here when the errors of the past should be held up before the people that they may take warning and profit thereby.

There are, however, a number of schools in Boone county that have escaped the guillotine of those who crave a change in administration and, consequently show very high rank in results. Below is given the record of C. W. Johnson, who taught three years consecutively in sub-district No. 7, Jackson township, but who, like most progressive school masters, appreciated an increase in salary, and now fills the office of principal at Exira:

SCHOOL YEARS.	Enumeration.	Enrollment.	Average attendance.	Per cent of attendance on enrollment.	Per cent on enumeration.	Graduates.	No. of pupils attending the Co. Institute.	Salary of teachers per month.
1889-90.....	48	40	34	85.0	72.9	4	5	\$ 33.33
1890-91.....	31	36	34	94.4	109.6	4	7	\$ 35.75
1891-92.....	36	38	30	78.9	83.3	4	6	\$ 38.57
Average.....	38.3	38.0	33.6	86.1	88.6	4	6	\$ 35.88

The above record of attendance is better than that made by any city school of the state in 1892. That it was brought about by the consecutive services of the teacher is evidenced by the large enrollment, as compared with the enumeration, and also by the attendance at the school after Mr. Johnson's departure. Since then every term brought a new teacher. At the end of the year the secretary reports the enumeration at 48, enrollment, 35, average attendance, 23. The per cent on enrollment being 65.7, and on enumeration, 47.9.

Following is given the record of seven schools after having the same teacher two or more terms. These schools made the best showing in the county for 1892:

NAMES OF SCHOOL DISTRICTS.	Ind. Liberty of Union Twp.	Ind. West Center of Garden Twp.	Ind. Center of Garden Twp.	Sub. Dist. No. 9, Jackson Twp.	Ind. Pleasant View, Beaver Twp.	Sub. Dist. No. 2, Colfax Twp.	Ind. Union of Grant Twp.
Enumeration.....	24	30	44	21	31	33	35
Enrollment.....	30	31	38	20	31	28	27
Average attendance.....	23	24	32	15	21	21	20
Per cent of attendance on enrollment.....	76.6	77.4	84.2	75.0	67.7	71.4	74.1
Per cent on enumeration.....	95.8	80.0	72.7	71.4	67.7	63.6	57.1
Average cost of tuition per month.....	\$1.27	\$1.76	\$0.90	\$1.02	\$1.07	\$1.40	\$1.71

The record of the seven city schools making the best showing in 1892, as contained in the State School Report, is here given as a matter for convenient comparison:

NAMES OF CITIES.	Knoxville.	Stuart.	Webster City.	Marion.	Belle Plaine.	Grinnell.	Boone.
Enumeration.....	947	896	900	1,080	886	1,000	1,510
Enrollment.....	852	759	785	900	790	797	1,261
Average attendance.....	727	665	643	780	610	658	1,014
Per cent of attendance on enrollment.....	85.3	87.6	84.4	86.6	81.3	82.6	80.4
Per cent on enumeration.....	76.7	74.2	64.9	72.2	71.3	65.8	67.1
Average cost of tuition per month.....	\$ 1.04	\$ 1.43	\$ 1.17	\$ 1.32	\$ 1.02	\$ 1.70	\$ 1.28

These tables show that good teachers are able to do as much by consecutive efforts in country as in city schools. However, comparatively few of the rural schools make as high a record as they ought, owing to the lack of permanency in the teacher's office. The progress of the school generally also depends upon the same cause. The average cost of tuition per pupil is always in favor of city schools, owing to large enrollments in proportion to the number of teachers employed.

As a remedy that will do much toward eradicating existing evils it may be suggested that every district should have from seven to nine months school, beginning in the fall and continuing through the winter, with a short vacation during holidays. The teacher should be employed for the year and continued in the school as long as fitness and willingness is shown to do thorough, competent and conscientious work. School boards should visit the schools and demand satisfactory results, and naturally give more attention to the selection and employment of teachers.

Many directors too often act as if persons of inferior qualifications were good enough for country school teachers. It is frequently not ascertained whether the applicant has had experience in teaching, or the class of certificate he holds shows him to be qualified to manage successfully the particular school for which he applies. It naturally follows that a large number of the schools are filled by those who are not and do not intend to become teachers by profession. Their chief interest lies in some other line of work; and they resort to teaching for the time being as a means of partial support. How to provide the country schools with a sufficient body of professionally trained teachers—able persons who have adopted teaching as a life-work—and make their tenure of office secure and stable, with a respectable yearly salary, is one of the school problems that demands earnest and careful study.

There should be a general change in favor of public education, without which very little material progress can be made in rural districts. School work lags wherever an earnest and aggressive spirit does not move the people to accomplish all that is possible in securing adequate facilities and competent teachers, commensurate with the work in their particular schools. It is the experience of the writer that a rural school cannot be raised much above the demands of the community.