

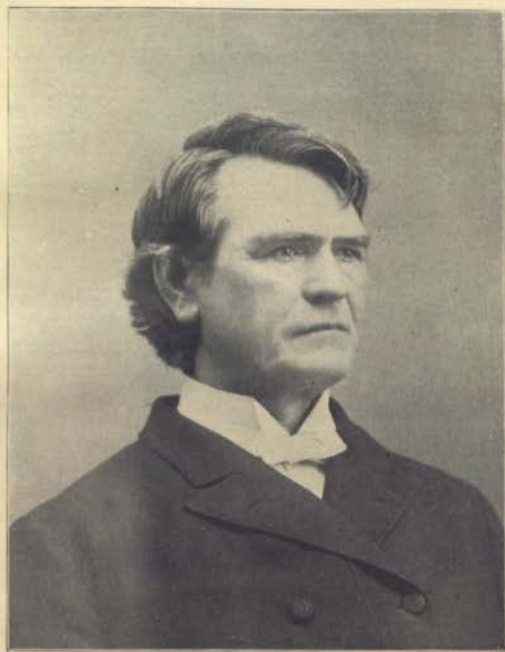
BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF IOWA.

NOVEMBER 1, 1897.

HENRY SABIN,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

DES MOINES:
T. R. CONAWAY, STATE PRINTER.
1897.



J. C. GILCHRIST.

FIRST PRESIDENT IOWA STATE NORMAL SCHOOL, 1876-1886.

To His Excellency, F. M. Drake, Governor of Iowa:

SIR—In compliance with section 2625 of the code I have the honor to submit to you the report of the department of public instruction for the biennial period ending September 30, 1897.

HENRY SABIN,
Superintendent of Public Instruction.

CONTENTS.

	PAGE
COMMENTS ON THE SUMMARY.....	7
GENERAL SUMMARY OF STATISTICS FOR RECENT YEARS.....	8
TABULAR EXHIBIT FROM 1847 TO 1897.....	14
CONDENSED COMPARISON FOR LAST FIVE YEARS.....	16
INTRODUCTION.....	17
GROWTH OF IOWA SCHOOLS—	
Traced by decades.....	18
Development of a system.....	21
Provisions for higher education.....	23
Special preparation of teachers.....	25
IOWA IN COMPARISON WITH NEIGHBORING STATES—	
Statistical table.....	27
Receipt of school moneys.....	28
HIGHER EDUCATION—	
Statistical tables.....	29
Conferring of degrees.....	33
STATE EDUCATIONAL INSTITUTIONS—	
State university.....	35
Normal school.....	37
Agricultural college.....	40
STATE BOARD OF EXAMINERS—	
Statement of fees.....	50
List state certificates.....	53
List state diplomas.....	64
TEXT-BOOKS—	
Report on the subject.....	65
Laws of other states.....	67
Prices in Iowa counties.....	73
Prices in Iowa towns.....	75
Table of average prices.....	80
Free text-books.....	84
Report of county prices.....	88
TEMPERANCE INSTRUCTION—	
Remarks and report.....	90
NECROLOGY—	
In memoriam.....	99
SCHOOL EXTENSION—	
Common interests of school and home.....	101
Value of this work.....	102
PUBLIC SCHOOL LIBRARIES—	
What has been done.....	103
Districts reporting 250 or more volumes.....	104

THE INTEREST OF MOTHERS IN THE SCHOOLS—	
Extracts from papers.....	107
TRAINING FOR CITIZENSHIP—	
Need of concern.....	111
Child should learn patriotism.....	112
THE SUPERVISION OF RURAL SCHOOLS—	
By county superintendents.....	112
Qualifications of a supervisor.....	113
Kind of supervision most needed.....	115
Isolation should be broken up.....	116
In what supervision should abound.....	117
THE ONE THING NEEDED IN OUR SCHOOLS—	
Facilities for instructing teachers.....	118
Short courses in normal schools.....	119
WASTE IN SCHOOL EXPENSES—	
By careless bookkeeping.....	120
Teachers should know business methods.....	120
Large unexpended balances.....	121
HORACE MANN—	
Centennial of birth.....	121
Marked characteristics.....	123
COMMITTEE ON RURAL SCHOOLS—	
Its report.....	124
THE RURAL SCHOOL AND THE FARM—	
Agriculture an honorable employment.....	125
Ennobling influences of farm life.....	126
Studies most desirable.....	127
Value of good roads.....	127
Extension work in rural schools.....	128
TRANSPORTATION OF CHILDREN TO SCHOOL—	
Advantages of the plan.....	129
KINDERGARTENS—	
Their value.....	130
Benefit to the primary schools.....	131
CHILD STUDY—	
Two sides of the subject.....	131
Its best use.....	132
GRADED SCHOOLS—	
Instruction demanded by present times.....	133
Tendency to increase studies unduly.....	133
Knowledge of most value.....	133
Usefulness of independent analysis.....	134
High value of good reading.....	134
Singing should be taught.....	135
Civics must have a place.....	135
HIGH SCHOOLS—	
Leveling down process undesirable.....	136
Object of democratic education.....	137
Needs of community determine expenses.....	138

	PAGE.
NORMAL INSTITUTES—	
What constitutes a profitable institute.....	139
The institute fund.....	140
Should provide individual instruction.....	141
TOWNSHIP ORGANIZATION—	
The township the unit.....	142
INDEX OF REPORTS—	
A part of this volume.....	143
SCHOOL LAWS—	
Principal new provisions.....	143
Permanency desirable.....	144
ACKNOWLEDGMENTS—	
To teachers and others.....	144
DENOMINATIONAL COLLEGES—	
Paper on the subject.....	146
CONCLUSION—	
Commendations.....	158

APPENDIX.

FROM REPORT OF COMMITTEE ON RURAL SCHOOLS—	
Subcommittee on school maintenance.....	161
Subcommittee on supply of teachers.....	163
Subcommittee on instruction and discipline.....	164
Conclusions of entire committee.....	166
The school and the farm.....	167
Enrichment of rural school courses.....	174
Transportation of pupils.....	180
ABSTRACTS FROM REPORTS OF 1896—	
School statistics [A].....	2
School finances [B].....	6
Examination of teachers [C].....	12
Visitation of schools, appeals, etc. [D].....	16
Teachers' normal institutes [E].....	20
City systems over 3,000.....	26
Comparative showing of city districts.....	28
Graded schools.....	29
High school statistics.....	34
List of county superintendents.....	37
ABSTRACTS FROM REPORTS OF 1897—	
School statistics [A].....	42
School finances [B].....	46
Examination of teachers [C].....	52
Visitation of schools, appeals, etc. [D].....	56
Teachers' normal institutes [E].....	60
City systems over 3,000.....	66
Comparative showing of city districts.....	68
Graded schools.....	69
High school statistics.....	74
List of county superintendents-elect.....	78
INDEX TO THIS AND ALL FORMER REPORTS—	

GENERAL SUMMARY OF STATISTICS.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1895.	1896.	1897.
District townships.....	1,193	1,189	1,190
Independent districts.....	3,614	3,633	3,647
Whole number of districts.....	4,807	4,822	4,837
Subdistricts.....	9,280	9,265	9,311

SCHOOLS.

	1895.	1896.	1897.
Ungraded.....	12,517	12,526	12,578
Rooms in graded.....	4,777	5,002	5,184
Whole number.....	17,294	17,528	17,762
Average duration in months.....	8.0	8.0	8.1

TEACHERS.

	1895.	1896.	1897.
Males employed.....	5,726	5,614	5,824
Females employed.....	22,117	22,507	22,208
Whole number.....	27,843	28,121	28,032
Average monthly compensation, males.....	\$ 37.68	\$ 38.28	\$ 37.01
Average monthly compensation, females.....	31.63	32.23	31.45

SCHOLARS.

	1895.	1896.	1897.
Between 5 and 21, males.....	362,264	367,009	369,772
Between 5 and 21, females.....	350,577	353,160	357,922
Total enumeration.....	712,841	720,175	727,694
Enrolled in public schools.....	533,824	543,052	546,836
Total average attendance.....	339,300	345,242	347,620
*Percentage enrollment on enumeration.....	76.6	76.2	76.0
Percentage attendance on enrollment.....	63.5	63.5	63.5
*Percentage attendance on enumeration.....	48.7	48.4	48.3
Average tuition per month per scholar.....	\$ 1.87	\$ 1.88	\$ 1.87
Average number enrolled to each teacher.....	30	30	30

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

SCHOOLHOUSES.

	1895.	1896.	1897.
Whole number.....	13,613	13,686	13,744
Value.....	\$15,645,543	\$15,867,425	\$ 16,355,842

APPARATUS.

Value.....	\$ 569,910	\$ 597,254	\$ 619,833
------------	------------	------------	------------

DISTRICT LIBRARIES.

Number of volumes.....	151,561	176,519	212,702
------------------------	---------	---------	---------

SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees.....	182,610	181,623	198,003
------------------------------	---------	---------	---------

TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants.....	16,987	17,220	17,884
---	--------	--------	--------

TREASURERS' REPORTS.

TEACHERS' FUND.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report.....	\$2,058,200.86	\$2,194,121.33	\$ 2,348,105.77
From district tax.....	4,305,995.81	4,426,429.63	4,459,044.92
From apportionments.....	838,531.56	833,631.54	816,044.27
From other sources.....	140,508.48	154,720.30	129,196.34
Total receipts.....	\$7,343,236.71	\$7,618,908.80	\$ 7,752,391.30

EXPENDITURES.

Paid teachers.....	\$5,076,492.37	\$5,205,287.19	\$ 5,294,353.70
Paid for other purposes.....	73,623.01	65,615.84	82,993.32
Total expenditures.....	\$5,150,115.38	\$5,270,903.03	\$ 5,347,347.02
On hand.....	2,194,121.33	2,348,105.77	2,466,044.28
Total.....	\$7,343,236.71	\$7,618,908.80	\$ 7,752,391.30

SCHOOLHOUSE FUND.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report.....	\$ 395,514.91	\$ 353,640.54	\$ 323,855.88
From district tax.....	739,887.26	766,853.88	767,170.59
From other sources.....	581,090.30	483,812.51	554,340.25
Total receipts.....	\$1,716,492.47	\$1,604,306.93	\$ 1,645,366.73

EXPENDITURES.

For schoolhouses and sites.....	\$ 658,656.17	\$ 678,063.73	\$ 638,485.37
On bonds and interest.....	520,931.33	438,022.15	546,998.46
For libraries and apparatus.....	13,430.10	10,692.52	10,344.58
Paid for other purposes.....	169,834.33	153,672.65	143,056.87
Total expenditures.....	\$1,362,851.93	\$1,280,451.05	\$ 1,341,885.28
On hand.....	353,640.54	323,855.88	303,481.45
Total.....	\$1,716,492.47	\$1,604,306.93	\$ 1,645,366.73

CONTINGENT FUND.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report.....	\$ 543,215.48	\$ 590,042.52	\$ 683,190.60
From district tax.....	1,631,354.76	1,654,731.17	1,616,830.48
From other sources.....	221,379.58	224,209.01	212,937.47
Total receipts.....	\$2,395,949.82	\$2,468,982.70	\$ 2,512,948.55

EXPENDITURES.

For fuel, rent, repairs, etc.....	\$1,114,181.10	\$1,081,605.96	\$ 1,089,972.49
Paid secretaries and treasurers.....	137,673.02	138,010.88	139,660.93
For records, dictionaries, etc.....	64,633.39	58,188.92	58,493.70
For free text-books.....	.....	.....	41,009.51
For general supplies.....	209,395.61	197,896.29	187,172.37
For other purposes.....	280,054.18	310,090.05	234,886.51
Total expenditures.....	\$1,805,907.30	\$1,785,792.10	\$ 1,751,195.51
On hand.....	590,042.52	683,190.60	761,753.04
Total.....	\$2,395,949.82	\$2,468,982.70	\$ 2,512,948.55

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1895.	1896.	1897.
First grade certificates issued.....	11,848	8,951	4,926
Second grade certificates issued.....	14,336	15,800	16,021
Third grade certificates issued.....	1,145	2,529	3,289
Special certificates issued.....	.....	145	299
Total number issued.....	27,329	27,435	24,445
Applicants rejected.....	5,235	5,443	4,832
Total number examined.....	32,554	32,878	29,277
Certificates revoked.....	4	3	4
Average age of applicants.....	25 and 22	25 and 22	25 and 22
No experience in teaching.....	3,876	3,666	3,639
Taught less than one year.....	3,852	3,793	3,828
With state certificates or diplomas.....	977	717	807

VISITATION OF SCHOOLS.

Schools visited.....	11,692	10,982	12,636
Visits made during the year.....	15,167	13,914	16,474
Educational meetings held.....	1,068	1,347	1,763

APPEALS.

Number of cases.....	62	54	36
----------------------	----	----	----

COMPENSATION OF COUNTY SUPERINTENDENTS.

Average received per annum.....	\$ 1,220	\$ 1,220	\$ 1,215
---------------------------------	----------	----------	----------

PRIVATE SCHOOLS.

Number reported.....	268	270	29
Teachers employed.....	1,401	1,389	1,320
Students in attendance.....	34,153	36,129	32,430
Number of graduates.....	1,966	2,221	2,028

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1895.	1896.	1897.
Number of institutes held.....	99	99	99
Continuing weeks.....	23	23	23
Males in attendance.....	3,611	3,704	3,737
Females in attendance.....	18,357	19,294	18,501
Total in attendance.....	21,968	22,908	22,238

REPORT OF THE
FINANCIAL REPORT.

RECEIPTS.

	1895.	1896.	1897.
On hand at last report	\$ 19,794.25	\$ 18,188.34	\$ 17,835.93
Examination fees	32,554.00	32,878.00	29,277.00
Registration fees	21,908.00	22,908.00	22,238.00
State appropriation	4,950.00	4,950.00	4,950.00
From other sources	1,062.71	832.28	1,265.55
Total	\$ 80,328.96	\$ 79,756.62	\$ 75,566.48

EXPENDITURES.

For instruction and lectures ..	\$ 52,427.01	\$ 51,697.73	\$ 51,776.96
For incidentals	9,713.61	10,222.96	9,801.59
On hand	18,188.34	17,835.93	13,987.93
Total	\$ 80,328.96	\$ 79,756.62	\$ 75,566.48

PERMANENT SCHOOL FUND.

	1895.	1896.	1897.
Amount in September	\$4,707,608.70	\$4,710,218.70	\$ 4,724,357.29
Interest on the same	235,663.06	234,918.12	238,910.30

THE COST OF OUR SCHOOLS.

	1895.	1896.	1897.
For teachers' salaries	\$ 5,075,492	\$ 5,205,287	\$ 5,264,354
For schoolhouses, apparatus, etc	1,362,852	1,280,451	1,341,885
For general contingencies	1,879,531	1,851,308	1,834,189
Total	\$ 8,317,875	\$ 8,337,046	\$ 8,440,428

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

	1895.	1896.	1897.
Teachers' salaries	9.1	9.3	9.4
Schoolhouses, apparatus, etc.	2.4	2.3	2.4
General contingencies	3.4	3.3	3.3
Total	14.9	14.9	15.1

ON ESTIMATED POPULATION.

For each individual of entire population.

Teachers' salaries	2.46	2.50	2.45
Schoolhouses, apparatus, etc. ....	.66	.61	.63
General contingencies .....	.92	.89	.86
Total	4.04	4.00	3.94

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

Teachers' salaries	7.12	7.23	7.23
Schoolhouses, apparatus, etc.	1.91	1.77	1.84
General contingencies	2.63	2.57	2.49
Total	11.66	11.57	11.56

ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

Teachers' salaries	9.51	9.58	9.62
Schoolhouses, apparatus, etc.	2.55	2.35	2.45
General contingencies	3.62	3.41	3.35
Total	15.58	15.34	15.42

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance the average time.

Teachers' salaries	14.95	14.72	15.15
Schoolhouses, apparatus, etc.	4.01	3.70	3.86
General contingencies	5.54	5.36	5.27
Total	24.50	23.78	24.28

CONDENSED COMPARISON FOR LAST FIVE YEARS.

ITEMS COMPARED.	1893.	1894.	1895.	1896.	1897.
Number of ungraded schools.....	12,387	12,450	12,517	12,536	12,578
Rooms in graded schools.....	4,328	4,520	4,777	5,002	5,184
Whole number of schoolrooms.....	16,715	16,976	17,294	17,528	17,762
Average number of days taught.....	156	158	160	160	162
Number of schoolhouses.....	13,433	13,519	13,613	13,686	13,744
Value of schoolhouses.....	\$15,110,491	\$15,007,468	\$15,645,543	\$15,267,425	\$16,355,842
Schoolhouses built during the year...	No data	347	305	263	341
Schoolhouses with flags.....	2,862	3,446	4,195	4,684	5,305
Enumeration between 5 and 21.....	687,150	697,228	712,941	720,175	727,694
Number enrolled in school.....	513,614	523,731	533,834	543,053	545,535
Average daily attendance.....	324,217	331,408	339,300	345,542	347,630
Average No. enrolled to each teacher.	30	30	30	30	30
Average monthly tuition, per pupil....	\$ 1.89	\$ 1.89	\$ 1.87	\$ 1.89	\$ 1.87
Male teachers employed.....	4,837	5,281	5,738	5,614	5,824
Female teachers employed.....	23,464	23,732	22,117	22,507	22,208
Total different teachers employed...	28,301	28,063	27,843	28,121	28,032
Average monthly wages, males.....	\$ 38.73	\$ 38.19	\$ 37.58	\$ 38.28	\$ 37.61
Average monthly wages, females.....	30.81	31.60	31.63	32.23	31.45
Teachers necessary to supply all sch's	17,084	17,366	17,677	17,961	18,063
Schools teaching effects of stimulants.	15,260	16,658	16,987	17,220	17,384
Teachers enrolled in normal institutes	19,307	22,360	21,068	22,968	23,238
Expended for normal institutes.....	\$ 53,208	\$ 59,053	\$ 62,140	\$ 61,921	\$ 61,579
A v. yearly salary of county supts.....	1,191	1,204	1,220	1,236	1,215
Paid for teachers' salaries.....	4,789,323	4,967,251	5,075,492	5,205,297	5,264,354
For all other purposes.....	3,124,052	3,303,389	3,242,383	3,181,739	3,175,074
Total amount expended.....	7,913,375	8,270,640	8,317,875	8,387,036	8,439,428

TWENTY-EIGHTH BIENNIAL REPORT

OF THE

Superintendent of Public Instruction.

INTRODUCTION.

In submitting this the twenty-eighth biennial report of the department of public instruction, I am happy to be able to congratulate the people of Iowa upon the renewed and increasing interest in public education manifested throughout the state. At the same time I am, more than ever before, impressed with the gravity of the situation. Our public school interests are woven into the framework of society, like the warp and woof into the texture of the web. "We must educate the people." The maxim admits of no discussion. Upon the kind and character of our schools, depends the growth and perpetuity of the republic. It is true that the maxim is trite, but because it is trite, because no man denies it, it must all the more be reiterated, lest, in the pursuit of pleasure, the turmoil of business, the lust of wealth, men forget its binding force and obligation upon the entire citizenship of the state.

To provide for the education of nearly six hundred thousand children is a work of the greatest magnitude. It is not enough that we spend nearly nine millions of dollars upon our schools. Unless the public can be brought to a right conception of what education is, and what it ought to do for the child, a much less sum would do as well. If to read and write and cipher, the mere elements of common English, is all, then it would seem that children should acquire this education in much less time and at a less expense. But if the public ever come, as they are slowly but surely tending, to regard the public school as a training ground for citizenship, as a place for so equipping the

child that he may earn his own living and at the same time serve faithfully his day and generation, then they will regard the money expended to support the schools which their children attend as the wisest and best investment of the public funds which can possibly be made. Out of the children in our public schools to-day are to come the future rulers of America. What short-sightedness is it then, what supreme folly, to weigh our dollars and cents, the gold and silver which perishes, against the education of our children.

GROWTH OF IOWA SCHOOLS.

The growth of the tree is a perpetual wonder. From its earliest inception in the seed, which finds its lodgment in the ground, until it reaches its full strength and maturity, it is a series of miracles which the most careful student of nature cannot solve. The growth and development of a great state is similar in kind. The emigrant, attracted by an almost unknown force, builds his cabin within its borders. Then he finds a neighbor, although ten miles may lie between them.

As the ships with their white sails plow the ocean, as the patient camel carries his load across the desert, so the white-topped wagons of the emigrant make their paths over the prairie, the vanguard of the mighty host of a coming civilization. The lonely cabin becomes the center of a thriving hamlet. The log schoolhouse is the common property of all, and often the rallying place for religious meetings, the Sunday school and the election. Roads are built, mail routes are established, and the puffing stern-wheel steamer unloads upon the wharf-boat the necessities of civilized life. Soon the tides of commercial life begin to ebb and flow, and new industries furnish a market for the produce of the farmer.

Everywhere there is the energy and strength which produce life. Villages grow into cities, schools become colleges and universities, churches erect stately houses of worship, and civilization lifts up the standard of culture and the graces of humanity in every community. Lo! in fifty years "the little one has become a thousand and the small one a strong nation."

The growth of our schools has kept even pace with the development of Iowa as a state. Tracing them by decades we learn

by contrast what these passing years have wrought. Unfortunately the statistics for 1846 are entirely wanting. We quote however, from a circular of information prepared for the United States Bureau of Education by Prof. L. F. Parker, who has given much careful research to the educational history of Iowa. "When the territory became a state, it contained about 100,000 people, 20,000 persons of school age, 400 school districts, and 100 schoolhouses valued at \$135 each."

In the first ten years of her statehood Iowa built over 1,300 schoolhouses, valued at \$266,000; 2,153 ungraded schools were established. Twenty-five hundred teachers were employed, more than one-half of whom were men. Male teachers were paid \$14.50, and women \$8.25 per month. In point of numbers the men continued to hold their own with women up to 1862.

In 1866 there were 5,900 schools, with 9,343 teachers, of which number about twenty-eight per cent were males. The salary paid men had increased to \$34 per month and of females to \$24. There were then 5,000 schoolhouses valued at nearly \$2,900,000. During that year there were about 242,000 pupils enrolled in the schools. The average school year was only five months.

In the next decade, including 1876, the schools increased to 9,859, or nearly seventy-five per cent. There were 19,000 employed as teachers, of whom over one-third were men. There were 399,000 pupils enrolled. Nine thousand nine hundred school buildings were valued at \$9,376,000, and the school year was lengthened to six and one-half months.

The reports for 1886 show 14,829 schools, with an average year of over seven months. They employed 24,700 teachers, not quite one-fourth of whom were men. Four hundred and eighty-one thousand pupils were on the rolls as attending some part of the school year, which was over seven months in duration. Eleven million five hundred and sixty thousand dollars were invested in 12,444 school buildings and the school expenditures of the state were above \$6,000,000.

The reports for 1897 are not yet tabulated. We avail ourselves of the figures of 1896. In that year there were 23,121 teachers employed, of whom 5,714 were males. The average monthly compensation paid the men was \$38.28 and the women \$32.23 per month. The school year was raised to eight months. Fifteen million eight hundred and sixty-seven thousand four hundred and twenty-five dollars represented the value of 13,686 school buildings. Of the 720,175 persons of school age, 543,052

were enrolled in the schools. The entire amount paid for school purposes was \$8,317,875. These figures are sufficient to show the growth of the schools in the state in point of numbers and in their cost. In many other respects their growth has been still more remarkable.

The earliest settlers of a state must of necessity attend without delay to those affairs upon which they depend to support life. To establish the public school is usually the first attempt of a settlement to act as a social unit. It was so in Iowa. Every year of her existence as a territory saw the free school idea growing in favor with the people. It was not with them what must we do, but rather what can we do, to promote the education of our children.

Academies and colleges were established at an early day. Many of them were ephemeral. Some existed only on paper, others died in the hour of their birth. Yet who can say that the weakest of these did not leave an impress somewhere, and help shape public opinion in favor of higher education?

Iowa had three governors during the eight years that it existed under territorial government. It is worthy of note that the first of these governors in his message urged the adoption of the township as the basis of school organization. It can never be sufficiently regretted that we ever departed from his recommendations.

It was not so much his knowledge of educational affairs, as it was his sound business sense, which led Governor Lucas to see that without proper township regulations, it will be extremely difficult, if not impracticable, to establish a regular school system. The office of superintendent of public instruction was created in 1841 and abolished the following year, against the report of the committee directed to consider the matter. Yet here was the seed from which has grown the necessity for the present office of superintendent of public instruction.

During the years preceding 1846 Iowa had no well matured system of free schools, but the nucleus of such a system existed in the thoughts and intents of the people. Straitened as many of them were by the environments of pioneer life, they could not well then meet a school tax.

The new constitution under which the state was admitted to the union made it the duty of the general assembly to encourage by all possible means the promotion of intellectual, scientific,

moral, and agricultural improvement. The first general assembly took up the matter with an earnestness and faithfulness which succeeding assemblies would do well to imitate.

From 1846 to 1856 was a formative period. There was a marked and constantly increasing trend toward free schools. It was in the hearts of the people of those early days to furnish the best possible education to every child living on the soil of Iowa. No student of pedagogical lore ever expressed the aims of our schools better than Governor Hempstead in his message of 1852. He said:

"The first great object of public schools should be to place within the reach of every child in the state the opportunity of acquiring those indispensable elements of education which shall fit him for the enlightened discharge of the social and civil duties to which he may be called."

That was a grand sentiment when it was uttered. Its grandeur and strength has increased with every decade and to-day it proclaims anew the one great necessity of the hour, the education of all the people. Horace Mann was altogether right when he said, "Educate the people. Educate them in those great eternal principles of justice and right which underlie the entire extent of human exertion." So also J. W. Grimes, a name greatly honored in our history, then governor of the state, said in his message in 1854: "The state should see to it that the elements of education, like the elements of universal nature, are above, around, and beneath all." He continued: "The statistics of the penitentiaries and almshouses throughout the country abundantly show that education is the best preventive of pauperism and crime. Education, too, is the great equalizer of human conditions. Every consideration of duty and policy compels us to sustain the common schools of the state in the highest possible efficiency." Would that the men who frame and make our laws in the legislatures of later days might learn lessons of wisdom and justice from these far-seeing men, the founders of the state, who in their times endeavored to shape and mould the educational policy of Iowa.

The first man to occupy the office of state superintendent was Hon. James Harlan. Venerable in years, renowned for wisdom, loaded with honors both by the state and the nation, his intellect unimpaired and his interest in the welfare of his country undiminished, long may he abide in our midst; late may he

return unto heaven. He, with his successor, Thomas H. Benton, Jr., laid the foundations for our magnificent school fund which now amounts to over \$4,700,000.

For the first ten years of her existence as a state, Iowa had no free school system. In 1856 Governor Grimes appointed Horace Mann, Amos Dean, and F. E. Bissell commissioners to revise the school laws, and their report was made in 1858. Although the report of the commissioners was not adopted, it was the beginning of a new order of things. The odious rate-bill disappeared and the schools were henceforth to be supported by the property of the state. In a word, the schools became free schools open alike to the children of every citizen. We are in need of two amendments to complete the work so auspiciously begun. A free text-book law and a compulsory attendance act. The former we already have in part, the latter is yet to be inaugurated. Both of these are necessary to the growth of our school system, if we expect it to be productive of the highest good. No public school is free in the broadest sense of that term, unless it provides without expense to the pupils everything which is necessary to their progress. Other states are moving in that direction and Iowa should not allow herself to be left behind in the race.

But when the schools are thus supported by the public, what reason can be adduced why children should be allowed to grow up in ignorance of the very elements of education. Yet such is the fact in every city in Iowa. A compulsory law, wisely framed, with reasonable requirements, and vigorously executed, is a necessity which must be met in the near future. The reason for it is found in the acknowledged truth that the most dangerous foe to republican institutions is an ignorant populace armed with the ballot.

There is no question that the commission favored the township system, and they set forth their reasons in strong language. Still the law of 1858 favored the formation of independent districts and at a later date the rural independent district came into existence. It is the old man of the sea clinging to the educational neck of Iowa. There seems to be no possible means of escape from his clutches. Governor after governor, the state superintendents in an unbroken line, prominent educational men, have remonstrated in vain, and in vain have attempted to secure a simpler organization. It will remain rooted in the prejudices of the people, until better ideas of school economy render it odious.

Out of this law of 1858, however, there arise two lines along which the growth of Iowa schools is most hopeful. The first of these is in the direction of higher education by the state. As early as 1849, the Second General Assembly provided that the electors of any district might determine whether a school of a higher grade should be established, the number of teachers to be employed, and the course of study to be pursued therein. The Sixth General Assembly in 1857, alive to the interests of the schools in a growing state, in the chapter which provides for the better regulation of public schools in cities, towns, and densely populated school districts, made it the duty of the board of directors after providing for the primary schools in its district, also made it its further duty to establish in said district a suitable number of other schools of a higher grade or grades, and gave it the power to decide what branches shall be taught in such schools. Two-thirds of the board had power to introduce the study of other languages besides the English. The succeeding Seventh General Assembly in 1858 made most ample provisions for the establishment of county high schools. The act is in many of its features vastly superior to anything we have on our statute books to-day. It is not the purpose of this paper to follow the growth of high schools in the state. We only desire to establish the fact that there can be no question concerning the intentions of the early settlers as to higher education. They had no thought of confining the education furnished by the state to the rudimentary branches. They threw the schoolroom door wide open to every child and then in the spirit of the age took the necessary steps to open the way for a close connection between the common schools and the state university. The children of the rich and the poor, of the learned and unlearned, are alike in the eyes of American law. The state proffers to each and every one not the right to exist as a slave, but the divine right to grow to the full stature of an American citizen, and for this purpose offers the means whereby he may, if he will, obtain the best education which he is capable of receiving. In other words, the state as a matter of high public policy, furnishes the child with the means of making the most he can of himself, because this is necessary to the welfare of society and to the existence of the state. Some one says: "Far above and beyond all special qualifications for special pursuits is the importance of forming into usefulness and honor the capacities which are common to all mankind." The man is the

trunk; the occupations and professions are only different qualities of the fruit yielded. The development of the common nature of the germs of intelligence, uprightness, benevolence, truth, belongs to all. These are necessary in every sphere of life, while special preparation for the field or the shop, for the farm or the desk, for the land or the sea, is but incidental.

The present law, passed in 1862, gives the board of any district the power to establish graded or union schools and to employ a suitable person to superintend them. The constitution authorizes the courses in the collegiate and scientific departments of the state university to commence where the courses in the high schools terminate. It is impossible for the careful student of the educational history of Iowa schools and their growth, to divest himself of the thought that the men to whom under God we are indebted for much which has made Iowa illustrious, intended to establish a system of public education, complete in every part from the primary room to the state university. There has been a marvelous increase since the days when Nestlerode established the first union school at Tipton, and Dannison graded the schools of Muscatine. The growth, however, has reached a point where it needs more stringent and more specific control and direction.

There are many high schools in which the course of study is too heavy. In some cases such courses are maintained at the cost of poor instruction in the lower grades. There are others, in which one instructor, or at most two, must carry along a full four years' work, and of course can do it only in a very superficial manner. The high schools ought to be placed, as in adjoining states, under state inspection and control. This has become absolutely necessary to anything looking to the symmetrical growth and development of our school system. While we claim the undisputed right of the state to maintain and carry on a system of higher education, that right should be exercised with due regard to the character of the instruction afforded, and to the ability of the taxpayers to meet the expenses. The high school is simply a part of the common school, and the less it has in its name and customs which seem to ape the college, the better it will do its legitimate work. But few, comparatively speaking, pass from the high school to the college. Many drop out at the end of the eighth grade, others can spend two years more in school, fewer yet complete the entire twelve years. The work undertaken by the higher grades is all the

more important, because wherever and whenever the child leaves the school, he ought to have attained that strength of character, that integrity and firmness in morals, that intellectual clearness of insight, which will fit him to conquer the temptations, to endure the labors and to solve the problems which throng the pathway of every man's life.

The other line of growth leads in the direction of special preparation for the teacher's work. The necessity for this was seen and acknowledged at a very early date in the history of Iowa. Although for the first thirty years after she was admitted to the union, the state supported no normal school, still the normal school idea is seen to pervade many of the school enactments of the earlier legislatures. The teachers of the state, almost as soon as they were united in the state association, went to work with great vigor to obtain normal schools at public expense. The Second General Assembly authorized the state superintendent to divide the state into three normal school districts and in 1849 a state normal school was opened at Andrew in Jackson county. In 1857 an act was passed authorizing the state treasurer to pay \$1,000 each to the normal schools at Andrew and Oskaloosa. In the act of 1858 provisions were made for educating teachers in the high schools of each county, for the establishment of a normal department in the university, and for the special training in that institution of young men to act as instructors in the high schools. It was evidently the intention of all these enactments to encourage young men and young women to prepare themselves for doing the best work possible in the schools.

The duty of equipping teachers for their work in the public schools belongs primarily to the state for the unanswerable reason that the highest interests of the state are affected by the quality of the instruction given in her schools. It is not that the money paid to an inefficient teacher is lost, for that can be replaced. The children have lost time which can never be reclaimed. They have been robbed of their rightful heritage and they are fortunate indeed if they have not formed habits which will cripple them for life. Nor is this all. Every teacher who enters the schoolroom without special preparation for the work of instruction, who has no high ideal of what a teacher ought to be, helps to lower the general average of citizenship, and thereby renders the state an easier prey to the wiles of the place-hunter and the demagogue.

The future of our school system is dependent almost wholly upon this question of special preparation of teachers. Our state university is fast taking equal rank with the best institutions in the northwest. The chair of pedagogy is ably filled and is producing good results. The state normal at Cedar Falls is exceeding in its usefulness the expectations of its friends. While the agricultural college at Ames is not a part, strictly speaking, of our common school system, yet it sends out annually from its graduates many very competent teachers. The establishment of a chair of pedagogy in that institution ought not longer to be delayed. The normal institutes are an invaluable aid, but if they could be placed under a system of close supervision and inspection by the state their worth to the cause of education could be more than doubled. Still after all, the fact is apparent to everyone that the greatest need of the state is more extended facilities for educating teachers. We must have more normal schools in Iowa and we must fight it out on this line if it takes another generation.

There are other lines of growth, but these are those which in the future will meet the most strenuous resistance. Here the battle for good schools, for universal education, is to be fought. It will be lost or won just in proportion as we are false or true to the spirit of the fathers of Iowa.

The changes contemplated by the code of 1897 are commented upon in another place. I believe however that, if the law is wisely administered, they are such as will conduce to the rapid development of our school system.

IOWA IN COMPARISON WITH NEIGHBORING STATES.

At this period in the history of Iowa, I have thought it useful as a matter of information to incorporate as a part of this report the following tables taken from the report of the United States commissioner of education for 1895-96. They include the statistics from the north central group of states to which Iowa naturally belongs. A careful inspection will show some facts worth our consideration. Thus in the columns showing the average monthly salary of teachers, Iowa is the lowest but one as regards females, and the lowest as regards males. In the number of school buildings Iowa leads, and in the value of

school property she is fifth. She is the third in total revenue for school purposes, and in the amount raised from local taxes. Iowa, Kansas and South Dakota are the only states which levy no state tax for schools. Thus it is readily seen that Iowa stands well up towards the head in every respect except the salaries of teachers, nor is the discrepancy here as great as appears at first sight. Iowa is an agricultural state. It has no cities in which so great a number of males are employed at large salaries as to greatly affect the general average, and the average salary paid teachers in Iowa comes very nearly being the average paid rural teachers. However, when we learn that in Iowa the average length of the school year is only eight months, so that in many places it is seven months or less, and that many teachers are employed at much less than the average salary, we cannot wonder that our schools do not accomplish all that we desire of them.

STATE.	AVERAGE MONTHLY SALARY OF TEACHERS.		Number of buildings used as schoolhouses.	Estimated value of all school property.
	Male.	Female.		
Ohio	\$ 42.00	\$ 39.00	13,072	\$ 40,175,975
Indiana	48.25	40.25	9,890	18,867,494
Illinois	59.76	50.63	12,632	43,766,475
Michigan	46.17	35.09	7,835	16,796,882
Wisconsin	65.27	32.21	6,795	11,108,000
Minnesota	47.30	34.96	6,670	14,271,771
Iowa	38.28	32.23	13,668	15,867,425
Missouri	49.50	42.50	10,076	15,032,082
North Dakota	40.29	34.84	2,032	1,926,420
South Dakota			3,524	3,434,805
Nebraska	44.53	37.58	6,730	8,779,760
Kansas	43.82	35.58	9,418	10,145,631

RECEIPT OF SCHOOL MONIES.

STATE.	Income from per- mission funds and other sources of school lands.	FROM TAXATION.			From all other sources.	Total revenue (ex- cluding balance on hand and pro- ceeds of bond sales).
		From state taxes.	From local taxes.	Total from taxation.		
Ohio.....	\$ 267,214	\$1,741,649	\$ 9,941,618	\$11,683,267	\$ 632,814	\$ 12,473,295
Indiana.....	604,056	1,708,008	3,911,440	5,619,448	413,252	6,032,700
Illinois.....	689,348	1,000,609	13,133,810	14,133,810	812,709	15,635,867
Michigan.....	312,000	570,081	4,461,875	5,031,956	529,994	5,872,950
Wisconsin.....	200,000	657,848	3,870,286	4,528,124	518,068	5,246,192
Minnesota.....	418,172	702,518	3,264,362	3,966,880	480,139	4,865,191
Iowa.....	235,009	7,456,035	7,456,035	862,751	8,554,895	
Missouri.....	62,386	386,802	5,006,683	5,095,485	48,771	6,424,642
N. Dakota.....	153,551	154,964	620,903	775,897	88,221	1,017,639
S. Dakota.....	146,220	1,006,968	1,006,968	186,669	1,339,857	
Nebraska.....	425,000	140,000	2,090,125	2,230,125	591,100	3,246,225
Kansas.....	420,713	3,331,408	3,331,408	125,345	3,877,466	

HIGHER EDUCATION.

As this is the first report from the department of public instruction since Iowa celebrated the semi-centennial of her admission to the union I have thought it proper to present a few statistics which show her relative educational standing among the great states of the northwest. They are taken from advance sheets of the report of the United States commissioner of education for 1895-6, courteously loaned this department for this purpose.

The following summarized statistics of higher education in the north central group of states includes students in undergraduate and graduate departments of universities and colleges, colleges for women, schools of technology, and in professional schools and departments:

STATE.	MALES.	FEMALES.	TOTAL.
Ohio.....	6,450	2,080	8,530
Indiana.....	3,226	800	4,026
Illinois.....	9,252	2,291	11,543
Michigan.....	4,089	1,119	5,149
Wisconsin.....	2,039	590	2,599
Minnesota.....	4,461	740	3,201
Iowa.....	3,020	1,051	4,071
Missouri.....	4,896	1,685	6,381
North Dakota.....	87	44	131
South Dakota.....	272	146	418
Nebraska.....	1,162	579	1,741
Kansas.....	1,948	852	2,500

PROPERTY OF UNIVERSITIES AND COLLEGES IN EACH STATE.

STATE.	LIBRARIES.				
	Bound volumes.	Pam- phlets.	Value of scien- tific apparatus.	Value grounds and buildings.	Productive funds.
Ohio.....	464,296	77,321	\$ 864,400	\$ 7,607,038	\$ 7,592,177
Indiana.....	187,840	10,250	344,000	4,047,422	1,977,943
Illinois.....	519,647	112,774	841,700	8,060,338	8,993,095
Michigan.....	206,367	69,096	948,350	2,111,793	1,601,292
Wisconsin.....	116,140	24,245	654,240	2,276,000	1,422,862
Minnesota.....	85,130	20,750	235,800	2,682,740	1,000,751
Iowa.....	146,670	21,100	358,772	2,506,765	1,543,171
Missouri.....	154,162	41,597	402,290	4,455,000	3,454,839
North Dakota.....	7,330	2,500	29,000	208,000	31,000
South Dakota.....	14,883	4,061	23,300	429,050	89,485
Nebraska.....	63,460	6,197	205,896	1,827,000	1,271,184
Kansas.....	92,521	16,705	247,900	1,731,000	556,000

PROPERTY OF SCHOOLS OF TECHNOLOGY.

STATE.	LIBRARIES.				
	Bound volumes.	Pam- phlets.	Value of scien- tific apparatus and libraries.	Value grounds and buildings.	Productive funds.
Ohio.....	1,000	.....	\$ 75,000	\$ 425,000	\$ 2,000,000
Indiana.....	14,739	4,297	360,000	555,000	860,000
Illinois.....	15,000	.....	438,000	500,000	1,500,000
Michigan.....	30,348	6,700	186,761	457,736	547,279
Iowa.....	11,000	2,000	110,000	376,000	681,034
North Dakota.....	2,782	600	15,514	160,500	.....
South Dakota.....	4,831	9,443	29,000	136,000	.....
Kansas.....	16,376	5,300	125,000	285,000	502,352

STATISTICS OF UNIVERSITIES AND COLLEGES.

NAME.	LIBRARY.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	From tuition fees.	From productive funds.	From state or municipal appropriations.	INCOME.		Total income.
	Bound volumes.	Pamphlets.							From United States government.	From other sources.	
S. U. of Wis....	38,000	12,500	\$ 500,000	\$1,250,000	\$ 450,000	\$ 30,000	\$ 22,500	\$ 382,000	\$ 37,000	\$ 28,500	\$ 400,000
S. U. of Ill.....	28,500	6,200	175,000	620,000	453,996	22,171	24,713	353,300	36,000	28,400	444,593
S. U. of Minn....	44,000	17,000	125,000	1,587,000	1,174,067	53,500	51,838	110,071	37,000	16,000	268,469
S. U. of Iowa....	42,000	.....	200,000	460,000	230,000	56,969	16,234	65,500	.....	.....	138,003
S. U. of Mo.....	25,126	30,122	136,500	898,000	1,226,839	14,208	61,476	77,577	34,858	7,062	195,181
S. U. of Kan.....	25,000	.....	200,000	400,000	235,000	410	8,000	108,000	.....	.....	116,410
S. U. of Neb.....	33,877	.....	150,000	700,000	1,000,000	2,870	60,000	63,572	36,000	7,000	169,442

STATISTICS OF UNIVERSITIES AND COLLEGES IN IOWA.

NAME.	LIBRARY.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	INCOME.					Benefactions.	Amount of property, funds received from private sources.	
	Bound volumes.	Pamphlets.				From tuition.	From productive funds.	From state or municipal appropriations.	From other sources.	Total income.			
Coe College.....	2,500	1,000	\$10,000	\$ 300,000	\$ 100,000	\$ 2,400	\$ 5,000	.....	\$ 600	\$ 0,000	\$ 2,000	.....	\$ 50,000
Charles City College.....	1,600	500	100	40,000	16,000	.....	1,000	.....	700	4,500	.....	.....	.....
Warburg College.....	1,400	400	2,500	75,000	.....	.....	.....	.....	5,750	8,420	.....	.....	.....
Amity College.....	2,500	.....	3,500	35,000	33,000	12,400	2,600	.....	1,000	6,000	.....	.....	68,000
Luther College.....	7,754	.....	10,000	80,000	8,527	1,879	475	.....	.....	2,354	.....	.....	.....
Des Moines College.....	3,000	1,000	5,000	50,000	55,900	2,200	3,338	.....	2,938	8,478	.....	.....	.....
Drake University.....	4,500	1,500	20,000	145,000	159,830	29,096	9,434	.....	415	38,945	25,000	.....	160,000
Parsons College.....	5,000	2,000	10,000	90,000	170,000	3,500	.....	.....	.....	12,500	3,000	.....	.....
Upper Iowa University.....	5,000	1,000	12,000	80,000	51,000	9,000	1,800	.....	.....	10,800	3,000	.....	141,000
Iowa College.....	29,000	.....	5,000	150,000	300,000	18,500	22,000	.....	1,700	42,500	7,000	.....	500,000
Lenox College.....	2,500	1,500	3,500	31,000	5,000	2,966	450	.....	125	3,541	.....	.....	.....
Simpson College.....	3,000	1,600	6,400	100,000	65,014	8,393	3,939	.....	1,746	14,078	2,700	.....	171,414
State University of Iowa.....	42,000	.....	200,000	490,000	220,000	56,269	16,234	865,500	.....	138,003	.....	.....	25,000
German College.....	900	.....	400	20,000	25,800	1,250	1,500	.....	750	3,500	.....	.....	.....
Iowa Wesleyan University.....	4,000	1,000	1,000	300,000	60,000	3,400	3,500	.....	4,000	10,900	6,000	.....	70,000
Cornell College.....	14,055	5,000	18,538	280,000	100,000	21,375	4,137	.....	500	26,012	6,914	.....	315,538
Oskaloosa College.....	4,000	.....	10,000	30,000	20,000	1,200	.....	.....	.....	2,400	.....	.....	.....
Fenn College.....	4,500	1,000	8,000	75,000	30,000	5,966	1,200	.....	500	7,966	10,000	.....	110,000
Central University of Iowa.....	1,000	.....	2,000	27,000	23,000	.....	.....	.....	.....	2,500	7,000	.....	50,000
Morningside College.....	1,000	500	2,000	75,000	.....	4,500	.....	.....	.....	.....	.....	.....	.....
Bona Vista College.....	1,000	1,000	150	35,000	.....	2,900	.....	.....	1,000	3,000	.....	.....	.....
Taber College.....	8,000	1,500	23,884	46,000	88,000	5,600	5,000	.....	3,324	13,924	3,324	.....	.....
Western College.....	3,000	600	18,000	62,785	.....	6,000	.....	.....	1,000	7,000	17,000	.....	.....

STATISTICS OF UNIVERSITIES AND COLLEGES IN IOWA.

LOCATION.	NAME.	Year of opening.	Religious denomination controlling.	STUDENTS.											
				PREPARATORY DEPT.		COLLEGE CLAV DEPT.		GRADUATE DEPARTMENT.				PROFESSORIAL DEPTS.		TOTAL NUM. REG.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Cedar Rapids.	Coe College.	1831	Presb.	17	31	40	39							57	70
Charles City.	Charles City College.	1891	M. E.	32	13	2	2							80	50
Clinton.	Warburg College.	1898	Luth.	46	1	22	24							68	1
College Springs.	Amity College.	1855	Nonsect.	98	108	24	15							122	123
Decorah.	Luther College.	1829	Luth.	129	46	52	35							191	76
Des Moines.	Des Moines College.	1861	Presb.	174	50	62	64							234	39
Des Moines.	Des Moines University.	1880	Christian	175	93	86	64							261	157
Fairfield.	Parsons College.	1876	Presb.	35	23	58	34							93	57
Fayette.	Upper Iowa University.	1847	M. E.	179	90	96	47			2	1	2		270	141
Grinnell.	Iowa College.	1847	Conf.	103	50	118	91			4	1	1	8	231	245
Hopkinton.	Lenox College.	1858	Presb.	19	20	38	41			1				31	245
Indianola.	Stinson College.	1897	M. E.	19	20	38	41			1				31	245
Iowa City.	State University of Iowa.	1847	M. E.	83	54	40	26			28	19	18	10	704	32
Iowa City.	German College.	1855	Nonsect.	5	4	3	3							235	245
Keosauqua.	Keosauqua University.	1873	M. E.	5	3	64	57							103	214
Keosauqua.	Iowa Wesleyan University.	1857	M. E.	157	135	168	169							327	245
Oakdale.	Oakdale College.	1862	Christian	23	30	18	5							41	35
Oakdale.	Penn College.	1872	Bapt.	66	52	51	45							124	131
Pella.	Central University of Ia.	1853	Bapt.									1	1	4	4
Stonox City.	Morningside College.	1890	M. E.	125	55	43	23							168	78
Storm Lake.	Buena Vista College.	1891	Presb.	8	4	5	3							65	49
Tabor.	Tabor College.	1896	Conf.	62	59	31	15							93	74
Toledo.	Western College.	1856	U. B.	63	38	29	23							94	61

It is impossible to name the institutions which exercise the right to confer degrees in Iowa. There is need of a legal definition of what constitutes a standard college. The Pennsylvania law provides as follows:

"No institution shall hereafter be chartered with power to confer degrees unless it has assets amounting to \$500,000 in buildings, apparatus, endowments for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors who devote all their time to the instruction of its college or university classes," and that "no baccalaureate degree in arts, science, philosophy or literature be conferred upon any student who has not completed a college or university course covering four years."

As Pennsylvania is older and more wealthy such a restriction would seem too stringent for Iowa, but there should be some provision of law limiting the power to confer degrees. I have no disposition to discredit the work done by the smaller and younger colleges; they are a blessing to the community in whose midst they are located. There should be no legislation to hinder them in their work. Such a provision however, would prove a blessing to this class of colleges because it would stimulate their friends to so increase their endowments as to bring the funds and the professional work up to the required standard. At the same time it would protect them and the stronger and older colleges and universities against the competition of a class of institutions which have no foundation entitling them to the right to confer degrees. Such a statute would raise the standard of Iowa degrees and make them worth striving for by all young men and women. It would also give to the degrees conferred by our institutions a value and standing in other states which at present they do not possess. While it is not the province, as it is not desirable, for the state to aid denominational colleges or to interfere with their management, the state might in some such way as here indicated recognize their worth and give them a protection for which I believe they would be most grateful.

STATE EDUCATIONAL INSTITUTIONS.

There are but three institutions under state care in Iowa, which are strictly educational in their functions. To say that these institutions which are provided as the means of advancing the education of our children are a burden upon the taxpayers, leeches upon the public purse, that they conspire and combine to loot the state treasury, is an evidence either of wickedness or of weakness, and sometimes of both. Every cent the state has expended upon these institutions of learning is a permanent investment, the interest of which will accrue to the benefit of future generations. We must educate the people. It can only be done by educating the children. Grown up men and women are beyond the reach of the schools. The state cannot provide too generously for those whose minds are in a formative period. Only by so doing can life be made more tolerable for our children, and the next generation be placed on a higher plane than this. The spirit which prompts the friends of education to urge upon the legislature the justice and wisdom of providing promptly and generously for the wants of these institutions is that of an intelligent people making provision for the future welfare of their children. The increased growth of the state in population will call for increased expenditures in supporting schools. The man who does not understand and appreciate this, lacks the very first elements of statesmanship. Does it pay in dollars and cents to support these schools?

Without attempting to demonstrate the affirmative to this question, I am permitted to quote the following from an article by Dr. Harris, the United States commissioner of education:

It is surprising to the person who has not become familiar with the facts to learn that the total number of years' schooling that each person on an average is getting in the United States is only four and three-tenths, nearly four years of this being furnished by public, and less than six-tenths years by private schools. But the amount that Massachusetts is giving is six years and eighty-six hundredths, or two and one-half years more than the general average.

The total production of the labor of the people of the United States for 1880 was about forty cents apiece per day for each man, woman, and child; but the production of Massachusetts with its average of seven years of schooling for each inhabitant was nearly double that of the average for each inhabitant of the whole nation. I have made on different bases three estimates, using the data given by Col. C. D. Wright in his census of the state for 1885. The lowest estimate gives sixty-eight per cent more than the national average, the second eighty-four per cent; the third and best one exactly one hundred per cent. The population of Massachusetts is four

percent and its production is eight per cent of that of the whole nation. Who that looks at modern productions of industry and considers how much of it is due to machinery for its management on alert and educated intelligence, can fail to see the relation of the schools of Massachusetts to its phenomenal production of the items of wealth?

No one who studies statistics in connection with the history of any state can deny that it pays to educate the wage earner not alone from a philanthropic, but also from an economic, standpoint. There is, however, an argument stronger than this. The future rulers of America, the men who are to mould our politics and shape the policy of the nation during the first half of the twentieth century are the children of the laboring classes; of the men who are earning their living and the means of educating their children by their daily toil. Better than riches for our children is the inheritance of a land in which life and property are secure; a land in which dwells a people in the full enjoyment of an enlightened and educated liberty.

The experience of the past two years convinces us that it would be wise to inaugurate the policy of erecting only fire-proof buildings hereafter at these institutions. The security of life and property, the preservation of valuable collections and expensive apparatus would compensate the state, many times, for the extra cost of such buildings. In addition to this every new building at a state institution should be such as to advertise the greatness, the growth, the liberality of Iowa. Moreover, we must build for the future. It is false economy, it is a waste of public funds, to erect cheap, inexpensive buildings hardly adequate to meet even the pressing wants of the present year. It is time for Iowa to adopt the broader policy of administering the affairs of these institutions so as to aid the development of her vast resources along all lines of growth, looking to the future while she plans generously for the present.

STATE UNIVERSITY.

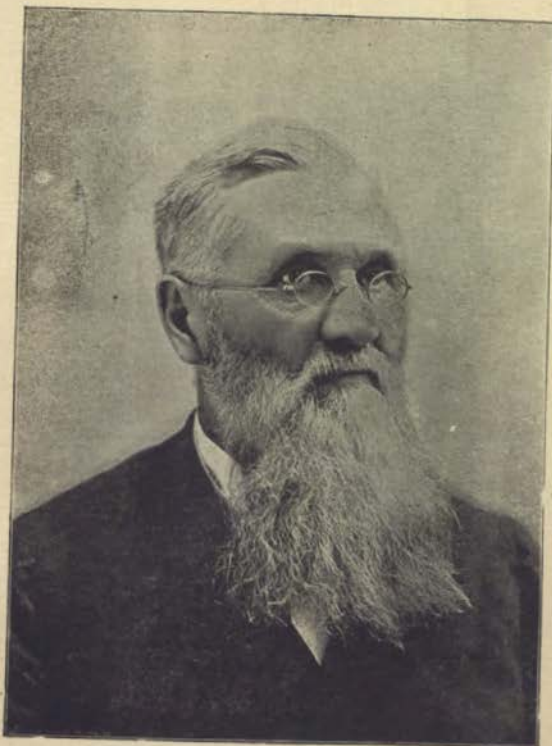
The great loss to the university through the destruction of its library by fire will seriously cripple the usefulness of the institution unless it is repaired as rapidly as possible. Reference is especially made to the report of the regents to the governor of the state, and to the recommendations contained in it. No modern university, however, can hope to attract students unless it can offer them the best possible facilities for reading, for reference, and for original investigation. On another page under the head of Higher Education, can be found a table taken

from the report of the United States commissioner of education for 1895-6, showing the relative standing of the libraries in those institutions with which our university is brought into closest competition.

We live in an age of books. Very much of the education which our children receive is the result of original investigation and research. More than that the age is progressive. New discoveries and inventions in the arts and sciences are constantly coming to light. Literature drinks in the same spirit of the age, and new estimates are placed upon historical writings, as well as upon poetry and fiction. A library which twenty years ago was thought amply sufficient to meet the wants of the students, unless it has been plentifully replenished, would to-day be considered antiquated and almost useless.

The library is the heart of the university, to paralyze it is death. Its throbs are felt in all departments, and every student gathers strength and inspiration from the lifegiving influences which flow from this central fount. The duty of the present is to build the library up, year by year, through generous appropriations, and at the earliest possible date to put it into a fire-proof building, beyond all reach of destruction by that element. The state university of Iowa, in spite of limited means, is achieving a most gratifying reputation for itself. But as long as it is deficient in appliances for instruction, apparatus for illustration, and in comfortable, wholesome recitation rooms, our young people will seek out of the state the advantages which they cannot find at home. The shortsighted policy which drives our young people away from Iowa to obtain a liberal education is neither economical nor wise. Sometime the people of the state will realize it, and then they will demand the inauguration of a more liberal policy, at the hands of the legislature. The law of 1896 giving the university the benefit of a tax of one-tenth of a mill for five years was a step in the right direction. The university needs permanent funds. The tax of one-tenth of a mill is a burden upon no one, yet it yields a sum which, in the aggregate, is a great help to the university. The limit of five years should be extended at least to ten.

Iowa does not want a university which is such only in name. It is a wasteful policy to give it only enough from time to time to keep it alive. There is an economy which tendeth to poverty. It is that which deprives our young people of the means



J. L. Pickard

PRESIDENT IOWA STATE UNIVERSITY, 1876-1887.

of gaining a desired education at home or forces them to seek it in the institutions of neighboring states.

As a matter of history we append a list of those persons who have held the office of president of the university:

Dr. Amos Dean, 1855-58.

Dr. Silas Totten, 1860-62.

Dr. Oliver M. Spencer, 1862-67.

Prof. N. R. Leonard (acting), 1866-68.

Dr. James Black, 1868-70.

Dr. George Thacher, 1871-77.

Hon. Christian W. Slagle, 1877-78.

Dr. Josiah L. Pickard, 1878-87.

Dr. Charles A. Schaeffer, 1887-.

Dr. J. L. Pickard is the only ex-president living. He resides at Iowa City, in quiet seclusion, and yet exerting a strong influence for good in the community, and among the students of the university.

THE NORMAL SCHOOL.

I do not feel that there is any danger of commending too highly the work done at the state normal school. While special reference is made to the report of the trustees of that institution to the governor of the state, it is proper to add in this connection that the appropriations asked for are only such as are imperatively demanded by the interests of the school. It is the only state normal school in Iowa. Pupils come to it from nearly every county in the state. Its graduates are in constant demand as teachers in our graded schools. The larger proportion of its students who cannot remain to graduate, go out into our common schools, instructed in the best methods and inspired to do better work. The first board of trustees was organized June 7, 1876, with Hon. H. C. Hemenway as president. At that time the board of the Soldiers' Orphans' Home turned over the property as required by the act of the Sixteenth General Assembly. At the same time Prof. J. C. Gilchrist was elected as principal. The first term opened September 6, 1876, with an enrollment of twenty-seven students. Of the faculty as composed at that time, two members, Prof. M. W. Bartlett and Prof. D. S. Wright, still retain their connection with the school. Miss Anna E. McGovern has also been connected with the school since its foundation, either as student or teacher. Pres. J. C. Gilchrist died August 12, 1897, at Laurens, in this state,

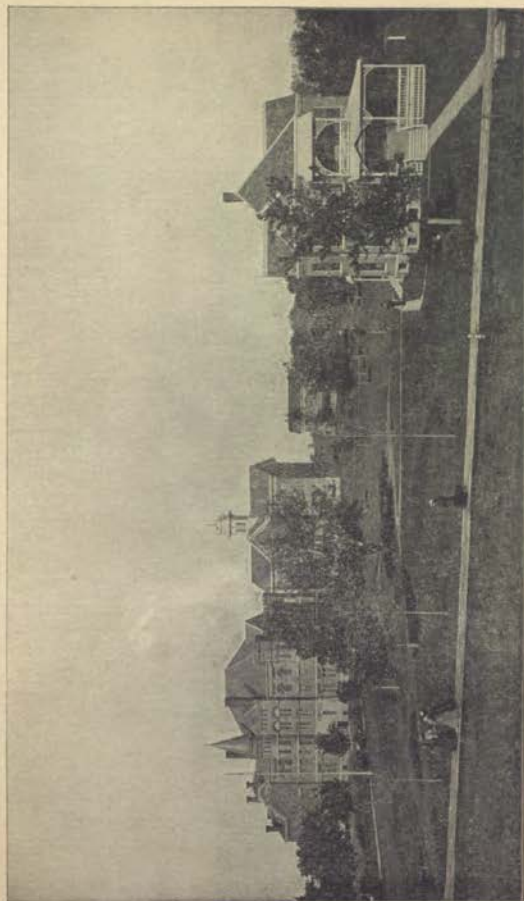
full of years and good works. An appropriate obituary notice of him will be found in another place in this report.

The summary at the end of the catalogue for 1876-77 shows an attendance of males, 50; females, 105; total, 155; with four members of the faculty. The attendance during the fall term of 1897 is nearly 1,500, and the faculty has increased to 34. The secret of this growth is because there is a demand for teachers who are trained for their work. The state will continue to increase in wealth and population. There is no possible way to stop it. To say that Iowa is too poor, that taxes are too high, that we cannot afford to meet increased demands, does not fill the conditions which confront the state. The school is to-day working up to its full limit. Without larger appropriations there can be no increase in its usefulness. The school speaks for itself through its history. It has a body of alumni, the larger part of whom remain in the state, and they are making their influence felt as an educational force among the people in our district schools. I know, from an intimate acquaintance with the work of this institution, what it is worth to our schools, and so I honestly and conscientiously commend it to the favorable consideration of the general assembly.

The following table shows the number of graduates each year since the school was established:

GRADUATES IOWA STATE NORMAL SCHOOL.			
1876-77.....	4	1887-88.....	31
1877-78.....	21	1888-89.....	53
1878-79.....	22	1889-90.....	65
1879-80.....	30	1890-91.....	79
1880-81.....	35	1891-92.....	107
1881-82.....	37	1892-93.....	128
1882-83.....	16	1893-94.....	147
1883-84.....	13	1894-95.....	129
1884-85.....	30	1895-96.....	136
1885-86.....	19	1896-97.....	127
1886-87.....	25	Total.....	1,235

Of the graduates of the school, 514 are at present teaching in Iowa; 81 are teaching in other states and elsewhere; 95 are students in universities and colleges. Most of these are teachers who expect to resume that work after a year or so of study; 98 have abandoned teaching and gone into other work, but all of these persons have taught more or less since graduating. One hundred and seventeen are on the retired and married list.



SOUTH HALL.

CENTRAL HALL.

IOWA STATE NORMAL SCHOOL, CEDAR FALLS.

NORTH HALL.

PRESIDENT'S HOUSE.

These persons are also teachers and many of them have taught five or more years since receiving their diplomas. Deceased 21, unknown 8. This makes a total of 934. The full number of graduates is 1,254. This difference is explained by the fact that a large number have finished both the three years' and four years' courses of study, and have graduated in two classes.

In addition eighty-eight have received certificates in the primary teachers' course. Four of these are married and not teaching; four are students in other schools; three are teaching outside of Iowa, and the remaining seventy-seven are teaching in the public schools in this state.

This, however, does not measure the full usefulness of the school, as by far the larger number of those who attend leave before the completion of their course to teach in the country schools, or in those of the smaller villages.

The buildings, as well as the library and apparatus, of this school ought not to be useless to the state during one-fourth of the year. The following is taken from the report of the committee on rural schools to the national educational association:

There should be a summer term for rural school teachers in every normal school in the United States. The plant of the normal school has cost thousands, in some cases hundreds of thousands of dollars, and for two or three months in the summer this investment remains entirely unproductive. The success of the summer term in the University of Chicago is significant, and the plan adopted this year in all the state normal schools of Minnesota, sets the example for the nation.

Something of this kind was successfully attempted at Cedar Falls last summer, and plans are in process of formation to increase its usefulness in 1898. It ought to receive substantial encouragement from the state by way of an appropriation, so that the cost of attendance may be reduced to a minimum to those who desire to avail themselves of its privileges.

The object has been to keep the normal school in close touch with the educational wants of the state. The president, as well as the entire faculty, has kept this continually in mind. As a consequence much attention is paid to the best methods of instruction in the common English branches. Its influence is felt in the country as much as in the graded and high schools. This is as it should be, for this is the purpose for which the school was established.

The library of the school is a necessary adjunct, and needs continual replenishing. The students avail themselves of its privileges, and make it a means of improvement and growth.

A large proportion of the young men and women in this school come from the farms and the smaller country villages. They are not rich in this world's goods. It is not unusual to find a student who attends until his money is expended and then teaches a year or more and earns the funds with which to finish his course. Is not Iowa, with the proud record of fifty years of statehood behind it, wealthy enough to sustain one normal school, without compelling these young men and young women to contribute to its support, in the shape of tuition and contingent fees? In the mind of every intelligent citizen this question ought to answer itself.

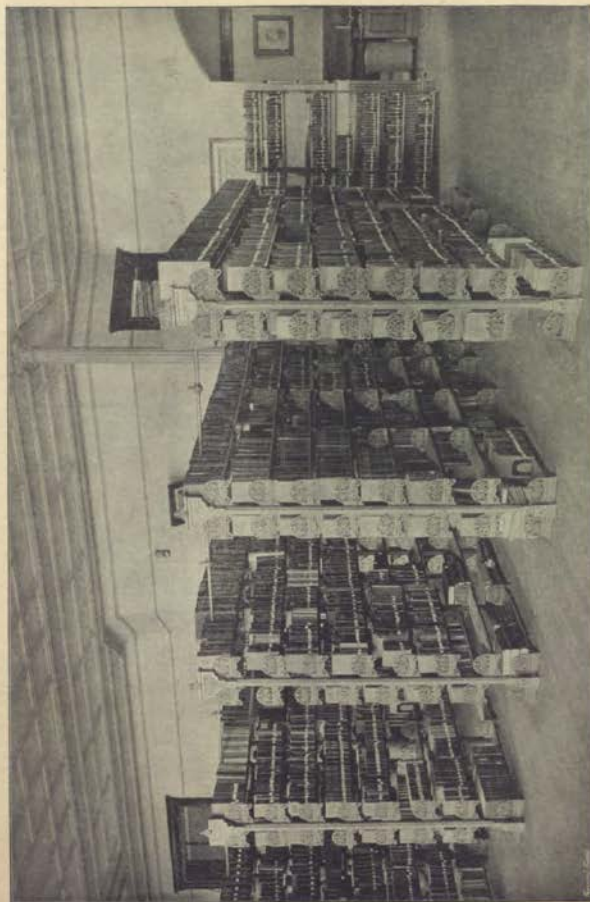
THE AGRICULTURAL COLLEGE.

Of these three institutions the agricultural college at Ames has no connection with this department. Hence we can only say that from all we gather concerning it, and from a personal acquaintance with its officers, we believe it deserves to be treated generously by the state.

The establishment of a chair at Ames for the purpose of training teachers for their work has been frequently and favorably commented upon by those who realize how strong an aid such a professorship, if worthily filled, would be to our educational forces. The arrangement of the terms at the agricultural college is such as to give students the best possible opportunity of teaching during the winter term. Many avail themselves of this privilege. Instruction in the science and art of teaching would be of the greatest possible benefit to them in their work.

STATE BOARD OF EXAMINERS.

In compliance with the requirements of the statute the following statement is appended showing the time and place of holding examinations since the last biennial report; a list of all applicants to whom diplomas or certificates have been 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



SECTION OF LIBRARY, IOWA STATE NORMAL SCHOOL.

board's expense fund have been issued. A careful scrutiny of the tables will show that fees received have exceeded by several hundred dollars the sum set apart for the expenses of the board.

The board has not yet had time to consider the features of the code of 1897, giving it power to issue primary certificates, and also to recognize certificates and diplomas issued in other states. It will require very careful thought to frame such rules and regulations as will make the primary certificate worth striving for. It should be granted only to those who, by special study and preparation, together with a long and successful experience, have proved themselves worthy such an honor. In addition to these requirements the primary teacher should possess a general all-round education, with quick perceptive powers, a knowledge of child nature, and a love of children.

So in regard to recognizing papers issued in other states. The board will undoubtedly require the fullest proof of moral character, and success in teaching, from applicants offering such credentials.

There is a growing disposition to recognize the value of certificates issued by competent authority in other states. The tendency of this is to place teaching upon the same plane as the profession of medicine or law. The law is not mandatory but permissive. The board, if not satisfied upon these points, may require a certain amount of experience in Iowa. It is to be hoped, however, that the board will not forget that as these new features of the law give them greater powers, they also devolve upon the examiners greater responsibilities.

STATE DIPLOMA.

The state diploma is intended as a recognition of professional standing attained by long and successful experience. It is the presumption that those who hold these diplomas have entered upon teaching as a life work and are devoting all their energies to the practice of their profession. The state diploma is received in any county of the state as an evidence of ability to instruct the children and youth. The fee, as fixed by law, is \$5.00, one-half of which is returned to the candidate in case of failure. Lists of old questions are not sent to applicants.

GENERAL DIRECTIONS.

1. In his registration blank the candidate will be required to certify to the fact that he has taught or studied the branches required by law for a state diploma.

2. He must produce evidence that he has been engaged in teaching at least eight years, three of which have been in Iowa within recent date.

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

4. The board will reserve the right to require an examination for state certificate in all cases before application can be made for state diploma.

5. He must be a resident of Iowa at the time of application.

6. The registration blank and the thesis must be filed with the president of the board at least thirty days before the date fixed for examination.

7. The thesis must, in every case be in the *handwriting of the applicant*, and should be between three and four thousand words in length.

8. The thesis will be examined by such persons as the board may designate and will be marked on the following points:

a. Choice and arrangement of subject matter.

b. English language.

c. Thought and expression.

d. General appearance of paper.

9. It will assist the board in reaching a satisfactory conclusion, and will be of material benefit to the applicant if he files:

a. Documentary evidence from standard reputable educational institutions certifying to the special scholarship of the applicant. The standing which the candidate attained in such institution, if certified to by the proper officer, may also be submitted.

b. Documentary evidence showing the ability of the applicant to teach said required subjects.

c. Documentary evidence showing the unqualified success and ability of the applicant as a superintendent, principal or teacher. This evidence should be of as recent date as possible.

d. The names of three persons at present engaged in educational work, to whom the board may write for further information if necessary.

10. Candidates for state diplomas shall pass examination upon all branches required by candidates for state certificates, and in addition thereto in geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, general history, science and art of education, history of education, psychology, and didactics, and such other branches as the board of examiners may require.

I. GRADUATES OF STANDARD COLLEGES.

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

1. File registration blank and fee.

2. File diploma and course of study taken.

3. File thesis in own handwriting on a professional subject selected by the president of the board.

4. Appear for examination at a regular meeting, and pass examination in two subjects selected by himself from the group of subjects required by law for state diplomas. The president should be notified of the subjects chosen, at the time the thesis is filed.

5. The board may also, at its discretion, require an examination purely professional in its nature.

II. CANDIDATES NOT COLLEGE GRADUATES,

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

1. File registration blank and fee.

2. File thesis in his own handwriting on a professional subject selected or approved by the president of the board. This thesis must be filed thirty days before the board meeting.

3. Take such examinations in at least three subjects required by law for state diplomas, as the board may designate.

III. OTHER CANDIDATES

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

1. File registration blank and fee.

2. File thesis on a professional subject selected or approved by the president of the board, said thesis to be filed thirty days before the meeting of the board.

3. Take such examinations in the subjects required by law for state certificates and state diplomas, as the board may designate.

GENERAL APPLIES ONLY TO II AND III.

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

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

DATES FIXED FOR EXAMINATIONS FOR STATE DIPLOMAS, 1897.

June 24 and 25, at State Capitol, Des Moines.

December 28 and 29 at time of State Teachers' Association.

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

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

HENRY SABIN,
President Board of Examiners.

STATE CERTIFICATES.

I. EVIDENCES OF SCHOLARSHIP.

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

II. WRITING OF ESSAY.

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

the examiner in charge, his selection being determined by the applicant's experience.

III. WRITING OF PAPER.

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

IV. TESTIMONIALS AND CREDENTIALS.

1. Each candidate must file written official statements, prepared expressly for the board, certifying to the professional success and good moral character of the applicant. These must be from:

a. One or more county or city superintendents or other professional educators who know the applicant and under whose supervision he has taught.

b. One or more school boards or directors for whom the candidate has taught, covering a period of three years' actual teaching.

2. To be assured that the candidate is successful in instruction and in government, the board will hold the right to investigate further until satisfied.

V. LENGTH OF EXPERIENCE AND VALUE OF CREDENTIALS.

1. Three years' actual experience as a teacher, of not less than thirty weeks in each year, is required before the board will issue a certificate. Part of this time must be in Iowa, and the applicant must be a resident at the time the examination is taken.

2. The possession of a diploma from an approved college or state normal school may, at the option of the board, be accepted in the place of a part of the examination in scholastic subjects. To request any such modification requires the filing of the application, the fee of \$3 and the credentials at least ten days before the semi-annual meeting of the board.

VI. PROGRAM OF EXAMINATION.

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

- GROUP 1.—Grammar, Reading, Geography.
 GROUP 2.—Civics, Economics, School Laws of Iowa.
 GROUP 3.—Arithmetic, Algebra, Bookkeeping.
 GROUP 4.—Physiology, Botany, Physics, Drawing.

TIME SCHEDULE.

FIRST DAY.

- A. M.—8:00 to 9:30—Essay on U. S. History.
 9:30 to 12:50—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.—1:30 to 4:30—Group 4.

VII. OTHER SUGGESTIONS.

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

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

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

4. The board will reserve the right to require an examination for state certificate in all cases before application can be made for state diploma.

5. Lists of old questions are not sent to applicants.

6. In case of failure one-half the fee will be returned to the candidate.

7. Chapter 2, Title 13, of the Code, will supply much information not possible to include within this circular.

DATES FIXED FOR EXAMINATIONS FOR STATE CERTIFICATE, 1897.

- June 24 and 25 at State Capitol, Des Moines.
 June 2 and 3 at State Normal School, Cedar Falls.
 June 4 and 5 at Cornell College, Mt. Vernon.

December 28 and 29 at time of State Teachers' Association.

The semi-annual business meeting of the board will be held June 23.

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

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

HENRY SABIN,

President Board of Examiners.

STATE CERTIFICATE.

SUGGESTIVE OUTLINE FOR PREPARATION.

The scope of examination will correspond with subject matter of the ordinary text-book. The following syllabus is printed in order to emphasize certain points and to indicate along what lines the candidate should study in preparation for the examination for state certificate.

HENRY SABIN,

President Board of Examiners.

The state law provides that candidates for state certificates shall be examined upon the following branches: *Orthography, reading, writing, arithmetic, geography, English grammar, bookkeeping, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of Iowa, and didactics.*

Elementary civics and elementary economics will hereafter be substituted in place of civil government, to correspond with the requirements of the law as it now exists governing county certificates.

Note that the most essential branches in the above list are those printed in italics.

Many failures occur in papers on arithmetic and algebra. For these papers a reasonable length of time will be allotted within which candidates will be expected to finish all the required work. It is commonly observed that those who write English well, and whose work is clear, concise, and connected, are very likely to merit a good marking in the other essential studies.

ARITHMETIC.

Definitions. Notation and numeration.
The four fundamental processes. Fractions, common and decimal.
Reductions.
Properties of numbers. Ratio and simple proportion.
Involution; square root; cube root. Practical measurements.
Applications of percentage in which time is not an element.
Interest and discount.

ALGEBRA.

The knowledge of algebra required can be obtained from any elementary text-book on the subject.
Definition of terms, and use of signs.
Addition, subtraction, multiplication, division. Integral quantities; fractional quantities.
Factoring; greatest common divisor; least common multiple.
Exponents. Integral, numerical and literal; fractional; positive and negative; zero powers.
Simple equations. Kinds; methods of elimination; reductions.
Powers and roots. Involution of monomials, binomials, polynomials; expansion of binomials (with or without numerical co-efficients) by the binomial theorem; square and cube roots.
Radical quantities. Reductions; combinations.
Quadratic equations. Pure or affected; methods of elimination; completing the square; reductions.

ELEMENTARY CIVICS.

The Handbook for Iowa Teachers, edition of 1895, contains sufficient material, if mastered, to enable an applicant to pass the examination in civics.
The different kinds of government.
The constitution of the United States. Provisions; principles.
The constitution of the state of Iowa. Comparison with the national constitution as to main features.
The three departments of national and state government.
Officers; how chosen; eligibility; length of term; duties; extent and limitations of power.
Government of the counties, cities and towns of the state of Iowa.
Citizenship; how acquired; privileges; duties.
Electors; qualifications.

ELEMENTARY ECONOMICS.

Money defined.
Conditions of wealth.
The law of supply and demand.

Common property.
Capital. Credit. Interest.
Labor. Competition.
Duties to the state; to society; to the family; to each other.
Co-operation and profit sharing.

NATURAL PHILOSOPHY.

The properties of matter.
The mechanical powers.
Laws and effects of the pressure of liquids and gases.
More prominent laws of sound, heat, light, electricity, and their applications.
Explanation of ordinary physical phenomena.

DIDACTICS.

Candidates should be able to distinguish between the analytic and the synthetic methods of instruction, and to state under what circumstances each is applicable. They should possess such a knowledge of the classification and order of development of the intellectual powers as may be obtained by the study of any elementary work upon pedagogy. The examination will embrace questions upon methods of instruction in the various branches taught in the common schools, and reasons for division by class-work, recitation, instruction, drill, application.

Among the books specially recommended are the following: Swett's Methods, Hewitt's Pedagogy, White's School Management, Howland's Hints to Teachers, Page's Theory and Practice, King's School Interests and Duties, Patrick's Pedagogics, Arnold's Waymarks for Teachers.

PHYSIOLOGY.

The effects of alcoholic stimulants and narcotics, as required by section 2736, must be studied in close connection with each of the several portions of this subject.

The skeleton.	Respiration.
Muscular system.	Excretion.
Mastication and digestion.	Nervous system.
Circulation.	Organs of special sense.

BOTANY.

Plants. Species; affinities; distribution. Relation of plants to external agencies. The plant-cell; general statement; composition; formation; markings; leaf growth; formation of buds.
Flowers. Essential organs; their attributes; typical flowers.
Fruits. Propagation of plant life, food and sustenance of animal life.

DRAWING.

Free-hand drawing. Definition and description.
Complementary colors.
Drawing to represent some object, as an inverted cone or cylinder.
Drawing from object placed by the examiners at the time of the examination.
Methods of teaching drawing.

UNITED STATES HISTORY.

An essay upon some topic similar to the following:

A comparison of the settlement and subsequent history of Maryland and New York.

The history of four great reform movements in the United States.

Sherman's campaigns during the civil war.

The amendments to the constitution.

Four characters of the civil war.

Customs, religion and laws of colonial times.

The United States since 1865.

History of Iowa.

SINGLE ENTRY BOOK-KEEPING.

Definitions of terms.

Forms. Ruling forms of day-book, ledger, cash-book, sales-book, bill-book. Writing standard forms of promissory notes, checks, drafts, indorsements, receipts, invoices, bills. Customary abbreviations and conventions.

Entries. Original entries of debits and credits in the day-book; of receipts and payments in the cash-book; of sales in the sales-book; of bills receivable and bills payable in the bill-book. Posting to ledger.

Balances. Cash balance, or balancing cash account; balancing ledger accounts; balance sheets, showing present condition of the business.

SCHOOL LAW.

The edition of school laws of 1897, in the hands of every school officer, and the new Code, are the best available means of study.

Districts. Four forms and their leading differences. How each kind may be organized. How boundaries may be changed. How subdivided for school purposes.

Electors. Qualifications of. Meetings of, regular and special. Powers of, in each variety of district.

Officers. Superintendent of public instruction. County superintendents. Boards of directors. Those chosen by the board. Qualifications, powers and duties, of each in particular.

Teachers. Their qualifications, powers, special duties, rights, and liabilities.

RENEWAL OF STATE CERTIFICATES.

I. HOLDERS OF STATE CERTIFICATES

that procured them upon examination.

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

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

a. Testimonials from his superintendent certifying to his present success in instruction and in government, and also to the fact that his present

physical condition, and mental and moral character are such as to justify the board in granting him a renewal of his certificate.

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

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

II. HOLDERS OF STATE CERTIFICATES

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

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

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

HENRY SABIN,
President Board of Examiners.

STATEMENT

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

CERTIFICATES.

PLACE OF HOLDING EXAMINATIONS.	DATE OF CERTIFICATES.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Cedar Falls.....	Jan. 1, 1896	12	8	2	8		\$ 30 00
Des Moines.....	Jan. 1, 1896	24	19	19	14	10	114.00
Cedar Falls.....	July 1, 1896	34	63	34	63		251.00
Mt. Vernon.....	July 1, 1896	6	5	6	4	1	31.50
Burlington.....	July 1, 1896	2	22	2	22		72.00
Des Moines.....	July 1, 1896	16	11	13	8	6	72.00
Iowa City.....	July 1, 1896	2	2	4	3		21.00
Sioux City.....	Aug. 1, 1896	9	4	4	3	6	31.00
Des Moines.....	Aug. 1, 1896	6	16	3	6	13	46.50
Des Moines.....	Renovals	5	9	5	9		42.00
Cedar Falls.....	Jan. 1, 1897	32	17	24	14	11	130.50
Des Moines.....	Jan. 1, 1897	3	10	3	10		39.00
Cedar Falls.....	Renovals	9	3	9	3		36.00
Cedar Falls.....	July 1, 1897	28	70	28	70		294.00
Mt. Vernon.....	Renovals	14	16	14	16		90.00
Iowa City.....	July 1, 1897	3	5	3	5		24.00
Des Moines.....	July 1, 1897	7	8				45.00
Des Moines.....	July 1, 1897	21	10	16	8		81.00
Des Moines.....	Renovals	8	13	8	13		63.00
Des Moines.....	July 31, 1897	8	9	3	5	9	37.50
Dubuque.....	Sept. 1, 1897	9	4	8	3	2	36.00
Totals.....		251	324	215	294	66	\$ 1,620.00

STATE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE OF DIPLOMAS.	NUMBER APPLICANTS.		DIPLOMAS GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Des Moines.....	Jan. 1, 1896	11	5	11	5		\$ 80.00
Cedar Falls.....	July 1, 1896	3	1	3	1		20.00
Des Moines.....	July 1, 1896	4	3	4	3		35.00
Iowa City.....	July 1, 1896	1		1			5.00
Des Moines.....	Jan. 1, 1897	5		5			25.00
Cedar Falls.....	July 1, 1897	1		1			15.00
Iowa City.....	July 31, 1897	2		2			5.00
Des Moines.....	July 1, 1897	3	1	3	1		20.00
Totals.....		30	11	30	11		\$ 205.00

SUMMARY.

KIND OF TESTIMONIAL.	NUMBER OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			Number failed.	Fees received.
	Males.	Females.	Total.	Males.	Females.	Total.		
State certificates.....	251	324	575	215	294	509	66	\$ 1,620.00
State diplomas.....	30	11	41	30	11	41		205.00
Totals.....	281	335	616	245	305	550	66	\$ 1,831.00

DATE OF EXAMINATIONS.

FOR STATE CERTIFICATES.

1896.

Cedar Falls.....	December 18
Des Moines.....	December 31, 1895, January 1, 1896

1896.

Cedar Falls.....	June 3, 4
Mt. Vernon.....	June 5, 6
Burlington.....	June 19, 20
Des Moines.....	June 24, 25
Sioux City.....	July 17, 18
Des Moines.....	July 31, August 1
Cedar Falls.....	December 23
Des Moines.....	December 29, 30

1897.

Cedar Falls.....	June 2, 3
Mt. Vernon.....	June 4, 5
Des Moines.....	June 24, 25
Des Moines.....	July 30, 31
Dubuque.....	August 20, 27

FOR STATE DIPLOMAS.

1895.

Des Moines.....	December 31, 1895, January 1, 1896
-----------------	------------------------------------

1896.

Cedar Falls.....	June 3, 4
Des Moines.....	June 24, 25
Des Moines.....	December 25, 30

1897.

Cedar Falls.....	June 2, 3
Des Moines.....	June 24, 25

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

KIND OF TESTIMONIAL.	1882-83.	1884-85.	1886-87.	1888-89.	1890-91.	1892-93.	1894-95.	1896-97.	Total.
	State certificates.....	7	9	53	141	238	252	440		509	1,649
State diplomas.....			38	44	52	38	54	41	267
Totals.....	7	9	91	185	290	290	494	550	1,916

RECEIVED IN EXAMINATION FEES.

1884-85.....	\$ 42.00	1894-95.....	\$ 1,282.00
1886-87.....	33.00	1896-97.....	1,800.50
1888-89.....	796.00	1897*.....	718.50
1890-91.....	854.50		
1892-93.....	1,140.00	Total.....	\$ 6,638.50

PAID FOR EXPENSES.

1882-83.....	\$ 237.05	1894-95.....	\$ 964.95
1884-85.....	72.55	1896-97.....	1,052.28
1886-87.....	318.12	1897*.....	154.25
1888-89.....	539.50		
1890-91.....	786.92	Total.....	\$ 4,675.43
1892-93.....	549.81		

*From July 1 to September 30.

SUMMARY.

Number of certificates issued to September 30, 1895.....	1,140
Number of certificates issued period ending September 30, 1897.....	509
Total number issued.....	1,649
Expired by limitation.....	603
Number in force September 30, 1897.....	1,046
Number of diplomas in force September 30, 1895.....	226
Number of diplomas issued period ending September 30, 1897.....	41
Total number of diplomas in force September 30, 1897.....	267

STATEMENT.

Of the expenses of the State Board of Examiners from October 1, 1895, to
October 1, 1897.

WARRANTS ISSUED AND TO WHOM.

FROM OCTOBER 1 TO DECEMBER 31, 1896.

W. F. Glesseman.....	\$ 7.30
Mrs. A. H. Mendenhall.....	41.96
E. E. Blanchard.....	81.11
Total.....	\$130.37

FROM JANUARY 1 TO DECEMBER 31, 1896.

E. E. Blanchard.....	\$233.30
H. H. Searley.....	19.01
Mrs. A. H. Mendenhall.....	290.04
W. F. Glesseman.....	25.10
C. A. Schaeffer.....	22.65
Total.....	\$600.10

FROM JANUARY 1 TO SEPTEMBER 30, 1897.

Gus Walters.....	\$ 70.00
E. E. Blanchard.....	168.66
Lizzie Hughes.....	90.15
H. H. Searley.....	15.55
W. F. Glesseman.....	29.00
C. A. Schaeffer.....	21.50
Total.....	\$394.93

STATE CERTIFICATES.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Mary Annette Anderson.....	Cedar.
Jan. 1, 1896	Edith M. Brooke.....	Muscatine.
Jan. 1, 1896	Iona Maud Carr.....	Muscatine.
Jan. 1, 1896	Elizabeth Gilchrist.....	Lyon.
Jan. 1, 1896	Willard H. Lyon.....	Black Hawk.
Jan. 1, 1896	Sarah Alberta McDonald.....	Buchanan.
Jan. 1, 1896	Margaret Roberta Muls.....	Clinton.
Jan. 1, 1896	Christina Paterson.....	Cherokee.
Jan. 1, 1896	Steven Sanford Stockwell.....	Bremer.
Jan. 1, 1896	Mabel Binford.....	Scott.
Jan. 1, 1896	Frank H. Baldwin.....	Pago.
Jan. 1, 1896	William Lee Barrett.....	Lee.
Jan. 1, 1896	Anna Batman.....	Story.
Jan. 1, 1896	Lincoln Buchanan.....	Jones.
Jan. 1, 1896	Fred C. Clark.....	Winneshiek.
Jan. 1, 1896	Charles J. Cooper.....	Tama.
Jan. 1, 1896	Katharine Dolan.....	Cass.
Jan. 1, 1896	John H. Garber.....	Marion.
Jan. 1, 1896	Mary Agnes Girton.....	Jasper.
Jan. 1, 1896	Will E. Gossard.....	Story.
Jan. 1, 1896	F. F. Grant.....	Crawford.
Jan. 1, 1896	Burtis T. Green.....	Osceola.
Jan. 1, 1896	E. F. Green.....	Guthrie.
Jan. 1, 1896	Daniel Webster Gross.....	Sioux.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Charles E. Hanchett.....	Plymouth.
Jan. 1, 1896	Alexander Hinckley.....	Palo Alto.
Jan. 1, 1896	Marguerite Josephine Littig.....	Scott.
Jan. 1, 1896	Lloyd F. Loos.....	Cedar.
Jan. 1, 1896	Evelyn Miller.....	Page.
Jan. 1, 1896	Clara Pugh.....	Iowa.
Jan. 1, 1896	J. M. Rapp.....	Woodbury.
Jan. 1, 1896	Mary Taylor.....	Union.
Jan. 1, 1896	Anna J. Ziek.....	Linn.
Jan. 1, 1896	Anna C. Althouse.....	Hardin.
Jan. 1, 1896	Mrs. Lida Styles Battia.....	Johnson.
Jan. 1, 1896	Walter A. Ferguson.....	Osceola.
Jan. 1, 1896	Clarence Messer.....	Humboldt.
Jan. 1, 1896	Elizabeth Perkins.....	Woodbury.
Jan. 1, 1896	Luella V. Simmons.....	Mahaska.
Jan. 1, 1896	Lula May Wallace.....	Cherokee.
June 3, 1896	Charles W. Cruikshank.....	Lee.
June 5, 1896	Isabella Eugenia Powers.....	Chickasaw.
June 5, 1896	Fred Cole Hicks.....	Linn.
June 5, 1896	Bertha Evangeline Bush.....	Hancock.
June 5, 1896	John Mark Crinklaw.....	Marshall.
June 5, 1896	Christian Carl Carstens.....	Union.
June 24, 1896	Alfred Lozier Brown.....	Webster.
June 24, 1896	Margaret Emma Lackey.....	Washington.
June 24, 1896	A. J. Oblinger.....	Dallas.
July 1, 1896	Margaret Alston.....	Linn.
July 1, 1896	Charles Oscar Jameyson.....	Clinton.
July 1, 1896	Villa R. Wedlock.....	Cherokee.
July 1, 1896	W. H. Whitford.....	Black Hawk.
July 1, 1896	Minnie D. Ashbrook.....	Marshall.
July 1, 1896	Christian N. Brones.....	Crawford.
July 1, 1896	Albert F. Burton.....	Montgomery.
July 1, 1896	Florence McHenry Butler.....	Keokuk.
July 1, 1896	Mary A. Crew.....	Keokuk.
July 1, 1896	Mary Alpharetta England.....	Mahaska.
July 1, 1896	Hanna Marguerite Hess.....	Buena Vista.
July 1, 1896	George A. Hooker.....	Ida.
July 1, 1896	Anna Livingood.....	Clayton.
July 1, 1896	Thomas S. Lytle.....	Washington.
July 1, 1896	James I. Martin.....	Mitchell.
July 1, 1896	Mary R. Roland.....	Shelby.
July 1, 1896	Simon B. Stonerook, Jr.....	Henry.
July 1, 1896	Alsinia M. Andrews.....	Mahaska.
July 1, 1896	Melissa B. Lemoeker.....	Dallas.
July 1, 1896	Agnes Moscrip Cowan.....	O'Brien.
July 1, 1896	Lizzie A. Weinschenk.....	Jackson.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Nellie Anderson.....	Shelby.
July 1, 1896	Edith Ballou.....	Story.
July 1, 1896	Myrtle M. Banson.....	Benton.
July 1, 1896	Mary K. F. Blackmar.....	Mitchell.
July 1, 1896	Belle Boyd.....	Butler.
July 1, 1896	John William Boyle.....	Black Hawk.
July 1, 1896	Eulalia G. Bradway.....	Jackson.
July 1, 1896	Idella Chapman Brittain.....	Black Hawk.
July 1, 1896	Edwin Oscar Bronson.....	O'Brien.
July 1, 1896	C. Beulah Burris.....	Tama.
July 1, 1896	Myrtle D. Chick.....	Cherokee.
July 1, 1896	Anna L. Clark.....	Black Hawk.
July 1, 1896	Maude V. Clarke.....	Jasper.
July 1, 1896	Berten M. Cobb.....	Cherokee.
July 1, 1896	John E. Craney.....	Buchanan.
July 1, 1896	Bertha M. Crary.....	Grundy.
July 1, 1896	Charlotte M. Davis.....	Clayton.
July 1, 1896	Harry A. Frise.....	Story.
July 1, 1896	Minnie Gardner.....	O'Brien.
July 1, 1896	Lulu Almira Gates.....	Cedar.
July 1, 1896	Mary L. Gilchrist.....	Taylor.
July 1, 1896	Marla Golden.....	Jasper.
July 1, 1896	Mrs. Belle Gregg.....	Mitchell.
July 1, 1896	Ida Hammons.....	Clinton.
July 1, 1896	S. Stena Hansen.....	Black Hawk.
July 1, 1896	Corinna Helen Harkness.....	Humboldt.
July 1, 1896	Nettie M. Hartzell.....	Linn.
July 1, 1896	Harlin R. Hollis.....	Black Hawk.
July 1, 1896	Nellie F. Hudson.....	Hardin.
July 1, 1896	George W. Hursey.....	Keokuk.
July 1, 1896	Myrtle Jamison.....	Louisa.
July 1, 1896	Lillie Johnson.....	Bremer.
July 1, 1896	Mary Edith Knickerbocker.....	Black Hawk.
July 1, 1896	Kaute N. Knudsen.....	Winnebago.
July 1, 1896	Emma Lambert.....	Black Hawk.
July 1, 1896	Alvis M. Lane.....	Van Buren.
July 1, 1896	Charles Levi Lewis.....	Story.
July 1, 1896	John D. Lyon.....	Dallas.
July 1, 1896	Harry M. McKeen.....	Sac.
July 1, 1896	Edmund H. McMillan.....	Lee.
July 1, 1896	Grace Adelaide McNeil.....	Allamakee.
July 1, 1896	Lewis Herman Minkel.....	Tama.
July 1, 1896	Eliza Montgomery.....	Cherokee.
July 1, 1896	Eva B. Moore.....	Cass.
July 1, 1896	Minta R. Moore.....	Scott.
July 1, 1896	Alzada B. Mowry.....	Tama.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Mary Louise Muhs	Clinton.
July 1, 1896	Caroline N. Otis	Boone.
July 1, 1896	Leora C. Parker	Buchanan.
July 1, 1896	Daniel R. Perkins	Pottawat'mie.
July 1, 1896	Thaddeus Minton Prall	Montgomery.
July 1, 1896	Samuel Quigley	Mahaska.
July 1, 1896	Edward E. Rail	Sioux.
July 1, 1896	Artie Ruth Roberts	Union.
July 1, 1896	James C. Sanders	Black Hawk.
July 1, 1896	Harry H. Savage	Dickinson.
July 1, 1896	Erwin Schenk	Black Hawk.
July 1, 1896	Katherine Schwertley	Harrison.
July 1, 1896	Jennie W. Sheean	Jones.
July 1, 1896	Alice M. Shoemaker	Cass.
July 1, 1896	Mary H. Smith	Jones.
July 1, 1896	Stella M. Speke	Benton.
July 1, 1896	Harriet Steele	Polk.
July 1, 1896	Harry Sherman Stein	Lee.
July 1, 1896	James William Stockman	Keokuk.
July 1, 1896	Melvin R. Timmerman	Franklin.
July 1, 1896	Helen Ada Tyler	Pottawat'mie.
July 1, 1896	Bert B. Welty	Story.
July 1, 1896	Alice J. White	Clay.
July 1, 1896	Lydia Whited	Wright.
July 1, 1896	Ida Belle Worster	Dallas.
July 1, 1896	Anna M. Young	Jackson.
July 1, 1896	Emma C. Youngquist	Buena Vista.
July 1, 1896	Walter G. Burreis	Montgomery.
July 1, 1896	Susie A. Hemenway	Mitchell.
July 1, 1896	Alma E. Gray	Allamakee.
July 1, 1896	B. J. Barr	Marion.
July 1, 1896	Thomas Washington Bittle	Linn.
July 1, 1896	Elmer B. Brown	Linn.
July 1, 1896	Amy L. Dougherty	Bremer.
July 1, 1896	Martin J. Irons	Linn.
July 1, 1896	Amanda Emeline Little	Harrison.
July 1, 1896	Pearl Evyleen Reeder	Buena Vista.
July 1, 1896	Harris W. Smith	Floyd.
July 1, 1896	Addie Grace Wardle	Linn.
July 1, 1896	Sadie E. Bershee	Des Moines.
July 1, 1896	Grace Elizabeth Childs	Des Moines.
July 1, 1896	Alice Ray Donahue	Des Moines.
July 1, 1896	Almoe F. Greenbaum	Des Moines.
July 1, 1896	Louise C. Gutekunst	Des Moines.
July 1, 1896	Mary E. Haubold	Des Moines.
July 1, 1896	Ida Marie Hoeborg	Des Moines.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Nettie A. C. Holmquist	Des Moines.
July 1, 1896	Esther Jacobs	Des Moines.
July 1, 1896	Neille Grant Kant	Des Moines.
July 1, 1896	Harriet Lane	Des Moines.
July 1, 1896	Charles Edward Lauder	Des Moines.
July 1, 1896	Mollie Leeblick	Des Moines.
July 1, 1896	Marion S. Lindsay	Des Moines.
July 1, 1896	Laura McLane	Des Moines.
July 1, 1896	Agnes Livingston Nairn	Des Moines.
July 1, 1896	Corra Ernestine Poor	Des Moines.
July 1, 1896	Anna Ruedy	Des Moines.
July 1, 1896	Mary E. Schroder	Des Moines.
July 1, 1896	Louise M. Schwerin	Des Moines.
July 1, 1896	S. O. Thomas	Des Moines.
July 1, 1896	Theresa Tiedemann	Des Moines.
July 1, 1896	Lillie L. Winsor	Des Moines.
July 1, 1896	Paula B. Winsor	Des Moines.
July 1, 1896	Callie Arnold	Jackson.
July 1, 1896	Ella Clayton	Davis.
July 1, 1896	Merton Eber Crosier	Pottawat'mie.
July 1, 1896	Bertha L. Fehleisen	Jasper.
July 1, 1896	Will Fortune	Davis.
July 1, 1896	James B. Green	Mahaska.
July 1, 1896	R. Anderson Griffin	Audubon.
July 1, 1896	Nette L. Herrick	Marion.
July 1, 1896	J. H. Jacobs	Scott.
July 1, 1896	D. A. Knapp	Page.
July 1, 1896	John Lester Laird	Mills.
July 1, 1896	Samuel T. May	Iowa.
July 1, 1896	Ole Oleson	Palo Alto.
July 1, 1896	Samuel Alasco Potts	Keokuk.
July 1, 1896	Thomas H. Stone	Madison.
July 1, 1896	Fannie Suplee	Polk.
July 1, 1896	Rosalie Thurlimann	Carroll.
July 1, 1896	Minnie Elizabeth Wilcox	Polk.
July 1, 1896	David H. Barton	Henry.
July 1, 1896	Eugene Clarence Bowersox	Johnson.
July 1, 1896	Gertrude Howell	Johnson.
July 1, 1896	Charles H. Maxson	Floyd.
July 1, 1896	Edwin Fay Mutchler	Linn.
July 1, 1896	George Burton Rlgr	Calhoun.
July 1, 1896	Clara Agatha Slotterbes	Buchanan.
July 1, 1896	William Aldrich	Lee.
July 1, 1896	George Edward Hancorne	Chickasaw.
July 1, 1896	Lizzie R. Marshall	Linn.
July 1, 1896	Amelia M. Allyn	Woodbury.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1896	Ellen M. Austin	Cass.
July 1, 1896	Irwin N. Beard	Clarke.
July 1, 1896	Frances Maria Wallace	Cherokee.
Aug. 1, 1896	J. W. Countermine	Cherokee.
Aug. 1, 1896	William A. Deming	Woodbury.
Aug. 1, 1896	Edward Hultsch	Woodbury.
Aug. 1, 1896	Charles M. King	Plymouth.
Aug. 1, 1896	Maggie Rogers	Woodbury.
Aug. 1, 1896	Ella B. Toenjes	Woodbury.
Aug. 1, 1896	Ella C. Truman	Woodbury.
Aug. 1, 1896	James E. Forsyth	Benton.
Aug. 1, 1896	Mrs. Mandella Harsin	Marion.
Aug. 1, 1896	Margaret King	Crawford.
Aug. 1, 1896	Etta J. Rider	Ringgold.
Aug. 1, 1896	Ethel B. Rundall	Wright.
Aug. 1, 1896	Emma Taylor	Boone.
Aug. 1, 1896	Agnes E. Wallace	Buchanan.
Aug. 1, 1896	Franklin E. Willard	Marshall.
Aug. 1, 1896	Alice Clark	Hardin.
Aug. 1, 1896	James Louis Rose	Cherokee.
Aug. 7, 1896	Seeley W. Rowley	Cass.
Aug. 7, 1896	Ella Gertrude Barnard	Cass.
Aug. 7, 1896	Hannah A. Boyle	Cass.
Aug. 7, 1896	Mrs. R. S. Farris	Cass.
Jan. 1, 1897	Charles W. Bacon	Marshall.
Jan. 1, 1897	William Henry Blakely	Humboldt.
Jan. 1, 1897	Ella B. Curtis	Buchanan.
Jan. 1, 1897	Sada C. Dougherty	Linn.
Jan. 1, 1897	Alice C. Dunham	Poweshiek.
Jan. 1, 1897	J. S. Estes	Fremont.
Jan. 1, 1897	William C. Farmer	Keokuk.
Jan. 1, 1897	William J. Flint	Tama.
Jan. 1, 1897	Ella Weed French	Humboldt.
Jan. 1, 1897	Earl Leroy Groat	Lyon.
Jan. 1, 1897	Carrie Taylor Hinckley	Palo Alto.
Jan. 1, 1897	F. P. Hocker	Audubon.
Jan. 1, 1897	Cora A. Holbrook	Webster.
Jan. 1, 1897	Thos. B. Hutton	Sioux.
Jan. 1, 1897	John W. Jackson	Sac.
Jan. 1, 1897	William P. Johnson	Iowa.
Jan. 1, 1897	Maurice P. Kenworthy	Guthrie.
Jan. 1, 1897	James M. Martindale	Jasper.
Jan. 1, 1897	Edward A. Parks	Winneshiek.
Jan. 1, 1897	Cyrus B. Pickrell	Madison.
Jan. 1, 1897	Fannie M. Power	Jasper.
Jan. 1, 1897	Jennie Robertson	Carroll.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1897	Elmer Byron Rossiter	Keokuk.
Jan. 1, 1897	Mary Margaret Schell	Guthrie.
Jan. 1, 1897	C. Colfax Smith	Adair.
Jan. 1, 1897	Edward Murray Smith	Madison.
Jan. 1, 1897	Z. C. Thornburg	Polk.
Jan. 1, 1897	William P. Wortman	Greene.
Jan. 1, 1897	Rose Henderson	Cass.
Jan. 1, 1897	Claude Delestine Walrod	Webster.
Jan. 1, 1897	May E. Helphrey	Henry.
Jan. 1, 1897	Mrs. Laura M. Locke	Tama.
Jan. 1, 1897	Charles Russell Martin	Butler.
Jan. 1, 1897	Alvin E. Reynolds	Keokuk.
Jan. 1, 1897	Minnie M. Banker	Cherokee.
Jan. 1, 1897	Josie L. Bunce	Tama.
Jan. 1, 1897	Robert T. Crawford	Buchanan.
Jan. 1, 1897	Catharine Olivia De Witt	Hardin.
Jan. 1, 1897	Hattie E. Higley	Wayne.
Jan. 1, 1897	Nellie S. Howard	Howard.
Jan. 1, 1897	Anna M. Singer	Henry.
Jan. 1, 1897	Effie Gertrude Burt	Polk.
Jan. 1, 1897	Minnie Adell Howe	Polk.
Jan. 1, 1897	Cordelia Kyle	Polk.
Jan. 1, 1897	Olive McHenry	Polk.
Jan. 1, 1897	Wesley N. Clifford	Polk.
Jan. 1, 1897	A. L. Lyon	Dallas.
Jan. 1, 1897	Philip T. McNally	Harrison.
Jan. 1, 1897	E. F. Schall	Muscatine.
Jan. 1, 1897	Fred Henry Dawson	Oscola.
Jan. 1, 1897	William N. Orris	Woodbury.
Jan. 1, 1897	Henry Heaton	Cass.
Jan. 1, 1897	Lillian V. Lambert	Mahaska.
Jan. 5, 1897	Adam Pickett	Adair.
Jan. 5, 1897	Lizzie R. Wallace	Des Moines.
Jan. 5, 1897	Margaret Buchanan	Do Witt.
Jan. 5, 1897	Horace T. Bushnell	Scott.
Jan. 5, 1897	Grant Flora	Marshall.
Jan. 5, 1897	Nellie E. Hoyt	Clinton.
Jan. 5, 1897	William A. Lester	Fayette.
Jan. 5, 1897	James Effus Verts	Decatur.
Jan. 5, 1897	Amos Huffman	Polk.
June 22, 1897	Kate L. Overfelt	Washington.
June 22, 1897	Lewis Hanson Andrews	Sioux.
June 22, 1897	Charles W. Bartine	Scott.
June 22, 1897	May Bixby	Black Hawk.
June 22, 1897	Minnie M. Speer Brown	Johnson.
June 22, 1897	Mae Calderwood	Tama.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 22, 1897	Morris Wright Cooper	Buena Vista.
June 22, 1897	William T. Dick	Van Buren.
June 22, 1897	Finette Ferris	Franklin.
June 22, 1897	Walter Guthridge	Adams.
June 22, 1897	J. Edward Johnson	Benton.
June 22, 1897	Elizabeth Klein	Linn.
June 22, 1897	Charles F. Kuehne	Tama.
June 22, 1897	Joseph C. McGeo	Butler.
June 22, 1897	Isabel M. McIntosh	Van Buren.
June 22, 1897	Frank G. Miller	Harrison.
June 22, 1897	Clara Belle Nettle	Marshall.
June 22, 1897	Bertha Pratt	Benton.
June 22, 1897	Charles F. Severance	Black Hawk.
June 22, 1897	Anna Louise Sitler	Jasper.
June 22, 1897	Florence Louise Strasser	Jackson.
June 22, 1897	Charles Madison Thompson	Adams.
June 22, 1897	Stella Tuttle	Hamilton.
June 22, 1897	Mary Virginia Wynkoop	Jackson.
June 22, 1897	Mary A. Down	Sac.
June 22, 1897	G. H. Olmsted	Black Hawk.
June 22, 1897	Mary Letta Dixon	Black Hawk.
June 22, 1897	William C. Kennedy	Appanocoe.
June 22, 1897	J. W. W. Laird	Pottawat'mie.
June 22, 1897	Eliza F. Mitchell	Page.
June 22, 1897	Juliette Pierce	Delaware.
June 22, 1897	Mary E. Rice	Harrison.
June 22, 1897	Esther Spencer	Marshall.
June 22, 1897	Herbert Ransom Wright	Delaware.
June 22, 1897	Emma Bradley	Shelby.
July 1, 1897	Margaret Anderson	Cherokee.
July 1, 1897	Mae Arnold	Clarke.
July 1, 1897	Charles L. Babcock	Black Hawk.
July 1, 1897	E. Frances Barnett	Pottawat'mie.
July 1, 1897	Jessie May Barst	Sac.
July 1, 1897	Cella M. Bell	Wapello.
July 1, 1897	Anna Bernard	Poweshiek.
July 1, 1897	Charles Emory Blodgett	Carroll.
July 1, 1897	Anna R. Border	Iowa.
July 1, 1897	Mary A. Boyle	Black Hawk.
July 1, 1897	Luther Clinton Bryan	Hamilton.
July 1, 1897	Eva M. Byerly	Jones.
July 1, 1897	Ruby Elizabeth Calderwood	Tama.
July 1, 1897	Charles W. Cavett	Mitchell.
July 1, 1897	Adelaide Grace Chambers	Black Hawk.
July 1, 1897	Carrie Ella Clark	Floyd.
July 1, 1897	William Woodard Coates	Black Hawk.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1897	M. Louisa Crary	Grundy.
July 1, 1897	Alice Bertha Curtis	Butler.
July 1, 1897	Grace Emily Curtis	Butler.
July 1, 1897	Flora Ethel Davis	Clayton.
July 1, 1897	Calvin Stewart Dadds	Louisa.
July 1, 1897	Lydia B. Eckhard	Black Hawk.
July 1, 1897	Bertha Josephine Edwards	Black Hawk.
July 1, 1897	Minnie Aristina Edwards	Black Hawk.
July 1, 1897	Edith M. Eighmey	Black Hawk.
July 1, 1897	Frank Emery Fowle	Cedar.
July 1, 1897	Alice Fullerton	Floyd.
July 1, 1897	Hattie Ann Garrison	Jones.
July 1, 1897	Ida Gillaspie	Monroe.
July 1, 1897	Annie C. Goodale	Butler.
July 1, 1897	Mary A. Gordon	Poweshiek.
July 1, 1897	Joseph W. Graham	Cedar.
July 1, 1897	Harriet D. Haworth	Marshall.
July 1, 1897	Harry W. Heath	Benton.
July 1, 1897	Elizabeth W. Heaton	Jefferson.
July 1, 1897	Louise Heidenreich	Keokuk.
July 1, 1897	Cora Myrtle Henness	Mahaska.
July 1, 1897	Clara H. Hieber	Black Hawk.
July 1, 1897	Mary K. Hobbs	Calhoun.
July 1, 1897	Jessie Alberta Hoffman	Black Hawk.
July 1, 1897	Mary Hollen	Adair.
July 1, 1897	Hannah Lois Houghton	Benton.
July 1, 1897	Emma Florence Huffman	Dallas.
July 1, 1897	Mary M. Hughes	Washington.
July 1, 1897	Carrie E. Johnson	Pottawat'mie.
July 1, 1897	Josephine E. Johnson	Wright.
July 1, 1897	May L. Kennedy	Butler.
July 1, 1897	J. M. Kirby	Butler.
July 1, 1897	Margaret L. Klinefelter	Worth.
July 1, 1897	Charles W. Larkin	Henry.
July 1, 1897	N. M. Leonard	Dallas.
July 1, 1897	Jessie F. Lias	Jackson.
July 1, 1897	Elizabeth E. McDowell	Black Hawk.
July 1, 1897	Clema G. Mercer	Pocahontas.
July 1, 1897	Robert H. Minkel	Black Hawk.
July 1, 1897	Berta Mitchell	O'Brien.
July 1, 1897	Chase E. Mulinex	Lyon.
July 1, 1897	E. C. Nelson	Hardin.
July 1, 1897	Evelyn Irene Newton	Benton.
July 1, 1897	Nora M. Niday	Wayne.
July 1, 1897	Ellen O'Brian	Wapello.
July 1, 1897	Nina A. Oldham	O'Brien.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1897	Ethel L. Osler.....	Pottawat'mie.
July 1, 1897	Alice Peters.....	Wapello.
July 1, 1897	Harriet Mae Pollock.....	Webster.
July 1, 1897	Frank Popham.....	Iowa.
July 1, 1897	Otis Randall.....	Dallas.
July 1, 1897	Minnie D. Reed.....	Woodbury.
July 1, 1897	William Henry Reever.....	Carroll.
July 1, 1897	Earl B. Rogers.....	Mitchell.
July 1, 1897	Lou L. Romey.....	Osceola.
July 1, 1897	Nellie M. Scott.....	Keokuk.
July 1, 1897	Carl J. Shaffer.....	Appanoose.
July 1, 1897	Fannie Shaffer.....	Appanoose.
July 1, 1897	Pearl M. Shaffer.....	Hardin.
July 1, 1897	Gertrude Mae Shank.....	Linn.
July 1, 1897	Adah Estella Snedikor.....	Cherokee.
July 1, 1897	William Sparks.....	Wayne.
July 1, 1897	Rosa Edith Sparr.....	Black Hawk.
July 1, 1897	Mary F. Stout.....	Grundy.
July 1, 1897	Marie E. Wachholz.....	Chickasaw.
July 1, 1897	Ida A. Wagner.....	Tama.
July 1, 1897	Morton E. Weldy.....	Mahaska.
July 1, 1897	Nellie E. Weldy.....	Mahaska.
July 1, 1897	Jessie Marie Wilbern.....	Osceola.
July 1, 1897	Frankie E. Wilcox.....	Winneshiek.
July 1, 1897	Fred Williams.....	Mahaska.
July 1, 1897	Lena M. Wing.....	Lyon.
July 1, 1897	Margaret Young.....	Grundy.
July 1, 1897	Florence Belle Clark.....	Delaware.
July 1, 1897	R. A. Elwood.....	Appanoose.
July 1, 1897	Maud R. Rhoad.....	Greene.
July 1, 1897	Harvey A. Welty.....	Dickinson.
July 1, 1897	Ella D. Williams.....	Black Hawk.
July 1, 1897	Anna C. Brown.....	Monona.
July 1, 1897	George Eugene Brown.....	Cerro Gordo.
July 1, 1897	Jessie M. Butler.....	Iowa.
July 1, 1897	Benjamin P. Harding.....	Floyd.
July 1, 1897	A. Laura Humphries.....	Buena Vista.
July 1, 1897	John Andrew McIntosh.....	Decatur.
July 1, 1897	Joseph Parks.....	Wapello.
July 1, 1897	Lida J. Colton.....	Linn.
July 1, 1897	Winifred Evans.....	Linn.
July 1, 1897	Anna Gouldin.....	Linn.
July 1, 1897	Homer Harvey Hankins.....	Keokuk.
July 1, 1897	J. R. Jamison.....	Linn.
July 1, 1897	Jennie E. Post.....	Linn.
July 1, 1897	Archie Edward Rigby.....	Delaware.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1897	Myrtle Ward.....	Sioux.
July 1, 1897	Abby Boals.....	Cerro Gordo.
July 1, 1897	Anna Laler Burdick.....	Hardin.
July 1, 1897	Margaret W. Cooper.....	Johnson.
July 1, 1897	R. B. Crone.....	Tama.
July 1, 1897	Maud Gray.....	Cedar.
July 1, 1897	Etta Maria Hunter.....	Johnson.
July 1, 1897	Elizabeth D. Jones.....	Johnson.
July 1, 1897	Charles J. Lynch.....	Benton.
July 1, 1897	John Meissner.....	Mahaska.
July 1, 1897	Clementine C. Otto.....	Johnson.
July 1, 1897	Theresa Elizabeth Peet.....	Jones.
July 1, 1897	R. G. Popham.....	Johnson.
July 1, 1897	Judson W. Reynolds.....	Mahaska.
July 1, 1897	Roselle Fayette Skiff.....	Linn.
July 1, 1897	Samuel K. Stevenson.....	Johnson.
July 1, 1897	J. D. Adams.....	Grundy.
July 1, 1897	S. Charles Dickinson.....	Marshall.
July 1, 1897	Henry A. Gossard.....	Story.
July 1, 1897	Joshua Jester, Jr.....	Warren.
July 1, 1897	Minnie B. King.....	Jasper.
July 1, 1897	Martha Moacham.....	Washington.
July 1, 1897	Homer R. Miller.....	Jasper.
July 1, 1897	Mary A. Morrissey.....	Shelby.
July 1, 1897	Samuel W. Myers.....	Polk.
July 1, 1897	Emily A. Reeve.....	Franklin.
July 1, 1897	Edward W. Richards.....	Wright.
July 1, 1897	Nellie Richards.....	Clarke.
July 1, 1897	Anna E. Sackett.....	Madison.
July 1, 1897	Elma Mary Southworth.....	Boone.
July 1, 1897	Clemmons G. Sutton.....	Wayne.
July 1, 1897	Albert van der Ploeg.....	Marion.
July 1, 1897	Frank Van Erdewyk.....	Kossuth.
July 1, 1897	Barclay Cary Winslow.....	Marshall.
July 1, 1897	John E. Wimer.....	Jasper.
July 1, 1897	Cornelia Klass.....	Washington.
July 1, 1897	Herbert Clark Waddle.....	Benton.
July 1, 1897	Fred Ervin King.....	Appanoose.
July 1, 1897	Lincoln Horace Ostas.....	Woodbury.
July 1, 1897	Kate E. Sullivan.....	Bremer.
July 30, 1897	Amelia G. Reed.....	Jackson.
July 30, 1897	George H. Betts.....	Butler.
July 30, 1897	J. Anna Brabham.....	Shelby.
July 30, 1897	Alice Bradrick.....	Appanoose.
July 30, 1897	Jennie E. Pollock.....	Webster.
July 30, 1897	Luella Rogers.....	Harrison.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 30, 1897	Clarence McCracken.....	Cedar.
July 30, 1897	J. F. Holiday.....	Wayne.
July 30, 1897	Viola Helen Schell.....	Poweshiek.
July 30, 1897	Nettie A. Kepler.....	Black Hawk.
July 30, 1897	B. J. Horchem.....	Dubuque.
July 31, 1897	James Brakefield Young.....	Tama.
July 31, 1897	Fannie O. Ames.....	Mills.
July 31, 1897	Amanda Florence Ballard.....	Harrison.
July 31, 1897	Carrie E. Carrick.....	Madison.
July 31, 1897	Ernestine Houston.....	Mills.
July 31, 1897	Jeremiah Morrissey.....	Marshall.
July 31, 1897	Dora Hansen Shinn.....	Benton.
July 31, 1897	Henry Eugene Slattery.....	Story.
July 31, 1897	Orion O. Vogenitz.....	Worth.
Sept. 1, 1897	Leroy C. Bowers.....	Kossuth.
Sept. 1, 1897	Albert Stewart Fulton.....	Humboldt.
Sept. 1, 1897	Orris W. Herr.....	Sioux.
Sept. 1, 1897	Henrietta Kelly.....	Palo Alto.
Sept. 1, 1897	Leonard L. Lightcap.....	Dubuque.
Sept. 1, 1897	Julia M. Lynch.....	Dubuque.
Sept. 1, 1897	Paul M. Ray.....	Mitchell.
Sept. 1, 1897	Mary C. Rolfs.....	Scott.
Sept. 1, 1897	Guy Savage.....	Marshall.
Sept. 1, 1897	Bernard W. Schulte.....	Dubuque.
Sept. 20, 1897	Freeman Henry Bloodgood.....	Fayette.

STATE DIPLOMAS.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Ozro Patterson Bostwick.....	Clinton.
Jan. 1, 1896	*William H. Bowser.....	Calhoun.
Jan. 1, 1896	*Helen Elliott.....	Mitchell.
Jan. 1, 1896	*Dennis M. Kelly.....	Jasper.
Jan. 1, 1896	*Angus Macdonald.....	Wright.
Jan. 1, 1896	Margaret McCowan.....	Polk.
Jan. 1, 1896	*James H. Morgan.....	Cedar.
Jan. 1, 1896	*Samuel Bruce Montgomery.....	Benton.
Jan. 1, 1896	Louisa Christiana Paterson.....	Polk.
Jan. 1, 1896	Dennis Arthur Thornburg.....	Chickasaw.
Jan. 1, 1896	*Samuel Gordon Burkhead.....	Buchanan.
Jan. 1, 1896	Nancy Jennette Carpenter.....	Plymouth.
Jan. 1, 1896	*Warren J. Dean.....	Madison.
Jan. 1, 1896	Sarah M. Loring.....	Polk.

*Held state certificate in Iowa.

STATE DIPLOMAS—CONTINUED.

DATE OF CERTIFICATE	TO WHOM ISSUED.	COUNTY.
Jan. 1, 1896	Henry Hurd Roberts.....	Scott.
Jan. 1, 1896	James Ephraim Williamson.....	Jefferson.
July 1, 1896	*Horatio Bryant Lizer.....	Black Hawk.
July 1, 1896	*Minnie May Moore.....	Floyd.
July 1, 1896	*T. Burton Morris.....	Linn.
July 1, 1896	*Paul Peterson.....	Shelby.
July 1, 1896	William Alfred Crusiaberry.....	Polk.
July 1, 1896	Eliza George.....	Polk.
July 1, 1896	*Nathaniel Spencer.....	Crawford.
July 1, 1896	*Anna O. Temple.....	Iowa.
July 1, 1896	Hal H. Monlux.....	Jasper.
July 1, 1896	*John Allen Beard.....	Madison.
July 1, 1896	*Esther D. Hunt.....	Madaska.
July 1, 1896	*Herbert G. Lamson.....	Cass.
Jan. 1, 1897	Charles C. Dudley.....	Jackson.
Jan. 1, 1897	*John N. Hamilton.....	Sac.
Jan. 1, 1897	*Frank Homer Slagle.....	Clayton.
Jan. 1, 1897	Walter Crosby Van Ness.....	Crawford.
Jan. 1, 1897	*Peter Burnett Woods.....	Marion.
July 1, 1897	*Louisa A. Franklin.....	Muscatine.
July 1, 1897	*Charles Alexander Fullerton.....	Floyd.
July 1, 1897	*J. Percival Huggett.....	Butler.
July 1, 1897	*A. L. Lyon.....	Dallas.
July 1, 1897	*Olive McHenry.....	Polk.
July 1, 1897	*Cyrus Herbert Morrill.....	Lee.
July 1, 1897	*William El Do Rummel.....	Polk.
July 31, 1897	*Daniel Swindler.....	Washington.

*Held state certificate in Iowa.

TEXT-BOOKS.

The house of representatives at the extra session of the Twenty-sixth General Assembly, passed a resolution requesting the superintendent of public instruction to report upon the subject of the supply of text-books for use in the public schools of the state. As amended the resolution reads as follows:

WHEREAS, The people of the state of Iowa have, for many years, been compelled to pay unreasonably high, and often extortionate, prices for the text-books necessary to educate their children in the public schools of the commonwealth, and,

WHEREAS, The publishers of text-books have continued to charge the high prices notwithstanding the business and industry of the country have never suffered such severe and prolonged depression, the prices of all commodities and products of labor and the prices paid for labor being now greatly reduced below the normal rate; therefore, be it

Resolved, That the superintendent of public instruction be directed to give this matter his most careful attention, and investigate the various methods of obtaining and furnishing our public schools with text-books and supplies, and to report to the Twenty-seventh General Assembly the most practicable system for supplying the people of Iowa with suitable text-books at the lowest possible cost price to the taxpayers. And also to secure from not less than three reputable and responsible publishing houses, which are not in any way engaged in the publication or sale of school books, estimates showing the cost of the material, press work, and binding, per volume, of each of the various kinds of text-books necessarily used in the public schools of the state, such estimates to be based upon books similar in size and quality of workmanship to those now in general use, furnished in lots of not less than 10,000 of each kind at a time, from electro plates provided by the state.

It has been found impracticable to comply with the latter part of this resolution, which directs the superintendent of public instruction to obtain from three responsible houses not engaged in the sale or manufacture of school books estimates showing cost of material, press work, per volume, etc. Had a reasonable appropriation accompanied the resolution it would have given me pleasure to comply with its requirements, as the information thus obtained would be valuable in settling some disputed points. No reputable or responsible firm, however, not engaged in the sale or manufacture of text-books, would undertake such an extensive and careful investigation as would be necessary in order to make the results of any value, without a reasonable compensation. So many items enter into the compilation and manufacture of text-books, each of which has a direct bearing upon the ultimate price at which books can be sold to pupils at cost, that none but a careful expert can make such estimates as would be a safe guide in considering this question.

I have endeavored to comply with the original resolution in its spirit as well as in its letter. If the people of Iowa are paying extortionate prices for school books, or if other states are obtaining those of equal grade in all respects for less than we are, it is a wrong which ought to be remedied at once.

In order that this matter may be placed before you fairly, and without prejudice, I have made a brief summary of the laws in each of several states, and have appended to each the

prices at which books are sold to the pupils in the public schools. I have also copied from the reports made to this office by the county superintendents the prices at which books are sold under the Iowa law for county uniformity. For this purpose I have selected five fairly representative counties. There are also added, for public information, the prices at which books are sold in certain towns and cities. In making selections of towns and cities, as well as of counties, reference has been had solely to difference of location, population, and character of the schools. In every case the prices published are those furnished this department by school authorities.

MISSOURI TEXT-BOOK LAW.

SECTION 1. The commission is constituted as follows: The state auditor, the attorney-general, the superintendent of public instruction, the president of the state normal school, and one practical public school teacher to be appointed by the governor. They each receive five dollars per day and actual traveling expenses for the time in session, not to exceed thirty days.

SEC. 2. The commission is directed, immediately after organization, to advertise for the lowest and best bids for standard school text-books to be used for a period of five years; each bid must be accompanied with a sample copy and a deposit of five hundred dollars to cover cost and damages for failure to comply with terms of contract.

SEC. 5. If any bid is satisfactory the commission shall select the cheapest and best course of text-books, taking into consideration the quality of material, illustrations, binding, and all things entering into the publication of a desirable school text-book.

SEC. 6. The commission shall require all publishers to specify and guarantee three prices, first, the contract price; second, the retail price, which shall not be more than fifteen per cent above the contract price; and third, the mailing price; and upon what terms, for the purpose of introduction, they will exchange other books offered for use, for those now in actual use. The law also provides upon what terms pupils about to be promoted may exchange their books for those of the next higher grade. The commission shall then, with the aid of the attorney-general, enter into a contract in the name of the state of Missouri for a period of five years with any house whose bid has been accepted, clearly setting out the terms of agreement as noted above. The publishers must enter into a bond of ten thousand dollars for the faithful performance of the contract.

SEC. 8. The commission may employ one clerk at a salary of \$3.50 a day.

SEC. 11. After the first day of September, 1897, no other text-books except those contracted for by said commission shall be sold for use in any of the public schools, and after the first day of September, 1898, no other text-books shall be used.

SEC. 12. Any school director or board of school directors violating this act shall be deemed guilty of a misdemeanor and become liable to a fine of not less than five nor more than twenty-five dollars for each offense. Nothing in this act, however, prevents the employment of other books, works of literature, and so on, for supplementary reading.

SEC. 15. For the purpose of carrying out the provisions of this act the sum of two thousand dollars is appropriated out of the general fund of the state.

MISSOURI.

TEXT-BOOKS.	RETAIL PRICE
White's Oral Arithmetic.....	\$.30
Milne's Elementary Arithmetic.....	.25
Milne's Standard Arithmetic.....	.56
Rand-McNally Elementary Geography.....	.42
Rand-McNally Complete Geography.....	.81
Patrick's Lessons in Grammar.....	.25
Morris' Elementary History.....	.51
Shinn's American People.....	.80
De Garmo First Book in Language.....	.26
De Garmo Second Book in Language.....	.35
Vertical Writing (natural system).....	.05
Baldwin's Essential Lessons in Physiology.....	.45
New Franklin Primer and First Reader Combined.....	.12
New Franklin Second Reader.....	.17
New Franklin Third Reader.....	.23
New Franklin Fourth Reader.....	.35
New Franklin Fifth Reader.....	.45
Taylor's Primer.....	.26
Sever's Progressive Speller.....	.16

THE CALIFORNIA TEXT-BOOK LAW.

California furnishes us the only example we have of state publication of school books. Under the law as adopted in 1885, the sum of \$20,000 was appropriated for the purpose of compiling a series of text-books for the common schools. An additional sum of \$150,000 was set aside for the purpose of establishing a plant, purchasing of material, and payment of salaries. In 1887 the further sum of \$165,000 was appropriated for the same purpose. Other and additional appropriations have been found necessary from time to time in order to carry on the work and provide suitable books. The state of course owns the copyrights and the plants for binding and printing. California, according to figures compiled by the secretary of state, has appropriated \$405,000 in all for printing text-books. There seem to be other items not included in the sum amounting to \$73,669. Very much of this large sum has been refunded to the treasury from the sale of books. The theory of the state board fixes eight years as the time in which the estimated sales of books would pay for themselves and also for the plant. As against this theory are the facts that the books, as all school books must, need frequent revision, that the plant will

wear out, and that the number sold does not reach the estimate. The following is the official list of books made by the state and the prices at which they are furnished pupils. It is very easy to determine whether there is any economy in state publication.

CALIFORNIA.

TEXT-BOOKS.	RETAIL PRICE.
Revised First Reader.....	\$.20
Revised Second Reader.....	.35
Revised Third Reader.....	.50
Revised Fourth Reader.....	.60
Speller.....	.30
Primary Number Lessons.....	.25
Advanced Arithmetic.....	.50
Lessons in Language.....	.30
Revised English Grammar.....	.55
U. S. History.....	.80
Elementary Geography.....	.60
Advanced Geography.....	1.20
Physiology.....	.60
Civil Government.....	.55
English Grammar (old edition).....	.50

INDIANA TEXT-BOOK LAW.

SECTION 1. The state board of education constitutes the board of commissioners for making a selection or procuring the compilation of books for use in the common schools. Said board shall advertise for twenty-one consecutive days in two daily papers in Indiana, and one in New York, Philadelphia, Cincinnati, Chicago, and St. Louis First, for sealed proposals from publishers of school text-books, stating the price at which each book will be furnished. Second, from authors who have manuscripts of books not published, for price at which they will sell the same with a copyright of such book. Third, from persons who are willing to undertake the compilation of books as provided for in this act. Provided that all bids must be accompanied by a bond in the sum of fifty thousand dollars and provided further that bids shall be accompanied by an affidavit of the bidder that he is not connected with any scheme whereby the benefits of competition are denied to the people of the state.

SEC. 4. The board at the time of meeting shall open all bids and shall make a thorough investigation and ascertain under which of said proposals school books can be furnished the people of the state at the lowest price, considering the size, quality and matter. The price at which each book shall be furnished corresponds with the price as published in this report.

SEC. 5. Relates to the procuring of manuscripts.

SEC. 6. The state is not held liable to any contractors but all such contractors shall be paid from the proceeds of the sale of books.

The remaining sections of the law, which is quite lengthy, refer to the manner of distributing the books, the compensation to be paid for handling the books, reports to be made, and

bonds to be given. One thousand dollars is appropriated out of the general fund in the state treasury to pay the expenses of the commission. The name and price of the book shall appear plainly upon the cover.

I quote a sentence from a letter from a private correspondent in Indiana, who is in a position to render his judgment valuable:

There is another side to this question which you should not overlook. All of the school officers of the state, except the superintendent of public instruction, are paid salaries from local funds for looking after the books. This adds quite a good deal to the expense of the books during the five years' contract.

INDIANA.

TEXT-BOOKS.	RETAIL PRICE.
First Reader.....	\$.10
Second Reader.....	.15
Third Reader.....	.25
Fourth Reader.....	.30
Fifth Reader.....	.40
Elementary Arithmetic.....	.35
Complete Arithmetic.....	.45
Elementary Geography.....	.30
Complete Geography.....	.75
Spelling Book.....	.10
Primary Physiology.....	.30
Advanced Physiology.....	.60
Intermediate Grammar.....	.20
Complete Grammar.....	.40
Copy Books, each.....	.05
Practical Lessons in the use of English.....	.25
Practical English Grammar.....	.40
Montgomery's American History.....	.65

OHIO TEXT-BOOK LAW.

SECTION 1. Any publisher desiring to offer school books for use in Ohio shall file in the office of the state commissioner of common schools a copy of each book with the published list of the wholesale price thereof. A commission, consisting of the governor, the secretary of state, and the state commissioner of common schools, shall fix the maximum price at which such books may be sold to or purchased by boards of education, which maximum price shall not exceed 75 per cent of the published list wholesale price thereof. If the publisher shall notify the commissioner that he accepts the price so fixed such written acceptance shall entitle him to offer books for sale to said boards of education for use under the terms of this act.

SEC. 3. It is not lawful for any board of education to adopt or cause to be used in the common schools any book whose publishers have not complied with the provisions of this act.

SEC. 4. If any publisher fails or refuses to furnish such books, having agreed to do the same, he shall be liable to a fine of \$500.

Each board of education shall determine, by a majority vote of all members elect, which of said books so filed shall be used in the schools under its control. But no text-book once adopted shall be changed within a term of five years from its adoption. Each board has power to make necessary provisions and arrangements to place the books within easy reach of the pupils; 10 per cent may be added to the cost price to pay for handling the books. Under this law the board pays for all the books and the proceeds of the sale of the books are repaid into the contingent fund. This law also provides for free text-books if the electors so direct.

Thirty-eight leading companies have complied with the provisions of the law and are selling their books to the schools in Ohio. As far as I can ascertain they are selling their books at the same prices at which they are furnishing them to schools in Iowa under county or district contract.

KANSAS TEXT-BOOK LAW.

SEC. 1. The text-book commission consists of eight members to be appointed by the governor by and with the consent of the senate, not more than three of whom shall be selected from any one political party. They receive as compensation the sum of five dollars a day and actual expenses in going to and returning from any meeting. The state superintendent of public instruction is chairman of the commission with the right to vote upon any and all propositions.

SEC. 9. The text-book commission is empowered and authorized to select and adopt a uniform series of text-books for use in the public schools of the state of Kansas.

SEC. 10. The superintendent of public instruction is authorized to advertise in the official state paper for four consecutive weeks for bids and proposals.

SEC. 11. Any person or company desiring to make bids as provided in this act shall submit them in writing with a certified check for \$1,000 to be forfeited to the state in case such party fails to enter into bond and make the contract if awarded to him.

SEC. 12. All bids and proposals must be on the following matters:

First.—From the publishers of school text-books for furnishing for use in the public schools of Kansas for a term of five years, each bid to state the price at which each book is to be furnished.

Second.—From any authors of school books who have manuscripts not published, for the price at which they will sell their manuscript.

Third.—From persons who are willing to undertake the compilation of books, the prices at which they are willing to undertake such work. All bids by publishers must be accompanied by a bond in the sum of \$50,000 for the faithful performance of the contract. The bidder is required to make

an affidavit to the effect that he is in no way connected with any other firm and that he is not a party to any contract or scheme whereby the benefits of competition are denied to the people of the state.

SEC. 15. All books shall be at a price not above or in excess of the price named in the law, which price includes all costs and charges for packing, transportation, and delivery to the proper place. It also provides for exchanging the books now in use for new at not more than 50 per cent of the maximum price fixed by the provisions of the law.

SEC. 17. The state is not held liable to any contractors for any sum of money, but all such contractors shall receive pay from the proceeds of the sale of the book or books.

SEC. 19. The company having contracted for furnishing text-books shall arrange with one dealer at the county seat in each county for handling said books. Such dealer is allowed to charge the people of the state a commission not exceeding 10 per cent on the contract price. The remainder of the act provides means for ordering the books direct from the school publishers for any city of the first or second class, through the county superintendent. It also provides penalties for the violation of contract, the term of duration of contract, which is not to be less than five years, and penalties for violating the act. Twenty-five hundred dollars is appropriated for the purpose of paying mileage and per diem of the commission and the expenses of the same. The further sum of \$10,000 is appropriated for the purchase of such manuscripts as are provided for in this act.

The Kansas law has not been in operation long enough to judge of its effects upon the schools. In many respects it resembles the law of Indiana after which it is evidently modeled.

KANSAS.

TEXT-BOOKS.	RETAIL PRICE.
Student's Speller.....	\$.11
Student's First Reader.....	.11
Student's Second Reader.....	.18
Student's Third Reader.....	.25
Excelsior Fourth Reader.....	.33
Excelsior Fifth Reader.....	.44
Tillotson's Elementary Grammar.....	.22
Hoenshel's Complete Grammar.....	.37
Rand-McNally's Introductory Geography.....	.33
Rand-McNally's Grammar-School Geography.....	.52
Tarr's Physical Geography.....	.58
Wright's Civil Government.....	.44
Seymour's Mental Arithmetic.....	.22
New Model Elementary Arithmetic.....	.27
New Model Advanced Arithmetic.....	.38
Collin's Algebra.....	.55
Model School History.....	.55
Stevenson's Bookkeeping.....	.44
Hotze's Physics.....	.55
Hotze's Physiology.....	.55
Roudebush Vertical Writing.....	.05

Table of prices at which books are furnished pupils in Appanoose, Winneshiek, Warren, Monona and Polk counties, as returned to this office by the county superintendent:

APPANOOSE COUNTY, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
McGuffey's Primer.....	\$.10
McGuffey's First Reader.....	.15
McGuffey's Second Reader.....	.25
McGuffey's Third Reader.....	.35
McGuffey's Fourth Reader.....	.40
McGuffey's Fifth Reader.....	.60
Patterson's Speller.....	.15
Ray's New Elementary Arithmetic.....	.30
Ray's New Practical Arithmetic.....	.45
Ray's New Higher Arithmetic.....	.75
Barnes' Elementary Geography.....	.45
Barnes' Complete Geography.....	1.00
Eclectic Physical Geography.....	.85
Relster's Copy Books.....	.07
Conklin's English Grammar.....	.55
Reed's Language.....	.35
House I Live In.....	.25
Eclectic Guide to Health.....	.50
Steele's Hygiene.....	.85
Barnes' Primary History.....	.50
Barnes' Brief History.....	.85

WINNESHIEK COUNTY, IOWA.

Barnes' First Reader.....	.16
Barnes' Second Reader.....	.28
Barnes' Third Reader.....	.40
Normal Fourth Reader.....	.50
Normal Fifth Reader.....	.70
White's First Arithmetic.....	.23
White's Complete Arithmetic.....	.49
Swinton's Introductory Geography.....	.44
Rand-McNally's Grammar School Geography.....	.67
Patterson's Common School Speller.....	.14
Normal Copy Books, per dozen.....	.77
Sheldon's Primary Language.....	.30
Sheldon's Advanced Language.....	.50
Stowell's Healthy Body.....	.42
Hutchinson's Physiology.....	.88
Barnes' Primary History.....	.45
Barnes' Brief History.....	.75
White's Outlines of History.....	.24

WARREN COUNTY, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
McGuffey's Revised First Reader.....	\$.13
McGuffey's Revised Second Reader.....	.23
McGuffey's Revised Third Reader.....	.32
McGuffey's Revised Fourth Reader.....	.38
McGuffey's Revised Fifth Reader.....	.54
McGuffey's Revised Sixth Reader.....	.64
McGuffey's Revised Speller.....	.13
White's First Arithmetic.....	.23
White's Complete Arithmetic.....	.49
Barnes' Brief History.....	.75
Pathfinder No. 2.....	.38
Steele's Hygienic Physiology.....	.75
Reed & Kellogg's Higher Lessons in English.....	.50
Reed & Kellogg's Introductory Language Work.....	.32
Butler's Elementary Geography.....	.44
Butler's Complete Geography.....	.96
Butler's Physical Geography.....	.87
Burton's Story of Our Country.....	.45
Ellsworth's New Reversible Writing Books (per doz.).....	.75

MONONA COUNTY, IOWA.

Franklin First Reader.....	\$.16
Franklin Second Reader.....	.25
Franklin Third Reader.....	.35
Franklin Fourth Reader.....	.45
Franklin Fifth Reader.....	.60
Modern Speller.....	.16
Stoddard's Intermediate Arithmetic.....	.28
White's First Arithmetic.....	.23
White's Complete Arithmetic.....	.49
Barnes' Elementary Geography.....	.55
Barnes' Complete Geography.....	1.00
Barnes' Copy Books.....	.08
Maxwell's Intermediate Grammar.....	.35
Whitney-Lockwood Grammar.....	.53
Maxwell's Language.....	.35
Tarbell's Language.....	.45
Steele's Physiology.....	.75
Pathfinder No. 1.....	.23
Pathfinder No. 2.....	.38
Barnes' Primary History.....	.45
Barnes' Brief History.....	.75

POLK COUNTY, IOWA.

Barnes' First Reader.....	\$.16
Barnes' Second Reader.....	.28
Barnes' Third Reader.....	.40
Barnes' Fourth Reader.....	.56

POLK COUNTY, IOWA—CONTINUED.

TEXT-BOOKS.	CONTRACT PRICE.
Barnes' Fifth Reader.....	.72
Swinton's Primer.....	.10
Ray's Elementary Arithmetic.....	.36
Ray's Practical Arithmetic.....	.38
Barnes' Elementary Geography.....	.44
Barnes' Complete Geography.....	1.00
McGuffey's Revised Spelling Book.....	.13
Spencerian Copy Books.....	.06
Conklin's Grammar.....	.49
Long's Language.....	.15
Long's Language No. 2.....	.19
Child's Health Primer.....	.23
Young People's Physiology.....	.38
Hygienic Physiology.....	.75
Barnes' Primary History.....	.45
Barnes' Brief History.....	.75

Table of prices at which books are furnished to pupils in the schools of Hamburg, Davenport, Waukon, Burlington, Rock Rapids, Red Oak, Algona, and Boone, as furnished by the city superintendent of schools upon request of this department:

HAMBURG, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
Franklin First Reader.....	\$.20
Franklin Advanced First Reader.....	.30
Franklin Second Reader.....	.30
Franklin Advanced Second Reader.....	.35
Franklin Third Reader.....	.45
Franklin Advanced Third Reader.....	.45
Franklin Fourth Reader.....	.55
Franklin Fifth Reader.....	.75
Barnes' Fifth Reader.....	.90
Hunt's Modern Spelling Book.....	.20
Model Copy Books.....	.10
Fisk's Arithmetic No. 1.....	.30
Fisk's Arithmetic No. 2.....	.60
Hyde's Language No. 1.....	.35
Metcalf & Bright's Language.....	.45
Conklin's Grammar and Composition.....	.65
Butler's Elementary Geography.....	.55
Butler's Complete Geography.....	1.20
Barnes' Brief History.....	1.00
Smith's Physiology Primer.....	.30
Smith's Elementary Physiology.....	.50
Tracy's Physiology.....	1.00

DAVENPORT, IOWA.

TEXT-BOOKS.	CONTRACT PRICE.
Pollard's Primer.....	\$.12
Pollard's First Reader.....	.19
Harper's First Reader.....	.19
Harper's Second Reader.....	.29
Pollard's Second Reader.....	.28
Harper's Third Reader.....	.38
Appleton's Introductory Fourth Reader.....	.40
Appleton's Fourth Reader.....	.40
Appleton's Fifth Reader.....	.72
Modern Third Reader.....	.42
Modern Spelling Book.....	.16
Reed & Kellogg's Graded Lessons in English.....	.32
Reed & Kellogg's Higher Lessons in English.....	.53
White's First Arithmetic.....	.25
White's Complete Arithmetic.....	.52
Barnes' Brief History.....	.79
Rand-McNally's Elementary Geography.....	.43
Rand-McNally's Grammar School Geography.....	.75
Smith's Physiology Primer.....	.25
Smith's Elementary Physiology.....	.42
Normal Copy Books, No. 1-4, small size.....	.06
Normal Copy Books, No. 5-10, large size.....	.07

WAUKON, IOWA.

Barnes' First Reader.....	\$.20
Barnes' Second Reader.....	.30
Barnes' Third Reader.....	.40
Barnes' Fourth Reader.....	.60
Barnes' Fifth Reader.....	.75
Swinton's Fifth Reader.....	.75
Cook's Primary Arithmetic.....	.15
White's Elementary Arithmetic.....	.40
White's Complete Arithmetic.....	.50
Frye's Primary Geography.....	.45
Frye's Complete Geography.....	.96
Reed's Word Lessons.....	.20
Reed's Lessons in English.....	.35
Reed's Advanced Grammar.....	.55
Eclectic United States History.....	.80
All writing books.....	.10

BURLINGTON, IOWA.

Pollard's Speller.....	\$.13
Pollard's Primer.....	.15
Pollard's First Reader.....	.23
Pollard's Second Reader.....	.32
Pollard's Third Reader.....	.40
Harper's Fourth Reader.....	.55
Frye's Primary Geography.....	.60

BURLINGTON, IOWA—CONTINUED.

TEXT-BOOKS.	CONTRACT PRICE.
Frye's Complete Geography.....	1.15
Southworth's Essentials of Arithmetic.....	.40
Walsh's Grammar School Arithmetic.....	.65
Eggleston's First Book of American History.....	.60
Eggleston's United States History.....	.95
Blaisdell's Our Bodies and How We Live.....	.65
Conklin's Grammar.....	.60

ROCK RAPIDS, IOWA.

Pollard's Speller.....	\$.30
Pollard's First Reader.....	.25
Pollard's Second Reader.....	.35
Metcalf & Bright's Language Lessons.....	.30
Milne's First Lessons in Arithmetic.....	.25
Pathfinder No. 1—Child's Health Primer.....	.30
Pathfinder No. 2—Young People's Physiology.....	.45
Pathfinder No. 3—Steele's Hygienic Physiology.....	.90
Swinton's Word Primer.....	.15
Bright & Metcalf's Language Book.....	.40
Swinton's Word Book.....	.20
Milne's Elements of Arithmetic.....	.30
Reed & Kellogg's Graded Lessons in English.....	.40
Harvey's English Grammar.....	.60
Milne's Standard Arithmetic.....	.65
Frye's Primary Geography.....	.60
Frye's Complete Geography.....	1.20
Barnes' Brief History.....	1.00
Barnes' First Reader.....	.20
Barnes' Second Reader.....	.35
Barnes' Third Reader.....	.50
Barnes' Fourth Reader.....	.70
Barnes' Fifth Reader.....	.90
Watson's Complete Speller.....	.20
Spencerian Copy Books, per dozen.....	.80

RED OAK, IOWA.

Pollard's First Reader.....	\$.25
Appleton's Second Reader.....	.30
Appleton's Third Reader.....	.40
Appleton's Introductory Fourth Reader.....	.50
Appleton's Fourth Reader.....	.50
Pollard's Speller.....	.20
Swinton's Word Book.....	.20
Montgomery's United States History.....	1.00
Thomas' United States History.....	1.00
Barnes' Brief History.....	1.00
Fiske's United States History.....	1.00
Goodrich's Child's History.....	.60

RED OAK, IOWA—CONTINUED.

TEXT-BOOKS.	CONTRACT PRICE.
Milne's Standard Arithmetic.....	\$.65
Milne's Elements of Arithmetic.....	.30
Wentworth's First Steps in Algebra.....	.60
Houston's Physical Geography.....	1.25
Swinton's Grammar School Geography.....	1.25
Swinton's Introductory Geography.....	.55
Maxwell's English Grammar.....	.55
Hyde's Lessons in English—Part I.....	.35
Hyde's Lessons in English—Part II.....	.60
Johannot's Lessons in Hygiene.....	.45
Writing Books—1 to 4.....	.08
Writing Books—5 to 10.....	.10

ALGONA, IOWA.

Harper's First Reader.....	.20
Harper's Second Reader.....	.30
Harper's Third Reader.....	.40
Harper's Fourth Reader.....	.50
Harper's Fifth Reader.....	.70
Harrington's Speller.....	.15
First Lesson in Language.....	.30
Elements of Composition and Grammar.....	.50
Frye's Primary Geography.....	.50
Frye's Complete Geography.....	1.00
Essentials of Arithmetic—Part I.....	.35
Essentials of Arithmetic—Part II.....	.50
Fiske's United States History.....	1.00
Pathfinder No. 2.....	.40
Steele's Physiology.....	.80

BOONE, IOWA.

McGuffey's Fourth Reader.....	.65
Barnes' Fifth Reader.....	.80
Hazen's Primer and First Reader.....	.22
Swinton's Word Primer.....	.12
White's Elementary Arithmetic.....	.40
White's Complete Arithmetic.....	.55
Long's Home Geography.....	.22
Eclectic Elementary Geography.....	.50
Eclectic Complete Geography.....	1.00
Smith's Primer Physiology.....	.30
Smith's Elementary Physiology.....	.40
Conklin's Grammar.....	.60
Metcalf's Language Exercises.....	.40
Swinton's Word Analysis.....	.30
Eggleston's First Book American History.....	.50

The following tables are arranged to show the cost of text-books in Iowa as compared with other states. In the tables are included the retail prices of one fourth reader, one arithmetic, an elementary geography, grammar, physiology, writing book, speller, and history, as comprising all the books actually needed by a pupil in this grade. These books are not all purchased, however, at one time and some of them are in use by the pupil until he is well advanced in the fifth reader. The average cost of this set of books, under state adoption, is \$3.10; under county uniformity, \$3.23; as sold in eight towns or cities, \$3.72. If I had taken other states having state adoption the averages would have shown slightly different results. Thus these books in Oregon would cost \$4.73; in Virginia, \$3.78; in Minnesota, \$3.39.

RETAIL PRICE OF TEXT-BOOKS.

TEXT-BOOK.	COUNTIES IN IOWA.					Average cost of each book.
	California.	Ohio.	Missouri.	Kansas.	Indiana.	
Fourth Reader.....	\$.60	\$.45	\$.38	\$.33	\$.30	\$.41
Arithmetic.....	.50	.49	.56	.39	.45	.48
Elementary Geography.....	.60	.36	.42	.33	.30	.40
Grammar.....	.55	.45	.40	.38	.40	.44
Physiology.....	.60	.45	.45	.55	.60	.53
Writing Book.....	.05	.05	.05	.06	.05	.05
Speller.....	.30	.14	.19	.11	.10	.17
History.....	.80	.75	.75	.55	.65	.70
Totals.....	\$4.00	\$3.14	\$3.20	\$2.70	\$2.85	\$ 3.18

TEXT-BOOK.	COUNTIES IN IOWA.					Average cost of each book.
	Polk.	Monona.	Warren.	Winnebuck.	Appanoose.	
Fourth Reader.....	\$.56	\$.45	\$.38	\$.50	\$.40	\$.46
Arithmetic.....	.38	.49	.49	.49	.45	.46
Elementary Geography.....	.44	.55	.44	.44	.45	.46
Grammar.....	.49	.53	.50	.50	.55	.52
Physiology.....	.38	.38	.38	.42	.50	.41
Writing Book.....	.06	.08	.07	.08	.07	.07
Speller.....	.13	.16	.13	.14	.15	.14
History.....	.75	.75	.75	.75	.85	.77
Totals.....	\$3.19	\$3.39	\$3.14	\$3.32	\$3.42	\$ 3.29

TEXT-BOOK.	Hamburg.	Davenport.	Red Oak.	Rock Rapids.	Burlington.	Waukon.	Bonne.	Algona.	Average.
Fourth Reader.....	\$.55	\$.40	\$.50	\$.70	\$.55	\$.60	\$.65	\$.50	\$.55
Arithmetic.....	.60	.42	.65	.65	.65	.50	.40	.50	.55
Element. Geog.....	.55	.48	.55	.60	.60	.48	.50	.50	.53
Grammar.....	.65	.53	.55	.60	.60	.55	.60	.50	.57
Physiology.....	.50	.42	.45	.45	.65	.45	.40	.40	.47
Writing Book.....	.10	.07	.08	.09	.10	.10	.08	.....	.09
Speller.....	.20	.16	.20	.20	.18	.20	.12	.15	.18
History.....	1.00	.79	1.00	1.00	.95	.80	.80	1.00	.90
Totals.....	\$4.15	\$3.27	\$3.98	\$4.29	\$4.28	\$3.68	\$3.55	\$3.55	\$3.84

The prices in some of the above cities doubtless include a small amount charged by local dealers for handling the books and for carrying them in stock.

AVERAGE PRICES.

TEXT-BOOK.	State printing or adoption.	Five Iowa counties.	Eight Iowa cities.
Fourth Reader.....	\$.41	\$.46	\$.55
Arithmetic.....	.48	.46	.55
Elementary Geography.....	.40	.46	.53
Grammar.....	.44	.62	.57
Physiology.....	.53	.41	.47
Writing Book.....	.05	.07	.09
Speller.....	.17	.14	.18
History.....	.70	.77	.90

It should be noted here that the difference in cost is owing mainly to the kind and character of the book in use. One fourth reader may contain fifty more pages than another. There is great difference in the type used and in the mechanical part of the book which may render it superior in every respect to some other book with which it is brought in direct competition. An inferior text-book, like a cheap piece of machinery, or an incompetent teacher, is dear at any price.

I have, also, for purposes of comparison, a fourth reader such as is authorized in the public schools of the province of Ontario. It is well bound, the matter is good, the type plain and unbroken. The book contains 336 pages, but is entirely without illustrations. The selling price is forty-five cents.

Up to this point I have discussed the subject simply from an economic standpoint. No other question has been considered than the cost of the text-books, in cash, to each individual pupil. Much thought and attention has been given to the subject. After investigating the laws in a number of states I am fully satisfied that the text-book law of Iowa, as it stands upon our statute books, is one of the best yet devised. It is free from cumbersome machinery, it invites competition, and counties acting under it are obtaining books at as reasonable rates as those of equal grade can be supplied in any state which has state printing or state adoption. I have examined the price lists of books used in other states, and in none of them can I find that publishers are providing the same books at any less price than they are providing them under their contracts in Iowa. Davenport furnishes a notable instance of a city in which the board of directors is taking advantage of the provision in the law which allows them to contract with the publishers, and sell the books to the pupils at cost, the proceeds being returned to the contingent fund from which the purchase money was originally taken.

The resolution does not call for an extended discussion of the feasibility of state printing or state contract as a means of supplying text books. The truth is that the price of text-books like that of any other commodity, is governed by the laws of trade. The book publisher takes about the same means and methods to advertise his trade that the merchant or manufacturer does to advertise his. An unscrupulous agent takes dishonest means sometimes to accomplish his ends, but the same is true in every business which employs traveling salesmen to sell its goods. The directors of our schools are usually chosen from the best and most upright persons in the community. As a body of men no charge of corruption can justly be brought against them.

There are several things which enter into the manufacture of text-books. In these days when our school curriculum is crowded so full of subjects, and when the public demand is to afford the most education in the least time, the arrangement and selection of material is of the greatest consequence. To include everything necessary for information or discipline, and to exclude everything which is unnecessary, and to arrange points in their logical order so as to present the subject as a whole in an instructive and entertaining manner,

requires the services of one who is peculiarly well fitted for that work. The maker of an acceptable text-book must be a specialist; a thinker, and not a mere compiler. Again, the character of the type used and the texture of the paper cannot be overlooked, as they affect the eyesight of the pupils. Old, indistinct, broken type, glossy paper, poor press work, are the very best reasons sometimes why a cheap book should be discarded. The engravings with which our modern text-book is illustrated are very important adjuncts in the hands of a modern teacher. They should be clear cut, accurate, truthful representations. Such is sometimes the effect of these specimens of art with which some of our books are adorned, that rather than to cheapen them, it would be better to exclude them altogether. While I should be glad to see text-books of the highest grade sold at lower prices, I am forced by my convictions to say that in my opinion we cannot afford to put inferior books into the hands of our children even though they were furnished without money and without price. I cannot do better than to quote from the report I had the honor to make November 1, 1889:

The nearer we can get to the manufacturers, and the fewer middlemen there are to handle the goods, the less is the expense to the consumer. The cost of books would be reduced 33 per cent, probably more than that, if the boards of directors had power to purchase the text-books in the open market at the lowest wholesale rates. The money with which to do this should be drawn from the contingent fund and replaced from the cash sales of the books. This power could safely be lodged in the directors' hands at all times, and should be made imperative whenever the electors of the district order it done. It should also be made their duty to adopt a series of text-books and to permit no others to be used in the schools of that township. When the order to adopt any given series has been passed by a majority vote of those constituting the quorum, such action should be considered final, and no other series should be adopted for three years. The list of such books, with the prices attached, should be kept posted in every school-room, together with the place where such books may be obtained. It is urged in favor of this plan that it puts up no bar to competition in price or quality, and leaves the interests of the schools entirely in the hands of the people.

As the law stands in the code of 1897 all this is now possible. Any school corporation through its directors may deal directly with the publishers and supply its schools with books at the lowest prices granted anywhere. An additional safeguard is found in the requirement that every firm furnishing books under a contract is bound to furnish them at as low a rate as they are sold for in any other district or state. Two

amendments would improve the law. There is a great activity in educational lines to-day looking to improved methods of teaching. For instance the best geography now in use is totally unlike those in use ten years ago. The change has been brought about by the most careful study and research on the part of eminent scholars. The same in a large degree is true of history, arithmetic and other studies. The law should be so amended that if a new and improved edition of any text-book in use under the existing contract is issued during the life of that contract, the old books should be taken up and the new edition furnished without extra expense to pupils in the school. Again, if any family is about to move into an adjacent district, using different books so that the books they now have would become useless, the board of directors should purchase such books at a fair valuation, and resell them in the same manner as they sell other books.

One great objection to state uniformity is that such a law is always accompanied with a restrictive clause, naming a maximum price for each book adopted. Thus if a speller is offered for 10 cents per copy, the commission must adopt it, even though a much superior book in every respect is offered for 12 cents. In such a case the firm offering the cheapest book has the commission in its grip, from which the law allows no way of escape. If, as in Ohio, the commission were authorized to select the best books at not more than 75 per cent of the wholesale price, and if then the books could be furnished to the pupils free of cost, state uniformity would be shorn of half its terrors.

It is still my opinion, as it has been for years, that the solution of the problem is to be found in the adoption of free text-books. If the schools are free in some respects why should they not be in all? It is a noteworthy fact that in no case has a city or state having once made school books free, gone back to the old system.

Districts in twenty-nine different counties are furnishing text-books without cost to the pupils, under the permissive free text-book law as passed by the Twenty-sixth General Assembly and incorporated in the code of 1897. I submit the following extracts from letters from superintendents in charge of schools which adopted free text-books at the last school election.

MISSOURI VALLEY, HARRISON COUNTY.

The apparent advantages of free text-books are: (1) an increase of 9 per cent in enrollment and attendance, without any corresponding increase in the population of the district; (2) a very great saving in that each pupil in each class was provided with books at once and work began without any delay—this item probably equaling an added month to our school year; (3) freedom to use the newest and best text-books in all classes for which new books must be purchased, without reference to those used formerly or by other classes, contracts and adoptions and loss accompanying changes making this impossible under the old system of individual ownership; (4) much greater freedom in re-classifying pupils; (5) a better supply of better books than we ever had before.

It would appear that the cost need not exceed 50 cents per pupil for each year, taking the average of several years. Our first supply has cost about \$1 per pupil, and several classes are using their own books with which they were already provided. This includes books for a large high school. The tendency will no doubt be to furnish a large number of books for reading and reference which the schools have usually gone without.

EAST DES MOINES, POLK COUNTY.

Free text-books have been in use in the East Des Moines schools since the opening of school in September.

The enrollment has materially increased this year, especially in the higher grades.

I am convinced that much time will be saved in the organization of classes, as well as when new pupils enter. Our experience with free text-books is too limited to speak definitely upon this subject, or to give an approximate cost of supplying the books.

There is no doubt in my mind as to the beneficial results attending the introduction of free text-books into our schools.

GLENWOOD, MILLS COUNTY.

Our district began the use of free text-books in September. The attendance the first day was 12 per cent greater than the first day last year. There is still about this same difference November 17. There was a great saving of time in organizing classes, as all pupils were supplied with books immediately. The same is true with regard to new pupils entering school later in the term.

A proper care of the books makes some extra work for the teachers.

The cost of the books this first year will be close to \$1 per pupil. It will be less in succeeding years.

OTO, WOODBURY COUNTY.

Concerning free text-books, I can say that with us they are a grand success. Our enrollment is 20 per cent greater than for a corresponding length of time last year, or any previous year. It has been necessary to employ an additional assistant. To no other reason can we attribute so large an increase in attendance. Classification and organization of classes are made simple and easy.

There is no more delaying among pupils, as formerly, securing books when they enter school. Their texts are given them and they are at work at once.

The cost is less per pupil than when the books are owned by individuals. The books are in the care of the principal, he is responsible for them to the board; likewise each assistant is responsible to him.

Our patrons are enthusiastic over free text-books. On a whole I consider them a greater incentive toward perfecting our schools than any former movement.

The only possible objection the teacher can have is the responsibility he must assume, but the advantages involved outweigh that so much that any live teacher would not hesitate for a moment in advocating them.

CAPITAL PARK, DES MOINES, POLK COUNTY.

Pupils are always supplied with books and consequently are always ready for work. No time is wasted waiting for parents to buy the necessary books. Under the old system, for many pupils the first week of every term was practically wasted.

The attendance is much larger under this system. Many families are too poor to buy books at the call of the teacher, and they are too proud to accept charity books. Many parents will keep their children out of school rather than make the confession that they are dependent upon the district for the support it is then able to give them under the law.

The free text-book system secures a better grading in the schools. A pupil may be changed from one grade to another or from one room to another without making a care upon his parents for new books. It protects the pupils and the patrons from the mistakes of the teachers who frequently order the purchase of the wrong books, on account of unfamiliarity with the pupil's needs.

Contrary to the general opinion, the pupils take better care of their books than when they own them themselves. During the time the books are in use they practically belong to the teacher, and she is in a position to demand that each pupil shall use them with care.

D. F. Witter, a member of the Capital Park school board, has this to say regarding the system:

We have had free text-books in our district for eight years. We adopted the system long before it was legal to do so, but our people were all favorable to it, and we did not fear the result. We have found it a success, and our people would not do away with it under any consideration.

We bought our first books eight years ago, and keep them carefully covered, changing the covers each year, and as a result we still have a great many of the books on hand included in our first purchase. Especially is this true of the more expensive books we have to purchase for the higher grades. In the primary grades, where the pupils have less discretion and do not handle books as carefully, they wear out quicker, but they are cheaper, and the item does not amount to much. Directly the benefit to the residents of the district is very marked. The best estimates are that half the expense of purchasing books, or even more in my opinion is saved the patrons of the school each year. We have found from observation that it costs a person ordinarily about \$15 for books enough to go through the high school if he has to buy them outright, while under our system the cost is about \$3 per pupil for books used in the high school.

We have found that the measure has greatly increased the attendance at our school, and with the exception of a very few persons who go to the

parochial schools, there is hardly a pupil of school age in the district who is not enrolled. This is because there is absolutely no excuse for not sending pupils. The poor are provided with books as well as the rich, and no discrimination is shown. We only charge that pupils shall take good care of the books.

EXIRA, AUDUBON COUNTY.

First, the enrollment was increased, as quite a number are in the school who could not have attended under the old system. Second, the effect upon the organization of classes was very noticeable. We were able to organize, classify, and equip our pupils in about one-fifth the time required by the old system. Third, free text-books greatly facilitate the classification of new pupils. We can start them at once without the usual loss of time in procuring books, etc. Fourth, the free text-book system was introduced this year and I find that the average cost per pupil is only \$1.16. If we estimate the average wear of the books as low as five years, the average cost would be about 25 cents per year. Fifth, from the experience I have had, I cannot see a single adverse circumstance which will render the system undesirable.

In conclusion, I believe that the readiest and most satisfactory solution of the matter is in the free text-book system; that state publication is the most expensive system yet devised; that state adoption, as generally practiced, shuts out competition, and results too often in the use of inferior books to the injury of the school interests; if, however, the commissions were allowed to select from the best and latest books published, at a maximum price not to exceed 75 per cent of the wholesale list, many of the objections to state uniformity would be partially met; that, next to free text-books, the best and cheapest books are obtained when the directors purchase directly from the publishers and sell to the pupils at cost, without the intervention of a middleman, as can be done under the present Iowa law. Forty-three counties are acting under the provision of the law for securing county adoption; several others have uniformity by district adoption. It is safe to say that over one-half the counties in the state are supplying books purchased direct from the publishers.

In this discussion it has been my intention to treat the text-book question without prejudice or favor, conscientiously in all regards. It is one of the things of which I am proud, that during my professional life of twenty five years in Iowa, seventeen as superintendent of the Clinton schools and eight in this office, no publishing firm, or agent of any firm or house, has approached me with any inducement to favor the use or introduction of its books, except as warranted by their merits.

Moreover, during my long term of service as superintendent of public instruction, I have steadily refrained from recommending the books of any particular house or of expressing any approval or disapproval of their use in the public schools. It has been the settled policy of the office to treat the agents of book firms with the strictest impartiality, affording one as much as another the means of becoming acquainted with everything necessary to the promotion of his work, and then we have thought our duty ended. There it has ended.

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.	A dair.	Adams.	Appan'co.	Benton.	Buena V.	Butler.	Ch'rbakon.	Chick'w'v.	Dallas.	Davis.	Dickins'n.	Emmet.	Fayette.	Greene.	Grundy.	Hardin.	Harrison.	Howard.	Ida.	Jasper.	Johnson.	Jones.
Reader—First	\$.18	\$.13	\$.15	\$.16	\$.14	\$.16	\$.16	\$.15	\$.16	\$.13	\$.18	\$.20	\$.20	\$.18	\$.18	\$.18	\$.12	\$.18	\$.20	\$.17	\$.18	\$.16
Second	.23	.23	.25	.25	.23	.25	.25	.28	.28	.23	.27	.28	.28	.27	.27	.27	.21	.27	.28	.28	.28	.28
Third	.36	.32	.32	.32	.29	.35	.40	.44	.40	.32	.39	.40	.40	.36	.36	.36	.23	.37	.40	.38	.38	.40
Fourth	.45	.38	.40	.45	.38	.45	.56	.45	.46	.38	.45	.52	.52	.45	.45	.45	.36	.48	.52	.50	.48	.56
Fifth	.68	.54	.60	.60	.68	.60	.72	.60	.72	.64	.68	.72	.72	.68	.68	.68	.40	.65	.72	.70	.72	.72
Sixth													.68	.68	.68							
Speller	.15	.15	.15	.15	.15	.15	.15	.15	.13	.15	.18	.15	.15	.15	.15	.15	.10	.16	.13	.18	.16	.15
Word Analysis							.28	.28	.28	.28	.28	.52	.48	.48	.48	.52	.38					
* Writing	.75	.72	.84	.77	.72	.72	.72	.76	.72	.72	.72	.72	.84	.72	.72	.72	.72	.72	.72	.84	.84	.75
Arithmetic—Primary		.12																				
Intermediate	.28	.28	.30	.25	.24	.23	.24	.27	.26	.23	.30	.24	.24	.24	.24	.24	.18	.35	.24	.29	.24	.24
Complete	.62	.38	.45	.49	.60	.49	.62	.45	.38	.38	.60	.52	.48	.48	.48	.52	.38	.50	.52	.42	.52	.52
Higher			.75				.64	.64		.64												
Seat Work							.06	.06		.06					.06				.30			
Geography—Introductory	.44	.44	.45	.36	.44	.36	.44	.44	.41	.44	.36	.48	.44	.45	.44	.44	.45	.44	.44	.45	.46	.45
Complete	.96	1.00	1.10	.96	.81	1.00	.81	1.00	.96	.81	1.00	.96	.81	1.00	.96	1.00	1.00	1.00	1.05	1.05	1.05	1.00
Physical		.80	.85				1.00	.87				.87	.87	.87	.87	.87	.87	.87				
Language Lessons	.28	.32	.35	.28	.30	.30	.30	.15	.15	.15	.15	.26	.32	.32	.32	.29	.32	.32	.32	.32	.32	.30
Intermediate			.38					.19	.19	.19	.19	.38							.30			
Grammar and Composit'n	.48	.49	.55	.50	.50	.50	.50	.49	.49	.49	.48	.48	.45	.50	.50	.48	.45	.55	.45	.55	.53	.50
Physiology—Primary	.23	.23	.25	.24			.24	.24				.23	.24	.23	.24	.23	.23				.20	.23
Intermediate	.34	.38	.50				.40	.38	.40	.45	.38	.38	.40	.40	.40	.45				.44	.40	.38
Advanced	.46	.75	.85	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75
History—Primary	.45	.48	.50	.45	.48	.45	.45	.45				.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45
Advanced	.75	.75	.85	.75	.75	.75	.85	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75
General							1.20	1.20								1.20						
Civil Government	.75	.65	.95	.58	.75		.75	.54	.54	.54	.75	.75	.75	.70	.84	.58	.81	.80		.90	.90	.54
Elementary	.30	.40	.45				.30	.30							.48							.30
Algebra	.84	.70		.70			.80	.80							.90					.92		.90
Elementary							.45	.48		.60				.45	.45		.45					.30

* Price per dozen

CONDENSED REPORT—CONTINUED.

TEXT-BOOKS.	Linn.	Louis.	Lyon.	Madison.	Mahaska.	Marshall.	Miller.	Mitchell.	Monona.	Monroe.	O'Brien.	Plymouth.	Polk.	Putnam.	Ringgold.	Shelby.	Tama.	Union.	Warren.	Winneb.	Worth.	Averages.
Reader—First	\$.15	\$.16	\$.20	\$.20	\$.16	\$.18	\$.16	\$.22	\$.16	\$.16	\$.16	\$.20	\$.16	\$.13	\$.10	\$.18	\$.18	\$.18	\$.16	\$.16	\$.15	\$.17
Second	.22	.22	.25	.28	.25	.26	.29	.29	.25	.25	.28	.27	.28	.27	.32	.28	.28	.28	.27	.27	.28	.27
Third	.34	.40	.30	.40	.35	.40	.40	.40	.45	.45	.50	.50	.50	.50	.54	.44	.44	.44	.44	.44	.44	.44
Fourth	.45	.50	.70	.52	.56	.45	.56	.52	.45	.45	.50	.72	.72	.68	.54	.72	.72	.69	.54	.70	.73	.67
Fifth	.60			.50	.72	.50		.60	.60	.60	.72	.72	.72	.68	.84							
Sixth				.85											.84							
Speller	.15	.15	.15	.13	.13	.15	.20	.19	.16	.15	.15	.14	.13	.15	.13	.15	.14	.16	.13	.14	.16	.15
Word Analysis				.28			.28	.28			.28				.28							
* Writing	.72	.72	.81	.72	.72	.72	.72	.72	.90	.84	.84	.72	.72	1.20	.70	.72	.78	.80	.75	.77	.73	.77
Arithmetic—Primary																						
Intermediate	.23	.26	.30	.34	.23	.28	.24	.23	.25	.23	.24	.26	.24	.26	.26	.23	.23	.24	.23	.23	.25	.25
Complete	.49	.38	.50	.48	.49	.52	.52	.48	.49	.52	.52	.48	.38	.52	.38	.49	.49	.52	.49	.49	.49	.48
Higher							.06	.06		.06				.06								.68
Seat Work							.06	.06		.06				.06								.06
Geography—Introductory	.41	.44	.55	.44	.44	.44	.44	.44	.55	.44	.45	.44	.44	.44	.44	.44	.44	.44	.44	.44	.44	.44
Complete	.90	1.20	1.00	1.00	.96	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	.96	1.00	.96	.97	1.01	.97
Physical		.75	.91		.87	.84	.84	.75			.75			.75		.94	.87	.87				.76
Language Lessons	.26	.28	.40		.32	.32	.30	.30	.30	.30	.32	.30	.30	.25	.32	.30	.26	.28	.32	.30	.29	.28
Intermediate					.22	.32		.45	.45	.45	.45	.39	.39	.39	.39	.39	.39	.39				.31
Grammar and Composit'n	.48	.49	.50	.49	.48	.50	.50	.52	.48	.48	.50	.49	.48	.48	.49	.50	.52	.49	.50	.50	.47	.50
Physiology—Primary	.24						.24	.23	.23	.24	.23	.23	.23	.23	.23	.23	.23	.23			.25	.24
Intermediate	.40			.38	.38	.38	.40				.38	.38	.38	.38	.38	.38	.38	.38	.38	.42	.41	.40
Advanced	.88	.70		.75	.75	.75	.75	.75	.75	.88	.80	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75
History—Primary	.45		.50	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.45	.46	.46
Advanced	.75	.75	1.00	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75	.75
General			1.45	1.20											1.28				1.30			1.21
Civil Government	.54		.75	.75	.75	.84	.75		.54	.75		.54	.54	.54	.57	.54		.48		.79	.69	.69
Elementary							.95	.86		.86				.86	.80		.80	.80	.86			.83
Algebra	.45			.45			.48						.60	.48			.48	.48				.48
Elementary																						

* Price per dozen

TEMPERANCE INSTRUCTION.

The reports from county superintendents indicate that the law is complied with as far as giving the requisite instruction in county normals is concerned. The same is true as far as we can judge from the reports sent to this department by secretaries of school boards in cities and towns.

The subject is an exceedingly difficult one to teach. In the hands of young, inexperienced teachers it may well be questioned whether the instruction is of any great value. It must at any rate consist almost entirely of matter taken from the text-book used in the school. In a large majority of cases the instruction given in the normal institute does not extend much beyond memoritor recitations. It is wanting in that vitalizing power which stimulates the teachers to set forth in their true light the evils attendant upon the use of alcohol and tobacco. Two things contribute to success in this temperance instruction; the intelligence, enthusiasm and moral integrity of the teacher, and the confidence of the community in the midst of which the school is situated.

To attempt scientific instruction at an early age before children are able to reason is harmful, and ought not to be attempted. At a later period, after the child has reached some degree of maturity, scientific study may undoubtedly be introduced with profit. On the other hand, the intention of the law as it stands to-day on the statute book is most beneficent. Teachers are under the strongest obligations to impress by example as well as by precept, the blessing of integrity, sobriety and temperance in all things. The evils which threaten society to-day from the use of alcohol and tobacco by the young, can never be lessened by the study of an elementary text-book, and the memorizing of a few cold, hard facts only. The law is good, but the teacher must go beyond the law, and hold up that lofty ideal of a noble man, a pure woman, a grand life, which can only be reached through paths of honesty, sobriety and industry. While we inform the intellect of the terrible evils which follow in the train of intemperance, we must at the same time strengthen the will, and cultivate the conscience, if we hope to render the child proof against all temptation when he reaches maturity.

SUMMARY OF REPORTS—

CONTINUED.

TOWNS.	PRIMARY.				GRAMMAR.				HIGH SCHOOL.				GENERAL QUESTIONS.			
	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	What method is employed?	Are text-books used by pupils?	Has a course of instruction been adopted by the board?	Are your pupils examined in this branch?	Is this study given as much attention as other questions in this branch?	Are your teachers in parting the list of questions required by law?	Are the board and teachers who have been compiled with in its spirit?	
Dubuque	Oral	No	Yes	No	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes	
Dunlap	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Dyersville	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
East Grove	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Eldon	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Eldora	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Emmettsburg	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Estherville	Oral	No	Yes	Yes	Book	Yes	No	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Fairfield	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Farmington	Oral	No	No	No	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Fayette	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Forest City	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Fort Dodge	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Fort Madison	Oral	No	No	Yes	Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes	
Garner	Oral	No	No	Yes	Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes	
Glenwood	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Grand Junction	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Greens	Oral	No	No	No	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Greenfield	Oral	No	No	No	Book	Yes	Yes	No	Book	Yes	Yes	Yes	No	Yes	Yes	
Grinnell	Oral	No	No	No	Book	Yes	Yes	No	Book	Yes	Yes	Yes	No	Yes	Yes	
Grundy Center	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Guthrie Center	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Outtenberg	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes	
Hamburg	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes	
Hampton	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes	
Harlan	Oral	No	Yes	Yes	Book	Yes	Yes	No	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Hawarden	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Hedrick	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Humboldt	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Ida Grove	Oral	No	No	No	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Independence	Oral	No	No	No	Book	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	Yes	
Indianola	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Iowa City	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Iowa Falls	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Jefferson	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Keokuk	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Kossauqua	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Knoxville	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes	
Lake City	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Lamoni	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Lanning	Oral	No	No	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
La Porte City	Oral	No	No	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
La Mars	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Leona	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	Yes	
Logan	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Lyons	Oral	No	No	Yes	Book	Yes	No	Yes	Book	Yes	No	Yes	No	Yes	Yes	
McGregor	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Malvern	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Manchester	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Manning	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Manson	Oral	No	Yes	No	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Mapleton	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Maquoketa	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Marengo	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Marion	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Marshalltown	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Mason City	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Masonri Valley	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Montezuma	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	No	Yes	Yes	Yes	
Monticello	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Montrose	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Mt. Airy	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Mt. Pleasant	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Mt. Vernon	None	No	No	No	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	
Muscataine	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	Yes	

Neurology.

J. C. Gilchrist.

J. W. McClellan.

C. P. Rogers.

G. F. Magoun.

J. M. DeArmond.

D. T. Coughlan.

G. E. Bancroft.

*"Time takes them home that we love, fair names and famous,
To the soft, long sleep, to the broad, sweet bosom of Death;
But the flower of their souls he shall not take away to shame us,
Nor the lips lack song forever that now lack breath.
For with us shall the music and perfume that die not dwell,
Though the dead to our dead bid welcome, and we farewell."*

J. C. GILCHRIST.

Born in Allegheny City, Pa., May 20, 1831. Educated at Antioch under the care and guidance of Horace Mann, whose memory he held in great reverence. In 1860 he took charge of the seminary at California, Washington county, Pa., and was instrumental in converting it into a normal school. He came to Iowa in 1871 to engage in institute work and was chosen superintendent of the schools at Mason City in 1873. In 1878 he was elected president of the State Normal School, then just established at Cedar Falls. He continued in this position for ten years, and during that time laid broad and deep the foundations of solid learning and high scholarship upon which the school rests to-day. He was afterwards president of the Northern Iowa Normal School at Algona, and later dean of the normal department of the Northwestern University at Sioux City. He filled all these positions creditably and with usefulness to the cause of education.

"As a teacher he magnified his office. Teaching was to him 'a high and holy calling, worthy of the ambition of the best minds.' He held before his pupil teachers as an ideal, the placing of their vocation among the learned professions. To him, the teacher's mission was second to none; its aims were not temporal, but eternal; its rewards not human, but divine."

He died at Laurens, Iowa, August 12, 1897.

J. W. MCCLELLAN.

Born December 28, 1841, in Coatesville, Pa. Educated at Lafayette college, Easton, Pa. Was a member of the Forty-third Pennsylvania infantry in the civil war, and acted as a bearer of dispatches at the battle of Gettysburg. Superintendent of schools at Marion, Iowa, 1869 to 1881. Superintendent at Vinton, Iowa, 1885 to 1895. Died in Pennsylvania, June 6, 1896. "He was a true gentleman, a genial companion, a rare type of Christian manhood, and a faithful worker in his chosen field. His monument is already reared in the hearts and lives of hundreds in Iowa and throughout the west."

C. P. ROGERS.

Born in Kingston Center, Ohio, June 22, 1844. Member One Hundred and Forty-fifth regiment Ohio volunteers during the war. His regiment was stationed on the plantation of General Lee at Arlington Heights. A graduate of the State University of Iowa, 1869. Superintendent Marengo schools, 1869-1874. Superintendent Marshalltown schools, 1874-1896. "Iowa's educational history, if it commends the deeds and ability of any of this generation, can never be silent concerning the career and the professional accomplishments of the lamented Commodore Perry Rogers."

G. F. MAGOUN.

Born in Bath, Me., March 29, 1821. Graduated from Bowdoin college, 1841. President of Iowa college, 1862-1884. Professor of philosophy, 1884-1890. Died at Grinnell, January 30, 1896. "The dignity of his mind and manner was that of a gentleman of the old school. His memory will remain an honored and honoring possession in the educational circles of the state to which he gave the greater part of his life."

J. M. DEARMOND.

Born in Blair county, Pennsylvania, September 7, 1846. Graduated at Davenport high school, 1869. Principal in Davenport, 1869-1885 and 1890-1895. Died in Davenport, June 4, 1896. "He was an industrious student, an able and enterprising educator, an inspiring teacher, conscientious and faithful in the discharge of every official duty, and highly esteemed as a man in the community in which he lived."

H. I. COUGHLAN.

Born at Mingo, Iowa, September 23, 1861. Graduated from the State university, 1888. Elected principal of the grammar school in Iowa City, 1890. Died at Iowa City, March 12, 1896. "He was a rare teacher, an ornament to his profession, a good citizen, and a consistent Christian. The good of such lives lives after them."

G. E. HANCORNE.

Born in Michigan 1865. Superintendent Nashua schools, 1894. Died in Lansing, Mich., July 29, 1896. "What many a king and princely ruler would gladly have given his wealth and crown to obtain when his last moments came, he possessed the knowledge that the little children to whom he had been a true friend would water his grave with their tears."

SCHOOL EXTENSION.

A movement has just been inaugurated, in some respects like the Chautauqua plan, for using the school as the center for promoting home reading among families, and the older pupils after they have finished their schooling. As at present conducted the school has but little hold upon the pupil when he ceases to be a member of it.

His education, if it can be called an education, leaves him without any thought of bringing to perfection what he has just commenced. It has implanted no seeds of growth, but rather it seems to dwarf and hinder his progress. His education has no future; it faces no hereafter. The remedy is to so conduct the pupil's reading while under the care and guidance of his teacher that he will not be willing to drop it when he is through school. The mental stimulus which he has derived from books should still be necessary to his happiness and contentment. It should direct and inspire his intellectual life when he reaches maturity.

The youth who, when he leaves school, is in some degree acquainted with books, who has been taught to obtain knowledge and mental power from the printed page, is able to work out his own education in whatever direction his natural taste may lead him. He can know, if he will, what past civilizations have accomplished and, what is more, he can keep himself informed of the changes which the civilization of the present is undergoing. To him life loses its barrenness. He dwells no longer in the midst of the trackless desert, but amid the delights and beauties of a fruitful field.

The school and the home have a community of interests of which we make too little account. Dr. Harris says: "The school has never done one-tenth of what is possible to be done in the way of assisting the child, and through him the parents, to reap the full value of the art of reading and writing, and intercommunication with one's fellow men."

The problem before us is how to broaden the scope of the public school so as to make it an important factor in community life. I am convinced that it cannot be done by multiplying the

number of studies, nor by increasing the severity of the technical examination which the teachers must pass in order to receive a certificate. Our teachers have been taught to look upon the school as an isolated place, a fragmentary thing, whose worth and usefulness is largely measured by the amount of the monthly stipend. The teacher's conceptions of the province of the school need to be developed in almost every direction.

The aim of education is not only the acquisition of knowledge, but the ability to retain it and use it so as to make the home happier, the neighborhood more charitable, and to lift up an ideal standard of manhood which will eventually "draw all men unto it." This is what school extension aims to do by introducing the best books into the school and the family circle. It goes out after the boys and girls who have left the school, and strives to retain an influence over them which will keep them within the charmed circle of those who love books and read them for self improvement.

In the eastern states, in New York and in Chicago, school-rooms are opened one or two nights each week, and men eminent for their acquirements, give lectures for the people free of charge, and they do not lack for interested audiences. This work of school extension is not necessarily confined to large towns or cities. It could be introduced with profit into our smaller villages and even in rural districts. Iowa has \$15,000,000 invested in schoolhouse property, besides large sums in apparatus and libraries. We ought, out of this vast sum, to get richer returns than we do.

It is comparatively a new field, but it promises good results.

In this connection I may well quote the following extract from President Eliot:

The fundamental object of democratic education—to lift the whole population to a higher plane of intelligence, conduct, and happiness—has not yet been perfectly apprehended, even in the United States.

PUBLIC SCHOOL LIBRARIES.

During the biennial period for which this report is made, I have frequently brought to the notice of county superintendents the desirability of awakening and increasing an interest in establishing libraries for the benefit of the children of the public

schools. My predecessors in office have urged no less strongly than I. In many counties the results have been most gratifying, while in others but little has been accomplished. Very much is to be hoped from the provision of the code of 1897, which allows boards to expend \$25 for each schoolroom, in purchasing libraries, without the vote of the electors.

As an aid and guide in the selection of books, this department has published and sent out a circular of information containing the names, the list prices and the publishers of 200 choice books suitable for libraries. The name of each book is accompanied by a short note so that the purchaser may ascertain something of its nature and its fitness for his purpose. We believe this circular will prove serviceable to secretaries and teachers in making up or adding to a school library.

In the hands of an intelligent, cultivated teacher the library becomes a very useful auxiliary in reaching the people in their homes. Without it school extension is almost impossible. The boy who is interested in his reading and talks about it at home and in school is not generally a difficult boy to manage. The young people in the community who come back occasionally to the schoolhouse for a book from the library, form a bond of sympathy between the school and the people which goes far towards establishing and maintaining mutual confidence and respect.

Probably not more than 94 per cent of the children ever go beyond the elementary branches, yet they are to vote, to hold office and to enjoy all the rights and privileges of citizenship. Their toil will be lightened, their lives made brighter, the home atmosphere purer and more wholesome by teaching them as a part of their school education to consult the printed page along lines of which literature, science, history or art are the chief.

This matter of libraries, the choice of books, how to read them, how to induce pupils and people to read them, deserves much more attention than it receives in our schools.

In our normal schools, and in our institutes, we dwell too exclusively upon the technical side of the subject as presented by the text-book. How shall I best teach reading, writing, arithmetic, are important questions; but far greater is the question how shall I reach the pupil in his innermost consciousness, so that he will continually grow, not alone in knowledge but in wisdom. That he should be able to earn an honest living and support those dependent upon him is a

worthy aim. To this end honesty, prudence, economy, thrift, should all be inculcated in his daily lessons. But it is far more important to so shape and mould his education at school that it may influence his entire conduct towards his neighbor and the world, and that dying he may feel that his life has added a unit to the sum total of human happiness.

DISTRICTS IN 1897 REPORTING A LIBRARY OF MORE THAN
250 VOLUMES.

DISTRICT.	Volumes.	DISTRICT.	Volumes.
Ablington	500	Delta	850
Ackley	720	Denison	1,500
Agency	354	Des Moines, E.	1,500
Albia	700	Des Moines, W.	4,390
Allerton	600	De Witt	400
Alta	350	Dexter	400
Alton	578	Doon	408
Amara, D. T.	556	Dubuque	3,800
Arcadia	250	Danlap	550
Atlantic	1,000	Dyersville	250
Audubon	518	Dysart	500
Bedford	313	Earlville	250
Belle Plaine	280	Eddyville	250
Bellevue	407	Eldora	570
Belmond	389	Elkader	250
Black Hawk, D. T.	295	Elliott	250
Bloomfield	251	Elma	320
Boone	2,000	Emerson	340
Britt	295	Emmetsburg	1,450
Brooklyn	540	Farmington	556
Burlington	1,000	Fayette	275
Calmar	310	Fonda	380
Capital Park	2,800	Fort Dodge	585
Carroll	300	Fort Madison	1,500
Cedar Falls	700	Freemont City	330
Cedar Rapids	1,900	Garner	304
Centerville	389	Glenwood	2,400
Central City	300	Grand Junction	275
Chariton	215	Grand Meadow, D. T.	259
Charles City	340	Grant, D. T.	280
Cherokee	500	Grant, D. T.	284
Clarenco	550	Grant, Ind. T.	295
Clarinda	1,000	Grinnell	1,500
Clinton	7,860	Grundy Center	900
Corning	520	Hamburg	750
Corringtonville	350	Hampton	578
Cresco	410	Harlan	400
Creston	800	Hawarden	290
Dale, D. T.	308	Highland, D. T.	312
Dallas Center	250	Humboldt	386
Davenport	2,500	Ida Grove	308
Decorah	500	Independence	1,850
Defiance	250	Indianola	320

DISTRICTS IN 1897 REPORTING A LIBRARY OF MORE THAN
250 VOLUMES—CONTINUED.

DISTRICT.	Volumes.	DISTRICT.	Volumes.
Iowa City	1,796	Panora	789
Irvington, D. T.	371	Parkersburg	380
Jackson, D. T.	275	Perry	400
Jefferson	354	Fringbar	350
Kalona	280	Red Oak	2,000
Keokuk	1,600	Reinbeck	300
Kossauqua	265	Richland	339
Knoxville	1,200	Rockford	305
Lake City	280	Rock Rapids	250
Lansing	500	Rock Valley	290
La Porte City	378	Sabua	1,010
Le Claire	405	Sanborn	510
Le Grand	350	Seranton	250
Le Mars	650	Shelby	632
Lenox	250	Sheldon	440
Liberal, Ind. T.	320	Shell Rock	350
Liberty, D. T.	415	Shiloh, D. T.	270
Lynn Creek, D. T.	250	Sibley	325
Long Grove, D. T.	585	Sigourney	400
Lyons	500	Sioux City	1,400
Madison, D. T.	250	Smithland	300
Manchester	283	South English	315
Marathon	360	Spencer	350
Marcus	305	Springdale	500
Marengo	1,200	Springville	500
Marion	425	State Center	400
Marshalltown	8,000	Storm Lake	1,100
Naason City	300	Stuart	600
McGregor	705	Tama	300
Melrose, D. T.	288	Tipton	1,100
Miles	435	Toledo	880
Millford	280	Traer	578
Missouri Valley	300	Union, D. T.	270
Montezuma	250	Vail	291
Monticello	377	Vernon, D. T.	686
Montrose	301	Vernon, D. T.	300
Moulton	372	Victor	300
Mt. Airy	500	Villisca	375
Mt. Pleasant	250	Vinton	350
Muscataine	1,200	Wacousta, D. T.	300
Nashua	321	Walnut	275
Nowell	478	Waterloo, E.	590
New Sharon	300	Waterloo, W.	324
Northwood	300	Waukon	640
Norwalk	250	Waverly	1,650
Olin	280	Webster City	320
Onawa	500	West Bend	300
Orange City	535	West Branch	380
Osage	446	West Liberty	350
Oscola	300	What Cheer	300
Oskaloosa	1,990	Woodbine	453
Ottumwa	1,100		

THE INTEREST OF MOTHERS IN THE SCHOOLS.

During the last biennial period there has been a marked interest displayed by mothers in the schools which their children attend. While this is a most hopeful sign, there remains much yet to be done. Even our teachers do not seem to be awake to the immense influence for good which the mothers can exert, and are exerting in many communities, in favor of more rational and wholesome school privileges for their children. The professional training of the teacher is an element of success, but not by any means the only element. I have sometimes thought that in placing so much stress upon training the teacher, we forget that the all-potent influence in the education of the child is the home and that its center is the *mother* in that home.

In some sections of the state mothers are in the habit of holding meetings, visiting schools, planning with teachers the best things for the children, and thus they have been instrumental in correcting evils which have been too long endured by the community. The practice has met with my most hearty approval. Wherever possible I have encouraged it, because in it I see the dawn of better days for our common schools. At the last meeting of the southeastern association, held at Oskaloosa, a part of the program was devoted to the interests of mothers in the schools and it proved exceedingly interesting and instructive.

At the spring meeting of the southwestern Iowa teachers' association, part of the program consisted of a symposium touching the relations existing between the mother and the school. The papers breathed such an excellent spirit, and were so helpful in their suggestions that it seemed to me wise to print them as a circular of information, and scatter them broadcast among the mothers of the state. The first edition of 30,000 copies was soon exhausted and of the second edition of 20,000 but few are left. Requests come for them every week not only from this but from other states. We would gladly reprint them in this report but there is not room for them.

We have, however, made such extracts from each one as show the admirable spirit of the writer.

Extracts from the paper read by Mrs. A. P. Hanchett, of Council Bluffs:

Teachers, do you understand how suddenly you have taken, for at least many hours during the day, a mother's place to the army of little boys and girls under your care? Do you realize you are watched; every movement, every smile, every frown, every hasty word, even to the change of ribbon at your neck? A smiling face during the long trying day makes its impression on each little heart, and is the first thing mentioned as the boy takes his place at the dinner table. The child reflects with such precision the manners and habits of his teacher that a close observer could readily give a mental photograph of the teacher of each boy and girl.

The teacher in our public schools must certainly realize the fact that she is not governess in a millionaire's family, but a servant of the commonwealth, dealing with the children of the rich and poor alike. The boy who comes from the humbler walks of life in our great republic has a chance to be at its head in a few years; he may sit aside by side with the rich man's son and far outstrip him in rank. Teacher, help this boy along. He may get little help at home, but remember that under the ragged jacket and dusty cap there may exist a nature far finer and more sensitive than you find under broadcloth and velvet.

The teacher who hangs pretty pictures on the walls of her schoolroom, places plants in the windows, and is neat and attractive in her own appearance, not only inspires her pupils to be as she is, refined and cultivated, but the influence is carried to the home. In a school not far distant, a prize was offered for the best collection of copies of great paintings. The children, through their teacher, became very much interested in their search for the pictures. A little girl belonging to this school was taken ill, and the teacher, together with a friend, went to see her. They found the home a hovel; nothing that in any degree indicated refinement; but hanging on the wall, where the sick girl could look at it, was a rude wood cut pasted on gray card board, a copy of Rosa Bonheur's famous "Horse Fair." The lady who came with the teacher was surprised to see this piece of art in such a home, but the teacher was not, for she had noticed the enthusiasm of this little child as she admired the pictures brought into the schoolroom from day to day.

We are not here to pronounce a eulogy upon every teacher who enters the schoolroom, for there are those, under whose care we place our children, who are far better fitted for the position of matron in a reformatory than as leaders and teachers of our boys and girls. But to the faithful, conscientious woman who toils day by day, not only to train the minds of our children, but looking after the manners and morals as well; to her we bid Godspeed! May she long adorn the position she now fills, and may every father and mother give to her their hearty support.

George Macdonald uttered a most beautiful sentiment when he said: "The woman who takes into her heart her own children, may be a very ordinary woman; but the woman who takes into her heart the children of others, she is one of God's mothers."

Extracts from the paper read by Miss Jennie L. Redfield, of Omaha:

Intelligent mothers demand that our schools develop their children mentally, morally, physically. The teachers must possess affection, refinement, must give fair play, and each work to the realization of some ideal. The peculiarities, dispositions, shortcomings and natural propensities of the children must all be studied and developed or overcome, as is best for the completion of a perfect character.

It is the desire of every good school to so develop the pupils that they may become this complete character; that they may read themselves into this beautiful world—behold the glory of the heavens, the magnificence of the fields, forests and plains, the mysteries of the waters, the grandeur of the rocks and mountains. It is the school's intention to develop in each individual good deportment, honesty, caution; that out of these may grow truth, reverence and love; to teach him to know and understand himself and his fellow beings, that our prisons may be emptied and remain so; that the records of suicides may be diminished; that homes may be made happy; that individuals may exult in the life here as God intends they shall.

The conditions would become rapidly better if parents would take the time to acquaint themselves more with the operations of the schools in their daily work, to see the capabilities of their children and those of others. Just to see a little child stand and talk—not read from the written or printed page, but to hear him recite something which he has studied, to see the result of his reasoning, certainly would be an inspiration to any fond mother, and in turn her appreciation and presence would prompt both pupil and teacher to better and higher work than and forever. The truth of this last assertion has been very strongly impressed upon me this week during my visits to the schools in Council Bluffs, where I saw wonderful workings by little people in arithmetic by a method comparatively new to me.

Much of the child's prattle is better understood after a visit to the school. Do you mothers consider what it is for a child to go to school to study six long hours every day—thirty hours a week—on arithmetic, grammar, geography, spelling, reading, writing and drawing—every morning at nine in the seat—in position—ready to work? Think of it. Think of all the temptations which come to the boy or girl who objects to study, objects to obeying, objects to confinement,—think it all over, and you will have more patience with your boy or girl, with his or her so-called eccentricities, perhaps extend your sympathies to the teacher and the other pupils—and visit the school to see what can be done. Often the visit alone will suffice to set everything into harmonious action.

Do mothers know how much they assist in bringing out the latent powers of their own children and of their children's classmates? I wonder if they can appreciate the effect of a cleanly dressed child on a school? What polished shoes mean to the good behavior of a class? What carefully combed hair does for the other children? Can they know what a sweet "Good morning!" from a child taught at home to say it, means? How far a graceful bow reaches? How a natural smile from a sweet-tempered child permeates the whole atmosphere? Do they know that some heavy-hearted children never smile until taught to do it by atmosphere made light and bright from our better homes?

Do mothers realize that many, yes many, children who attend our schools get their only bodily comforts within its walls? That to many children a warm, well-ventilated sleeping room, a flower, a pretty picture, music, a good morning, a good night, a carross, are all unknown at their homes? These things, too, teachers know and endeavor to keep them secret.

Extracts from the paper read by Mrs. A. B. Shaw, of Corn-
ing:

One evening last week I gathered in my parlor a half dozen of the teachers in our Corn-
ing schools, under whose care my own children have been the past nine years, and we talked the matter over freely together.

It was an experience not soon to be forgotten. The firelight shone on bright and eager faces. Voices that were tremulous with earnest feeling, spoke to me of the ways in which the mothers, if they only would, could tenfold increase the efficiency of the schools. And in the course of two hours' unrestrained intercourse not a trace of selfishness showed itself. They did not suggest that one of the pressing duties of the parent was to see that the teachers were decently paid for their services, that they might be able to take advantage of every opportunity for better fitting themselves for their work, and to save them from a pensioned old age. They did not ask for personal sympathy or encouragement.

In the primary rooms the greatest evils seemed to be untidiness and irregularity. A dirty child, who comes late, or only two or three days in the week, is a much greater trial to a good teacher, than a mischievous or even a naughty one. An irregular scholar not only fails to gain anything himself from the class work and drill of the schoolroom, but he disorganizes to an almost unendurable degree the work of more punctual children. If there are many such pupils in a room, all an earnest teacher's best directed efforts will fail to accomplish the ends desired. In time she, herself, becomes discouraged, relaxes her endeavors, and loses the keen interest in her work, which alone redeems it from the most unmitigated drudgery. The remedy for these evils assuredly lies entirely in the hands of the mothers.

A little further up in the scale, where the children are first beginning to take an interest in independent reading, the teacher was most anxious for aid in directing and assisting that interest. If the mothers would help to put good books, bright, healthy books into their hands, keep from them dime novels and sensational stories, help them in learning to use books of reference, and in forming a taste for pure, clean literature, it would make the teacher's work so much more effective.

In the grammar grades the thought went back to the physical conditions again, the teacher finding the weight of responsibility resting upon her almost greater than she could bear alone. If the mothers could only help us in our fight against cigarette smoking, vile language, impure thoughts and habits. These eradicated or suppressed we could do unspcakably more for the children in the grammar rooms. These same evil tendencies, carried into the high school, are responsible for 80 per cent of the failures in recitation; a bar to progress with youths who otherwise might be trained, intellectually and morally, for good and useful citizenship.

The talk that I had that evening proved to me that the average teacher realizes fully her need of outside aid to best develop her pupils into symmetrical, well-rounded characters, and that her thoughts are earnestly turning to the mothers for that aid.

In my own mind the only doubt I have had as to the mothers' meetings coming to their highest state of usefulness, has been lest they should not reach down and rouse the mothers who most need the help that they could give.

There are mothers who send their children to school to get rid of the care of them, and who leave them upon the streets, out of school hours, for the same sad reason; who keep the child out of school on the most trivial excuse, and who listen to his tales and complainings about his teachers with ill-advised sympathy. The mothers who, ignorant themselves as to proper clothing, proper food, sanitary conditions of any kind, are beyond all words unfit to have the care of an immortal being.

With their children ours sit side by side in school. They breathe the tainted air of those uncleaned bodies. They are influenced by the vulgarity and immodesty of those untrained minds.

Oh! mothers of the better classes, here is work for your hands to do, that will repay an hundred-fold, the time and strength you give.

If you can, through these mothers' clubs, reach down and raise those other mothers to a higher level, you will have done for them, for their children, for the schools and for your own children, a good which there is no computing.

Besides the mothers' clubs there are many other ways in which the mother's influence can be made beneficial to the schools. Chief among these, it seems to me, would be the placing of broad-minded, intelligent women, in whom the people have confidence, upon our boards of education. In this state the experiment has been but little tried, but in Kansas and Colorado, and possibly in other states, it has passed the stage of experiment and is a pronounced success.

It ought not to be necessary to appeal to mothers in behalf of the schools which their children attend, and yet if we could reach every mother in the state we would say that the thing which we most greatly need is your influence on the side of better schools. Not necessarily better from an intellectual standpoint, but better in every way, especially in those surroundings and conditions which conduce to the physical and moral welfare of your child.

When you leave your little one at the schoolroom door you have added to the responsibility of the teacher, but you have not in the least degree diminished your own. You cannot divide with the teacher of your child that stern responsibility which attaches itself to the sacred office of motherhood.

One of the great problems of the day is how to bring the home and the school together that they may work along the same lines and thus be helpful to each other. You can do

much to help your teachers make their schoolrooms attractive and beautiful. It is not a selfish work which thus appeals to you. It reaches beyond your own fireside, and includes every household in your neighborhood. More than this, it reaches far into the future, because the children who are mates in school to-day will be fellow citizens of a free government in the next generation. Whatever you can do to improve the character of the entire school will render existence more tolerable for your children when they assume the responsibilities and duties of active life. The most sacred work that is done in the world is that which has for its object the best education possible for every child.

TRAINING FOR CITIZENSHIP.

Very much that passes for patriotic teaching has but little effect in making a good citizen of the child. It produces no lasting impression because it appeals only to transient impulses which are forgotten in a day. To implant the germs of good citizenship it is necessary to inform the child of the principles upon which republican institutions rest. We must teach more than we do in our public schools that the will of the majority constitutionally expressed must be obeyed; that the elective franchise whereby the will of the majority is ascertained must be guarded against fraud in any and every form; that it is the duty of the individual to vote in accordance with his honest convictions of what is best for the whole country; that intelligence, respect for lawfully constituted authority, the right of every man to make the most of life for himself and his children, honesty in business transactions, uprightness in public as well as private life, are the safeguards of republican liberty.

No thoughtful student of history can look to the future of our country without anxiety and alarm. At the same time there is reason for hope and courage in our system of public education which opens the schoolhouse door to the child of every man. But we must not in our eagerness to extend our school curriculum and multiply the number of branches lose sight of the fact that the first great duty of the public school is to so train the child that he may discharge rightly, magnanimously and conscientiously all the duties of American citizenship. For this purpose our fathers founded the public school,

for this it has been maintained for generations, and for this we hand it down to our children as a sacred legacy of the past to the future.

If we teach patriotism we must inculcate an honest respect for the flag, as it symbolizes the power and strength of a great country. If we teach history, it must be with unflinching regard to the truth. It is not necessary to speak of England as an ancient enemy, but we must not neglect to bring to the notice of our children the names and deeds of Washington and Franklin and Jefferson, of all our revolutionary sires. The seeds of sectional hate and animosity should be buried forever, but we cannot blot from our histories the names of Lincoln and Grant, nor the renown our soldiers won at Vicksburg and Gettysburg. Washington's farewell address should be read on his birthday in every school, and Lincoln's Gettysburg speech should be engraved and hung on the walls of every school-room. To make an intelligent citizen the child must know why he is proud of his country.

THE SUPERVISION OF RURAL SCHOOLS.

In the office of county superintendent the effectiveness of the work depends upon the character of the office. One county superintendent reports 20 schools visited, no educational meetings held, no active members of the reading circle; \$1,250 salary. Another reports 165 schools visited, 39 educational meetings and 160 teachers in the reading circle; salary \$1,200. It is pleasant to say that women have uniformly filled this office with a painstaking conscientious fidelity to duty which has rendered their work of great benefit to the schools under their charge. Iowa claims the honor of having the first woman county superintendent. In 1809 Miss Julia C. Addington, of Mitchell county, was appointed to fill a vacancy and chosen by the electors for the next full term. Washington county has had a woman for county superintendent continuously since 1876. The following table will be of interest in this connection: Number of women county superintendents for term commencing 1870, 1; 1873, 3; 1874, 5; 1876, 10; 1878, 7; 1880, 5; 1882, 9; 1884, 11; 1886, 10; 1888, 8; 1890, 14; 1892, 12; 1894, 13; 1896, 15; 1898, 11.

Supervision is a blessing or a curse in proportion to the degree of intelligence and skill with which it is administered. The personality of the supervisor, which some one says "consists of consciousness, character and will," is worthy the first consideration. He should be selected with reference to his peculiar fitness for the duties of his office. In this respect the city schools have an advantage arising from the fact that the superintendent is usually chosen from a number of candidates because he seems to be the one having the highest qualifications, while the county superintendent is too often sifted out by the whirligig of politics, with reference to such availability alone, or in order to balance the ticket. The tendency manifested in many states to require some qualifications as to character, scholarship, and experience from the candidate who aspires to the office of county superintendent, is one of the most hopeful signs of improvement in the nature and efficiency of rural school supervision. The provision of the Iowa law which requires the county superintendent to hold a first grade certificate or a paper from the state board of examiners is a step in the right direction and meets with the hearty approval of the educational public.

The country schools need a supervision which in its entirety and in its wholesome effects challenges the respect and support of everyone who is interested in the welfare of the schools. They need a supervision which is broad in its scholarship without being shallow. The supervisor should make no pretense of knowing everything, but he must be well grounded in those studies which enter into the rural school curriculum. He should have a varied and successful experience in this kind of work before he enters upon the duties of his office, in order that he may be able to devise and execute plans looking to the best education which it is possible for these schools to afford. A man may know the entire process of manufacturing Bessemer steel and not be a good blacksmith; he may be an adept in the sciences, or at home in languages or literature, and yet not be able to manage a school of forty pupils; so he may be a most excellent disciplinarian, and an exceptionally good instructor, and be lacking in the qualifications necessary to success as a supervisor of a system of schools. In selecting a suitable person to oversee a system of rural schools, in addition to a reasonable education and a clean personal character, we should look

for power of adaptability to circumstances and ability to discern the fitness of things, so that he may accomplish all that which is possible without attempting the impossible. The integrity of his heart, the nobleness of his aim, the honesty of his purpose, should be so patent in his life as to render him secure in the respect and confidence of all with whom he comes in contact.

We regret that the office of county superintendent must for years to come be political in its nature, but the officer himself should be a politician only in the highest and broadest sense of that word. The time will undoubtedly come when politics will be eliminated from the election of school officers. Until then we must make the best of circumstances and elect to the office of supervisor or superintendent persons who carry their conscience into their work, and who, therefore, will when inducted into office regard in its fullness their official oath. Such men of either party will conduct themselves as citizens and not as partisans, and will discharge their duties looking only to the highest welfare of the schools.

The person who is chosen to act as a supervisor of rural schools must himself be a thinker as well as a student, and must be able to incite others to think and study. In the isolation of the country school, the teacher too often has no ideals and consequently no ambition. It is the business of intelligent supervision to suggest these high ideals of work as the end which the teacher must aim to accomplish. Time is often wasted by the supervisor in suggesting new methods to teachers who have no idea that there is any better way than they have been doing since they obtained their first certificate; he might as well whisper the news of the day in the ears of the dead. I would rather have in a teacher one divine spark of originality, lightened up by enthusiasm and zeal in her work, than all the knowledge that is contained in a thousand pages of the dead lore of the past. The supervision needed in the rural school is one which inspires energy, enthusiasm, and zeal; which awakens a desire to know the best; which says, "come, let us study, let us think, let us reason, let us discuss." Such supervision opens the doors and the windows that the light of nature may come in, drives out old traditions, and ushers in the reign of intelligence, knowledge, humanity, and love, which characterize the new education.

The influence of a refined, cultured scholar in the person of the supervisor is not to be lost sight of. Sometimes he is the

only medium through which bright pupils receive an aspiration which awakens a desire to attend a school offering larger advantages. The supervisor has a three-fold function. He examines in order that he may test the possession of knowledge on the part of teacher or pupil; he inspects that he may in a measure ascertain the quality of the work and control or organize the management; he supervises in order that as an adviser and friend he may point out errors and suggest remedies, encourage honest efforts, and welcome signs of improvement in methods of discipline or instruction. The true supervisor is much more than a teacher. It is only by regarding each of these functions that the supervisor may bring his work into accord with that of the teacher and the pupil, and thus unite for a common purpose all the interests of the school.

Formerly the office of supervisor embraced that of examiner of teachers alone. There are many counties even now in which the fitness of the teacher is determined by the per cents recorded against her name. This has led to a great evil, in that it induces teachers to study for marks. They study questions, not subjects, and test themselves by the number they can answer. As a consequence the rural school teacher becomes exceedingly narrow, having little depth of knowledge, or breadth of foundation upon which to build her work. She does not cultivate habits of study or investigation. Only an independent thinker can make an independent teacher. Enthusiasm in presenting knowledge is born of enthusiasm in pursuit of knowledge. The prevailing method of examining teachers, as the only test of fitness for their work, is an exceedingly ingenious device for enabling them to conceal their ignorance.

The need of the school is a supervision which can reach beneath this accumulated mass of rubbish, and judge the qualifications of the teacher not alone for what she knows, but rather by what she can do in the schoolroom. The teacher who has crammed for the examination ought to be detected and rejected as surely as the one who fails to meet the prescribed standard. To give the rural school the needed supervision, the supervisor must know what is the criterion of a good teacher, and the elements of good teaching. He must possess the ability to select the teachers whom he commissions not only in accordance with the results of the examination, but having regard to breadth of knowledge as evinced even in the answers to technical questions. He must be guided not alone by a system of percentages,

but by her evident ability to stamp the impress of her character upon her school. He must endeavor to determine the question, "What will be the influence of this teacher over the pupils, and in the community at large?"

The supervision of rural schools should be made to include the duty of awakening public concern, and of strengthening the entire tone and trend of thought as it is directed towards the promotion of educational interests. This is a new field for supervision, and one in which it ought to achieve most beneficial results. The supervisor of rural schools should be acquainted with the material resources of his district. He should not only know what constitutes good farming, the grazing interests, the dairy, the rotation of crops; but the prevailing industry of that region should be so familiar to him that he can converse intelligently with the inhabitants and convince them that he knows something besides books. The object is not alone to gain an influence over them but to bring the school into touch with the home life of the community about it. For this reason the supervisor should make himself well acquainted with the prevailing conditions of the wage-earners of his territory, in order that the instruction of their children may commend itself to them as sensible and as calculated to meet their present and prospective wants. New thoughts, better methods, live matter, and stronger incentives must come to the country school through the efforts of rational supervision. The dawn of a new education for these schools will break over the horizon as soon as we can bring to the aid of the teacher the light of science and the knowledge of common things.

The teacher must have great latitude; she must be herself a lover of nature in its various forms, and be able to interpret the language of rocks and trees, and flowers; the running brook, the snows of winter, and the fruits of autumn. The wise and intelligent supervisor aids and encourages her and her pupils and commends her work in these new lines as he does that included in the regular school curriculum.

The supervision needed by the country school must concern itself also with school extension, lectures, and libraries. The county associations must be supplemented by meetings of the directors and parents for consultation and advice. In these the supervisor must be the moving spirit. The isolation of the country school can be broken up through the influence of these meetings. The establishment and maintenance of good roads

must find in the supervisor a ready and popular advocate. Under the stimulus of his influence the rural school grounds should be made attractive and the school buildings neat and convenient. There are instances on record in which the work of one man has changed the educational aspect of a county, but he had first to gain the confidence of the people, and they responded by electing and re-electing him for a long series of terms.

The supervision needed by the rural schools must be intelligent and rational. It must abound in common sense, be able to adapt itself to circumstances, be strong, manly, and vigorous, so that the character of the supervision shall commend the wisdom of the supervisor. There must be added also an element of permanence in office, so that the supervisor may feel that he has time in which to work out his plans, and to demonstrate the wisdom of his plans. The term of office should in no case be less than four years. The supervisor must be kept in the field every day of the school year, when it is possible. He should have all the clerical help he needs, but the worst use that can be made of him is to keep him in the seclusion of his office, at work over papers and reports. The vacations should not be entirely free from field work, for then he should be with the people and school officers, looking after school grounds, advising the directors or trustees in regard to the repair and improvement of buildings, or the erection of new ones, consulting with them as to the choice of teachers, the text-books most suitable for their schools, and the general educational interests of the district.

The supervision which I have attempted to mark out is that of a live, enthusiastic man in sympathy with educational progress, in touch with the common people, consecrated to his work, who thinks no sacrifice too great, no labor too severe, when made in the cause of the common district school.

THE ONE THING NEEDED IN OUR SCHOOLS.

The educational spirit of our people is most excellent. They pay their school taxes, which are sometimes heavy, with but little grumbling. Still we hesitate to provide any additional means for training teachers for their work. In our schools

to-day are nearly 4,000 teachers with no experience; 4,000 more are there with an experience less than one year, 15,000 applicants fail to obtain anything higher than a second grade certificate, and still we hesitate.

Illinois has four state normals, Wisconsin seven, Minnesota four, Missouri four, Iowa one; and still we hesitate. In each of the four biennial reports which I have had the honor to submit, I have called attention to this matter. Every other incumbent of this office has done the same. The people of Iowa are ready for it; the teachers of the state demand it. They are ambitious; they are sensible of defects in their methods and in their education; they appreciate the magnitude of their work and ask at your hands additional means for preparing themselves for it.

Of the 550,000 children enrolled in our schools, three-fourths of them are under the care of teachers poorly prepared for their calling. Their demands are the most urgent of all because founded upon justice. The cries of the children compelled to waste the years of their youth under the care of teachers who misunderstand the child, who fail to comprehend the end and aim of education, who have no ideal worthy of being placed before their pupils, are enough to pierce the ears of the deaf or to waken to sensibility the hearts of the dead. If we hesitate to burden ourselves with additional taxes, may we not also hesitate to burden the next generation with an ignorant populace? This question of better preparation of teachers for their work touches the very heart of our educational system. The manufacturer recognizes the principle for which we contend when he employs skilled labor as the most economical. We employ the most skillful doctor to care for our sick, the most competent attorney to plead our case before the court; we look for learned and eloquent ministers to fill our pulpits. More than this, the man is selected to care for a valuable horse who is especially adapted for that work; an architect must give evidence of his ability in that line before we entrust him with the erection of an expensive building. Ought we not to take equal care that the education of our children is committed to those only who have made themselves skillful in their calling? I venture to quote from the report of the rural school committee submitted at the last meeting of the national association. It seems to be applicable to our wants in Iowa:

It is evident that for the fitting preparation of teachers for the rural school some agency is needed intermediate between the brief convention or institute and the normal school, with its two or four-years' course, so far beyond the reach of the majority of rural school teachers. What shall it be?

Several facts must be kept in mind in the solution of the problem: (1) A large proportion of the teachers of rural schools cannot afford the time and expense of a two-years' course in a normal school. (2) The receipts from employment in the rural school under present conditions do not remunerate one for the expense of a normal school course. This is a simple matter of business, and sentiment will not change the facts. (3) Other conditions remaining the same, attendance at a school is in an inverse ratio to the distance between school and home. This is especially true for a short course.

To meet these conditions there is needed a normal training school with a short course of study. The place—a village which will give over its schools to this normal training school for practice schools. These practice schools, organized as primary schools in one room and as grammar schools in another, will show what can be done with schools in the simplest form of gradation. For a part of the course all the grades should be brought together to illustrate the work of the one-teacher school; such work as should be done in the ungraded school. A faculty of five or six good teachers, including practice school teachers, would suffice for such a school.

This general organization—what the work? Treatment of matter essential to good teaching would be grounded on simple fundamental principles. Deficiencies in education would be supplemented by sound teaching; principles of teaching and of school management would be taught and illustrated. Many might learn to do well what they had never done at all; most would learn to do better what they had done poorly. From these schools would come many students for fuller courses of training and a still wider usefulness.

This plan in its development would give a system of district training schools, analogous to the county model schools of Ontario and the training schools of Quebec and Manitoba, with a course of study and training of one year, the first half of which should be mainly academic, for those who need this preparation, the second half mainly professional, the work so planned that those of more advanced scholarship need take only the course of the second half year.

WASTE IN SCHOOL EXPENSES.

When times are hard and people feel the necessity of economy, the first step, generally, is to reduce the teacher's salary. When that is done the public seem to feel that the school at least is conducted on business principles. It is a glaring example of false economy to save money by curtailing the educational privileges of the children. But aside from this, there is room for

great improvement in the financial management of the school funds. There is a carelessness which in many cases is exceedingly culpable in the manner of keeping accounts and in not being able to show for what the money has been expended. Often the treasurer is ignorant of the first principles of book-keeping, and cannot in any way make an intelligent report. Every treasurer who has the disbursement of school funds should be obliged by the law to take his books at stated times in the year to be audited by the county auditor. The auditing should be an actual close examination of the books. Care should be taken to see that the amounts secured from any source are properly entered and that they have been properly expended or accounted for. When the treasurer settles with the board, as he should do frequently, the board should not only look over his vouchers, but he should be required to produce the cash on hand. The amount lost through dishonesty is very small. Our school officers are generally men of integrity, but there is great need of introducing business ways into the management of school finances. The purchasing of fuel and supplies should be entrusted to one man and when the district is of any considerable size, competent bids should be asked for, and the contract let to the lowest responsible bidder. The district should obtain better prices than any individual purchaser.

It is a desirable qualification of a principal or superintendent that he should know something of business. I do not at all agree with a class of school men who assert that the only business of the teacher is to teach; and the only business of the superintendent is to supervise the teacher. Each teacher ought to be as careful that no supplies are wasted as though she paid for them out of her salary. Every superintendent ought to be so well acquainted with the business affairs of the district as to know what the board can and cannot afford to supply, so that it can depend upon his advice. Sometimes things are very desirable which for the time being are not expedient. In such cases boards and teachers ought to exercise prudence and common sense. We expend in Iowa for our schools \$8,000,000 in round numbers. I am convinced that the state superintendent of Maine is correct when he says: "We do not need to raise more money to maintain public schools of a standard grade, but we need a more intelligent expenditure of the funds used for this purpose."

If not a waste, it comes very near to it, for the board of directors to levy a tax which raises more revenue than the

necessities of the district actually demand. A small balance on hand in each fund may be desirable at the close of the year; it is better than a deficit. But usually the aggregate amount kept on hand by the different treasurers in the state approaches three and a quarter million dollars. This is two million dollars more than is necessary to meet any emergency likely to occur. It benefits the treasurers at the expense of the people who contribute the money. The attention of school officers has been called to the injustice of this, but the amount on hand does not decrease from year to year. If there is no way of reaching this custom through the law, the sense of right and justice ought to compel a board composed of high minded men, not to make the tax levy any higher than the good of the schools demands.

HORACE MANN.

On May 4, 1896, occurred the centennial of the birth of Horace Mann. This department thought it most fitting the day should be remembered and issued the following circular to the schools:

1796.

HORACE MANN.

1896.

MAY 4.

The superintendent of public instruction for Iowa desires to call the attention of the educational public, and of all friends of education, to the fact that this is the centennial year of the birth of Horace Mann. He was born in Massachusetts, May 4, 1796. As a friend of the common schools and as a promoter of popular education, America has not produced his equal. His name is affixed to the report of the commissioners appointed in 1856 to revise the school laws of Iowa. That report was very largely his work, and breathes his spirit in every sentence.

We most earnestly recommend that the flag be displayed on May 4th from every schoolhouse that possesses one. It will be a most fitting tribute to his memory from those in whose interests he spent his life. We also ask county superintendents to devote one-half day at the summer institute, to the study of the life, character, and achievements of Horace Mann. This will prove an exercise calculated to inspire teachers with renewed zeal in their work.

The words of this great man are true now as they were when he uttered them:

"In a social and political sense, ours is a free school system. It knows no distinction of rich and poor, of bond and free, or between those, who in the imperfect light of this world, are seeking through different avenues, to reach the gate of Heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty for all the children of the state. Like the sun, it shines not only upon the good, but upon the evil; that they may become good; and, like the rain, its blessings descend not

only upon the just, but upon the unjust, that their injustice may depart from them, and be known no more." Very cordially yours,

HENRY SABIN.

March 10, 1896.

In accordance with the above, most schools displayed the flag and in the larger places appropriate exercises were held. In the exercises of the annual institutes during the following summer the attention of the teachers was called to the value of his work for the common school.

In 1856 Governor Grimes appointed Horace Mann, Amos Dean, then president of the state university, and F. E. Bissell, of Dubuque, a commission to prepare a system of school laws to be presented to the next general assembly. Mr. Bissell, for some reason, was unable to act, and the work devolved upon Mr. Mann and President Dean. The following letter written by the late President Gilchrist, who was then at the head of our state normal, throws much light upon the subject of Mr. Mann's influence in preparing the school law.

IOWA STATE NORMAL SCHOOL, }
CEDAR FALLS, May 21, 1884. }

EDITOR OF REGISTER—I have just read in this morning's Register the article, "Horace Mann; the extent of his influence upon the public school system of Iowa," and I cannot resist the temptation to make known a reminiscence of my own connected with this subject. It was while I was a student at Antioch college, of which, as you well know, Mr. Mann was president, that the commission came to him to prepare a system of school laws for Iowa. He felt very much honored. I had occasion to call on him at his study and found him busy writing. The business on which I called was soon settled, and he remarked in substance as follows: "I am engaged to-day in preparing a report to the legislature of Iowa and formulating a body of school laws for that new western state, having been invited to do so by the proper authorities. I take great pleasure in preparing this report, for I am back again at my old work of laboring for the common schools. This grand, new state will not have any of the prejudices and old habits to contend against as Massachusetts had."

At a reception of the students given by him a few days later, he was conversing with a group of young men on political questions, in those days so exciting, and to give point to some remark, he showed us a letter from Charles Sumner, then in Paris, seeking medical aid for his restoration to health after the blows inflicted by Brooks in the senate chamber. "Ah," said he, "but for the mass of thick, curly hair that Sumner wears, Brooks would have been a murderer." Then turning to his desk and taking up a few sheets of paper, he said: "This is what we are doing for Iowa. Young men, those of you who may live thirty years will see that state the greatest in the union, because she is beginning in the right way, laying broad plans for the education of the masses." We then inquired about the features of the system he was submitting, and I well remember the emphasis he gave

to the following: The township as the unit in school administration, teachers' institutes, the county superintendency and normal schools. Being the founder of normal schools in Massachusetts and in the United States, he could not overlook a provision for them in his report.

I cannot take time to make any reflections. Great as Iowa is, would she not have been greater had she adopted the system complete as reported by this man, at that time the most eminent in the country for educational statesmanship? But, then, the people—systems cannot go faster than the people go. Iowa was not ready then for this perfected system, and is hardly ready now. To prepare for an Iowa thirty years in the future, greater and nobler than she is now, you must lay the foundations to-day in the minds and hearts of the children. Very truly yours,

J. C. GILCHRIST.

Three things conspired to render Horace Mann immortal; his indomitable will, his great intellect, and his yet greater heart, every throb-beat of which was in sympathy with the great heart of humanity about him. Born, like Abraham Lincoln, of the common people, cradled in poverty, and nursed by toil, like him Horace Mann made the adverse circumstances of his youth steppingstones by means of which he reached at length

"God's plan—
And measure of a stalwart man."

He is the one grand central figure in the group of educational reformers of his day; the one great commoner, who, with unflinching heart and sublime courage lifted up the banner of the common school, and gave fresh life and new meaning to the democratic doctrine of popular education. With the tenderest hopes for humanity in its lowliest guise, with fullest sympathy for the oppressed and the ignorant, with unflinching faith in the wisdom, the justice and the love of God, Horace Mann consecrated himself, mind, soul and body, to his chosen work. No labors wearied him, no dangers appalled him, he counted no details as too tiresome. Nothing stood between him and life in the humblest cabin in the state. No pride of place, or wealth, or power, separated him from his race. The universal fatherhood of God and the universal brotherhood of man were linked inseparably in his mind. It is in vain the nation builds a monument to such a man. The brass corrodes, the marble crumbles, the life canvas fades. But he, who like Horace Mann, builds his life into the lives of the people, shall be like the cedars upon Lebanon which abide forever,

"Stately and temperate worn,
To show how nature triumphs over time."

Horace Mann was distinctly an American. He believed in

American institutions, in American schools, and in having the children in the public schools become worthy American citizens.

We talk of enriching our courses of study. Every year sees another straw added to the load of the patient, overburdened camel. When his back will break is only a question of time. I may stand alone in this opinion, but I speak the convictions of my heart when I say that the tendency to overload and crowd the intellect of the child at the expense of his moral and physical nature is criminal in the extreme, and must result disastrously in the end.

Horace Mann says: "I find that for one man who has been ruined for want of intellect or attainments, hundreds have perished for want of morals. And yet with this disproportion between the causes of human ruin, we go on bestowing at least a hundred times more care and pains and cost in the education of the intellect than in the cultivation of the moral sentiments and in the establishment of moral principles." The course of study in the schools needs enriching on the side of the heart rather than the head. It should be enriched with great thoughts and noble sentiments drawn from the wisdom of past ages. More than this, it should be enriched by the cultivation of those everlasting principles of right, justice, honor, truth, which are the foundation of the American state, and in the inculcation of which lies the only sure safeguard of our American homes.

COMMITTEE ON RURAL SCHOOLS.

In 1896 the educational council under the auspices of the national educational association made the first attempt which has been made in this country to investigate the conditions of the rural schools, and to devise ways and means for their improvement. A committee of twelve was appointed of which the superintendent of public instruction for Iowa was made chairman. Two years were occupied in the work, and the report of the committee consisting of a volume of 228 pages was submitted at the meeting of the association at Milwaukee in July, 1897. Already Michigan has taken steps to place a copy of this report in every school district in that state. The school commissioner of Georgia incorporated the entire report in his last report to the legislature. New York has taken steps looking to publishing an edition of several thousand copies for the use of school officers.

I have incorporated in the appendix to this report the conclusions reached by the different subcommittees. They embody the results of careful research and investigation on the part of men who have for years taken an interest in the subject. These conclusions embrace more even than that, for they were reached after correspondence and consultation with county superintendents and men who have had practical experience in teaching rural schools.

While it is not probable that this report will afford a complete solution of the rural school problem, it is regarded as a long step in that direction. It is also a noticeable fact that at the late meeting of the national association at Milwaukee, for the first time in its history, one entire morning was devoted to the discussion of the country schools. If the finances of the state would permit, Iowa ought to follow the example of other states and print an edition of this report sufficient at least to supply one for every district. I have no hesitation in saying that I believe it would prove a wise expenditure of public money.

THE RURAL SCHOOL AND THE FARM.

There is in process of evolution a distinct plan to render the country school more useful by bringing it into closer touch with the life which surrounds it. It has reached a much more advanced stage in other countries than in our own, but it is attracting more attention with us as the necessity of it becomes apparent. The French minister of public instruction says:

A teacher should never forget that the best way to make a workman love his work is to make him understand it. The end to be attained by elementary instruction in agriculture is to give the greatest number of children in rural districts the knowledge indispensable for reading a book on modern agriculture, or attending an agricultural meeting with profit; to inspire them with the love of country life and the desire not to change it for the city or manufactories, and to inculcate the truth that the agricultural profession, the most independent of all, is more remunerative than many others for industrious, intelligent, and well-instructed followers.

It is not necessary to make the pursuit of agriculture more honorable. Nothing can do that. The tiller of the soil is king among laborers. Something, however, can be done to make the farm as attractive as the city and so keep the boy contentedly at home. He can be convinced that the avenues to prefer-

ment, to position, or wealth, lead out from the farm as well as from the store or the office.

The men in active life to-day who remember their childhood with the greatest pleasure, are those who, when boys, were brought into closest contact with nature. They can recall every foot of the old farm, the brook from which they caught the finest trout, the names of the birds which sang in the woods, and the windings of the old road which led to the village or the schoolhouse. A majority of the men who are to-day leaders in the political world, men eminent for their literary culture, for their scientific attainments, for their success in business, are the product of farm life. The very fact that they had the chores to do morning and night, that their help in the field was required when work was pressing, that their efforts ministered in some degree to the happiness and welfare of the family, gave them a solidity and manliness of character which has served them in the arduous toils and struggles of a long life.

We cannot afford to forget or discard the influence which the boys and girls from the farm will exert in future years. Besides, we must take into account the changing conditions of farm life. The introduction of machinery as an aid to the labors of the husbandman calls for skilled labor. Once the farmhand, who could swing the scythe or handle the hoe, was in demand. Now, to secure the highest wages, he must understand something of the complicated machinery of the reaper, the mower, the self-binder, the cultivator, or the gangplow. The butter is no longer made in the farmhouse kitchen, but at the creamery. It is necessary for the farmer to know what breed of cattle will prove most profitable, and how to feed them so as to obtain the best results. One of the largest farmers in the state a year or two ago sold off nearly all his stock in the early fall at a large discount because of the failure of crops occasioned by the drought. He afterwards said to me that he could have wintered every animal he sold if he had known how to utilize that which he had been accustomed to throw away as refuse. To know how to utilize the waste is to add just so much to the profits of the farm.

There are two questions of paramount interest—how to make the knowledge obtained at school of use on the farm, and how to make farm life an incentive to more earnest work on the part of the pupils in school. Bookkeeping, as applied to farm accounts, should be taught. The small margins that are saved

constitute the great sum of profits in every business. The study of form and elementary geometry and surveying so that he may run a line, would be very useful to the farmer's boy. The study of plants, the selection of seeds, some knowledge of soils, the cultivation of all kinds of fruits, especially those which will best grow in that section of the state, how to make good roads, the care and scientific feeding of animals, are but few of the many subjects which ought to be made more prominent in the rural school curriculum. The time is at hand when the farmer must open up new sources of revenue. It will not do for him much longer to depend upon corn or wheat alone. Dairying, the raising of poultry for the market, the cultivation of small fruits, how to get the best possible results from the cultivation of an acre of ground, are forging their way to the front very rapidly. The school which conduces most to benefiting the farm is best for a rural community. The product of the country school should be the intelligent, expert farmer. We must remove from agricultural pursuits the stigma that it requires less intelligence to manage a farm of 160 acres than it does to keep a corner grocery.

With the introduction of good roads, and a system of daily mail delivery at the door of every house, the old-time isolation which has made farm life so undesirable will cease to exist. There will then be greater opportunities for lectures and for home study. The experimental agricultural station, at Cornell university, in New York, has entered upon a work which is worthy our imitation. They term it "extension work in rural schools." Their plan is to send out free for the use of teachers and schools, as well as for other persons interested, bulletins bearing directly upon agricultural work. At the same time lecturers visit the rural schools for the purpose of interesting and instructing teachers and pupils. The following extracts are from an article by Prof. L. H. Bailey, of Ithaca, New York:

The plan of effort in this teaching was to visit two schools during the day, one in the forenoon and one in the afternoon. The arrangements were made in advance with the school commissioner or the trustees, and the fact that the speakers were to be at the schoolhouse was ordinarily announced some days in advance, so that parents and friends could visit the school at that time if they chose. The teacher was in every case willing to omit the regular exercises for an hour or two, in order that our instructors might take up the work of object teaching with the children. The motive in this work was to find out just how the pupils could be reached by means of

object-lesson teaching, and just how much interest they would be likely to manifest in agricultural matters in case it were ever found to be desirable to introduce such teaching as a part of the district school work. The instructor would first explain the reason for his coming, and give the school to understand that no new text-books were for sale and that no new classes were to be required at the hands of the teacher. He then ordinarily took up some simple object lesson. It might be, in one place, a stalk of corn which he had in his hand, and the process of growth of which he would explain from seed to harvest; it might be, in another case, the germination of a bean or a pumpkin seed; it might be, in another case, the habits or structure of a potato bug or some other insect; it might be, again, the reasons why there were knots and knot holes in the woodwork in the schoolhouse; it might be a very elementary talk upon the different plant foods which are in the soil; it might be, in other cases, a very brief sketch, with charts, of some fungus; and so on. These exercises were uniformly well received by both the pupils and the teachers, and this work has, I think, awakened more inspiration in the minds of our instructors than any other attempt which we have yet made to reach the people. The teachers in the schools have without exception expressed themselves as willing and desirous of taking up some such simple exercises as a rest for the pupils two or three times a week, if only they themselves could be instructed in the proper methods of carrying on the work. In order to afford this instruction to the teachers, we are now proposing to issue a series of experimental leaflets on object lessons and place these in the hands of the teachers.

There is no doubt of the necessity for work of this kind with the children. The love or antipathy of the farm is engendered at a very early age in the minds of the young. This has been demonstrated in these October meetings, when we have asked those children who live on farms and who still desire to do so to raise their hands, and we almost uniformly find that the number who desire to live on farms is far less than those who actually do live on them. With these children, ranging from six to fifteen years of age, the question of pecuniary profits upon the farm has appealed very little, but they are influenced directly by the environments under which they are living. These environments must be improved; and, if they are, there is every reason to expect that children will love the country better than the city. We have thought, therefore, that it is eminently worth the while to instill the love of nature and the knowledge of a multitude of living things in the minds of the children.

The resources of Iowa are and must continue to be, to a large extent, agricultural in their nature. Whatever adds to the productiveness of the farm increases the wealth of the state; whatever adds to the intelligence of the farmer's family adds to the intelligence of the state. This subject is of such vast importance, as affecting the whole future welfare of the nation, that the committee on rural schools, which reported at the last meeting of the national educational association, at Milwaukee, committed it to a special committee. The results of the investigations of that committee will be found as an appendix to this report.

TRANSPORTATION OF CHILDREN TO SCHOOL.

A number of states have made definite legal provisions for carrying children to school at public expense, under certain conditions. In general these laws provide that when a school has become so reduced in numbers that the expense per capita is too great, it may be closed and the children carried, without charge, to such school as the board may designate. Thus two or three small schools may be gathered into one of good size, and a competent teacher provided at a fair salary, instead of two or three incompetent ones at a low salary, thus affording better instruction for the children at a very considerable saving to the taxpayers.

Section 2774 of the revised code makes provision that when the board is released from its obligations to maintain a school, or when children live at considerable distance from their own school, the board may contract for their instruction with boards of other districts and pay the tuition out of the teachers' fund. It also provides that whenever it will be a saving of expense and the children can secure better advantages thereby, the board may arrange with any person outside the board to convey the children to and from school in the same or in another corporation and pay for the same out of the contingent fund. There are many counties in Iowa in which the boards can take advantage of these provisions of the law with great benefit to the schools.

In many districts good schools are absolutely impossible on account of the conditions. With less than ten pupils on the roll, with irregular attendance on the part of the pupils, and with two or three different teachers in one year, the progress of the pupils in their studies is slow and uncertain. The only way in which to improve these conditions is by consolidating the schools.

The American people have not yet reached that degree of civilization which enables them to spend public money wisely and so as to get permanent results. If nine schools are maintained where six would answer a better purpose; the money expended upon the three extra schools is wasted. Nine teachers are poorly paid where six better teachers could be employed at more remunerative salaries and still save money in each of the three funds. So there is a waste if the children in small schools are gathered in groups of eight or ten with a teacher to pay and supplies to be purchased for each school, when under

the law at a comparatively small expense they can be carried to a well conducted graded school centrally located.

This matter was very thoroughly investigated by the committee on rural schools. I have incorporated its conclusions in the appendix to this report. It will bear careful study by those who are interested on the economical side, or in having better schools at less expense.

KINDERGARTENS.

The kindergarten has not yet taken the place in our schools which its importance demands. It is a matter of record made after careful study of results that in the cities the kindergarten children do better in entering schools than those who have not received such training. Work is the true spirit of the kindergarten room; idleness and listlessness have no encouragement there. Self activity is the keynote to every exercise. Unless the kindergarten prepares the child for the more formal tasks of the schoolroom, it must be counted a failure. It cannot be denied that in many cases the kindergarten has departed very far from the spirit of its great founder. Especially is this true of that class of kindergarten teachers who wander in "the vagaries of a frivolous and fanciful symbolism" which has no tangible meaning and bears no fruit worth gathering.

Froebel says that "the province of the kindergarten is to prepare children for citizenship here and hereafter." As such it ought to be a part of the public school system in every city and town. It has gained headway and is fairly established in several places in Iowa. I look for a rapid spread of the kindergarten as its spirit and usefulness becomes better known to our people.

It deserves more attention from our leading educators than it receives. I would not in the least disparage the worth of the high school or the college, but I look upon the kindergarten conducted in accordance with the spirit and the philosophy of Froebel as of more importance than either of them.

It may be truthfully said, however, that the kindergarten spirit has changed very largely the teaching of the primary room in all parts of the state. The teacher who breathes the

kindergarten atmosphere takes to her school patience, endurance, love, reverence for childhood, and that earnest spirit which recognizes in nature the common mother of all, ready to give good things to those who ask them of her. The moral side of the kindergarten has also changed the discipline of the primary grade. There is no longer a reign of fear from which the child shrinks. The teacher is no longer a terror with whip in hand to punish the least infraction of her rules. There are sunshine, pictures and flowers to attract and to cultivate the child's love of the beautiful. Music lends its charms, and the very games which the children play are made to convey lessons of good behavior, and of just dealing one with another. There is not a primary teacher in the state who would not be benefited by knowing more of the kindergarten school. There are high school teachers whose usefulness would be increased if they had a more intimate acquaintance with the kindergarten spirit. The late George Howland, for over thirty years connected with the schools of Chicago, thus defines the New Education:

We believe in the New Education for the spirit of humanity underlying it, overlying it, inspiring it, which makes the child its subject, its untiring study, its ceaseless hope; for its truer appreciation of the child-nature in its restless eagerness, its longings and its ceaseless strivings to acquaint itself with its powers, its capabilities, and its surroundings. We believe in it especially for the better understanding of things and their names, its nicer observation of qualities, and forms its clearer conception of ideas, and its finer expression of thought.

CHILD STUDY.

There are two distinct phases of this subject before the educational public at the present time. On the scientific side eminent men are making a careful study of the child's mind with a view of ascertaining the most rational methods of presenting subjects and of imparting knowledge. They are also investigating the relations between the mind and the body so as to prevent injury to either by the process of education. In this aspect child study concerns itself with the entire child in his three-fold nature of body, brain, and heart; the physical, the intellectual, the moral.

The other phase of child study is more practical and deserves the attention of those teachers whose daily work is in the

kindergarten and the primary room. It consists in adapting the work of the school, as far as may be consistent with the general good, to the nature of each individual child. If he has physical defects of any kind, allowance must be made for them, and his position in the school must be such that this defect of sight or hearing may be as little hindrance as possible to his progress in his studies. If nature has made him dull in one branch and quick in another, he should not be blamed for his dullness nor over praised for his quickness. Not what the child accomplishes, but what he earnestly attempts to accomplish, should be the measure of censure or praise. Cleanliness of person, orderly habits, polite behavior, ready obedience, a regard for the rights of schoolmates, are brought to the notice of the children so as to offend none of the unfortunate ones whose home life neglects these things, but rather to attract them to attempt for themselves the beginning of a more humane life at home as well as at school.

Child study has a very interesting side also in the attempt which it encourages to bring the school to the notice of the parents. The teacher who has the child study spirit takes every opportunity to cultivate an acquaintance, especially with the mothers of the children, for mutual advice as to what course it is best to pursue so that the child may be benefited by attendance upon the school. Child study seeks the co-operation of the home. This is its strongest characteristic on its practical side, and commends it, not as a fad, but as a means of an intelligent understanding of the needs of the child and the best way of meeting them.

GRADED SCHOOLS.

There is no question that the schools in our towns and cities rank well with those of similar grade in other states. Many of the teachers are graduates of normal schools and colleges and are well fitted for their work. Principals and superintendents are men and women thoroughly devoted to the interests of the schools, and enthusiastic students of educational progress. We are, however, confronted with some very serious questions which it behooves us to treat with careful consideration. The iconoclast has a task different from that of the architect, since it is easier

to pull down than to build up. The destroyer and the creator have different missions in the world. Experience is a safer guide than theory in educational affairs. The landmarks which our fathers established were the result of careful thought and study by the men who founded the republic. Any departure from them should be made with great caution, and only after due deliberation. Still it is true that the education which the common school afforded a generation ago, would not suffice for the present times. Customs and manners change, and the school must change with them. Knowledge is greatly multiplied and increased; life has taken on an intensity of meaning and the ends of the world are brought together. The school must adapt itself to this new order of things. The tendency to crowd high school studies back into the grammar grades, and grammar school studies into intermediate grades should not be encouraged. The object is not to make room for new studies, but to teach with understanding those already in the course. United States history does not receive the attention which its importance deserves. It should be introduced earlier in the course and some knowledge of general history should be taught with it. The ability to write and speak the English language in accordance with the best usage is of great importance. When the child leaves school he should possess the art of expressing himself concisely, clearly, and intelligently, so that he may not be misunderstood. He should be able to write a letter or an article for the press, which, for orthography, penmanship, and expression of his wants or ideas is above criticism. He should have an acquaintance with the best literature of the language, with a taste for reading and investigation in his leisure hours. The arithmetic of the school can be abridged in some subjects, but the place of that portion rejected must be filled with other and more practical matter. The study of form and elementary geometry should not be too long deferred. Mensuration, the computation of areas and distances, the bushels of corn or wheat which a given receptacle will hold, as much of commercial arithmetic as will make him comprehend more easily the actual problems of business when he is called to face them. These are some of those things which should be emphasized more than they are in teaching this subject. Additional pains should be taken to secure rapidity of computation, and correctness of results. Every new method in arithmetic should be carefully questioned as to the probability of its power to bring us farther on in our

endeavors to reduce the time spent upon this subject and to produce better results.

The pupil should be encouraged to independent analysis, to use his own processes, but he should be held responsible for his conclusions. It is very helpful that he be allowed to conquer difficulties in his own way, if he can do it intelligently and absolutely. On the other hand it is equally harmful to furnish him stilts, that he may make rapid progress, or to provide for him a crutch when he comes to difficult places. To throw out in the primary grades "the hences," "the whences" and "the therefores" in simple computations would undoubtedly increase the clearness of the child's comprehension. The simple reasoning of the child goes to the result with a directness from which the teacher may learn a lesson. What is the use of hedging his way up by a wordy analysis which becomes in the end a mere act of memory and nothing beyond that?

The reading in the schools is receiving much attention, and I believe with good results. The efforts of conscientious teachers to cultivate in the child a taste for the best reading is commendatory. It forms a strong safeguard against the pernicious influence of the vile and trashy literature which so abounds in American society. It is questionable, however, whether we are making good oral readers of the children in our schools. I believe that a return to the old-fashioned drill in pronunciation, enunciation, inflection and emphasis, would conduce to giving more power to the person when called upon, as every one sometimes is, to read in public, or in the family circle. The ability to read aloud, so as to be a source of pleasure to the hearers, is a most desirable accomplishment.

Promotion of individuals in the grades should be governed by the interest of the scholar. Above all things it should not be governed by an arbitrary standard of reaching a certain per cent in his studies.

The course of study is the measuring rod or scale which is used to determine at what point in the eight years' work in the elementary course a pupil's work has arrived. It should not be used as the Procrustean bed on which to stretch the work of the school in order to give uniformity. (Report of Subcommittee on Instruction and Discipline, Committee of Twelve on Rural Schools.)

Seventy-five per cent in arithmetic may mean as much to one pupil as ninety-five to another, all he can ever get out of it, and he should be allowed to go on and get what growth he can

from the studies of the next higher grade. A rigid adherence to a fixed, unvarying rule for promotion, has driven more large boys out of school than any other assignable cause.

I am not yet willing to class music and drawing as fads, or as expensive luxuries. If we cannot afford them in every grade, then cut them out of the high school, but let the children whose education must close far below that, have the full benefit of their humanizing, civilizing influence. It is not only knowledge which the people need, but the general culture which comes from the presence of "the true, the good, and the beautiful." Reading, writing, and arithmetic alone fall far below the standard of education needed by a free people. The esthetical side of the child's nature must not be neglected if we expect that the American school will realize the purposes for which it was founded. Let our children be taught to sing, for often the songs of the people have proved to be a powerful factor in forming the character of the state.

Drawing should be so taught as to have a direct bearing upon industrial education. Whatever enables the eye to see the lines of beauty even in the most common things of life, or enables the hand to trace upon paper the conceptions of the brain in works of art, has its utility no less than the multiplication table or the list of irregular verbs.

Civics must also, in some form, have a place in our schools. A knowledge of the duties of various offices, the method of conducting elections, above all the sacredness of the elective franchise, and the obligations of the individual voter to cast his ballot in strict compliance with the dictates of reason and patriotism, must be impressed continually upon the children in our elementary schools, if we expect to purify politics at the fountain head.

The problem of the American school is extremely complex from the fact that we must educate the child so that he may be fitted for every sphere of usefulness to which the republic calls him. A late writer in the Atlantic expresses it in these words:

The democratic school must teach the children that democratic nobility calls for fidelity to all forms of duty which demand courage, self-denial, and zeal, and loyal devotion to the democratic ideals of freedom, serviceableness, unity, toleration, public justice and public joyfulness.

HIGH SCHOOLS.

Less than 94 per cent of the pupils who enter the public school remain to finish the eighth year. The great proportion of them leave school before the close of the seventh year to enter the office or the store, or to learn a trade. Of those who graduate from the high school, but a small per cent enter the college. It is evident, then, that it is not the object of the grammar school to fit the pupils for the high school, nor is it the object of the high school to fit a few for college. It may well be asked, then, by what line of reasoning can we justify the maintenance of the high school at the public expense? I answer, by the same process through which we justify the whole scheme of public education—the welfare of the state. The state cannot afford to do anything which will lower the general average of intelligence among the people. Abolish the college and university, and the average of intelligence will rest below the high school. Abolish the high school, and the average will fall below the requirements of the eighth, or even the seventh, grade. This leveling down process is not in accordance with our American ideas, and thwarts the purposes for which the schools were established. The fact that the high schools help to diffuse knowledge among the masses goes far towards establishing their claim for existence at the public expense.

A stronger argument lies in the nature of democratic institutions. It is not enough that all men are equal before the law. Within the limits of the law every man must be permitted to pursue happiness in his own way, and to make the most he can of himself as God has given him abilities. To deprive him or his children of these privileges would result in arraying caste against caste, class against class, and condition against condition. This is dangerous to liberty in a republic. The road must be kept open whereby the child of the man who works for his daily bread can realize the possibilities which are before him. The progress of the child in the elements of a wider knowledge has often opened the eyes of parents to the poverty of their own lives, and brought them to a determination that their children shall not be deprived of their rightful portion of the intellectual wealth of the age. "The property of the state must educate the children of the state," and it must afford the same privileges to all alike. It may be possible that we do not get the best attainable results from public school education, but

that is as true of the primary room as of the high school, and does not weaken the argument that "the fundamental object of democratic education is to lift the whole population to a higher plane of intelligence, conduct and happiness." Yonder granite monument may crumble into dust; this massive capitol may fall in ruins; the nation may be blotted from among the nations of the earth; but whatever we do to enable the child of the humblest citizen to make the most of himself, and thus be of the greatest use to his race, will remain a witness of the wisdom, the patriotism and the justice of our generation.

The provisions of the new code place the high school more directly than before under the care of the superintendent of public instruction. There should be, to make this provision effective, an inspector to visit these high schools, and pass upon their courses of study, their methods, and their facilities for doing the work of secondary schools. Many high schools are attempting too much; their courses are crowded with studies, and the instructors while exerting all their powers, are conscious of not doing good work. It is also true that pupils are sometimes allowed to take branches which they have not maturity of mind to comprehend. In such cases they obtain neither knowledge nor discipline. Occasionally an ambitious scholar is allowed to take so many branches at once that his entire time at home is taken up in preparation for recitation and he has no opportunity to gain the broader education of the home and of home life, which is even more essential than that gained from books.

The high school in every community is about what the people demand. Very often teachers are alive to the evils I have enumerated but are powerless to help themselves in the face of public opinion. There can be no remedy for these things until the people come to a full enlightenment of the fact that a knowledge of books alone does not constitute a practical education.

"We are entering upon an era of education, the consummation of which will not be a charity education for the poor, nor a teaching of some rudiments for the many, still less the cultivation in dilettante science and art of a proud few but the opening of a highway to the best and broadest development of character for the all."

The high schools of the state are worth all they cost, but reforms are needed in the directions which I have pointed out. The high school is too expensive where it is maintained at the

cost of poor teachers and poor instruction in the grades below. Whenever that is the case it should be thoroughly renovated.

To what point should the high school curriculum extend ought to be very carefully considered and settled according to the wants of the community and with reference to the ability of the taxpayers to meet the expenses. There is such a thing as attempting too much, an extreme against which boards and superintendents should guard in the interests of good scholarship and true economy.

In all our schools there is too strong a tendency to hold up a false standard of success before the pupils. The things which make for true manhood and true womanhood, which will contribute to the usefulness of the individual as a member of society, are lost sight of in the fierce ambition to obtain the mark necessary for promotion to the next higher class. A good recitation is the best which that pupil can make, and its quality is not affected at all by any arbitrary mark which the teacher may affix to it.

Love for the truth, a spirit of serviceableness, respect for sacred things, regard for the rights of his neighbor, integrity in dealing with his fellows, the cultivation of the conscience, growth of character in the direction of obedience to the precepts of the divine law, these are the weightier matters which the true teacher keeps continually before the pupils. It is very necessary that the next generation should have right ideas of what constitutes success.

NORMAL INSTITUTES.

There is no occasion for dwelling upon the benefits which have accrued to the teachers of the state through the annual normal institute. While in some cases it has failed to accomplish all that it was originally intended to accomplish, nevertheless the results have been such as to fully justify the wisdom of those who framed the law. There are some changes, however, which should be made in the law governing the institute. The power now given the county superintendent to appoint the conductors or instructors should be so limited that he could appoint only those who hold a paper from the state superintendent or the board of examiners certifying to the fitness of

that person for the position he desires in the institute work of the state. Such a provision should be so framed as not to exclude instructors residing in other states, but rather so as to invite the best men and women, those most skillful as teachers of teachers, to work in our institutes, without regard to their residence. An amendment should be framed so as to prevent the plan in vogue in some counties of farming out the institute fund to local teachers as a reward for personal or political services. This would not only put it out of the power of the county superintendent to engage instructors for any other reason than their evident ability, but it would free him from the importunities of those who have not been able to demonstrate their preparation and fitness for institute work.

The money which constitutes the institute fund is, with the exception of \$50 given by the state, drawn entirely from the salaries of the teachers of the county. It ought then to be expended for their benefit alone. The superintendent who uses it to further his own promotion or for personal ends is unworthy his office and does not deserve the respect of the teachers or the community.

I have always contended that it is unfair thus to assess the teachers to support the institute. Common justice would seem to demand that the state should give the teachers' institute \$200 the same as it gives the farmers. At present, however, we must discuss conditions; what we have, not what we would have.

To the question what constitutes a profitable institute, I reply without hesitation, competent instructors. To the question what is a competent instructor worth, I reply, he is worth just what he can command in the educational market. We willingly pay a platform speaker, from \$100 to \$200 for one evening's talk, and no one considers it extravagant. But then he has spent years in preparation for his work and in cultivating those qualities which enable him to entertain an audience. A skillful surgeon will ask a \$500 fee for an operation which occupies possibly two hours, or even less. But he has spent money and time and study in acquiring his skill. When we need a surgeon we always seek the best we can find. A lawyer will take a large retaining fee, and when the case is finished he does not think it exorbitant to ask from \$1,000 to \$5,000 from his client. For exactly the same reasons, a man who has spent his life in studying educational systems, who has made himself at home in the

best methods of instruction, who can bring all his knowledge, his wisdom, the accumulated experience of years to bear upon and interest the class of teachers before him, is worth in Iowa just what his talents can command elsewhere. Iowa teachers are worthy the services of the best instructors in the land, and a wise county superintendent will provide them for his institute as far as his funds will warrant it. My observation convinces me that whenever the teachers in the county fully understand that the institute arrangements are such as to introduce the work of men and women who have something to give worth taking, then they welcome the institute and come willingly to it. On the other hand, when they learn that their instructors are to be those who are in no ways above them in talents or ability, who have no special fitness for their work as instructors, they will then come to the institute if they have to, and not otherwise. It is the institute of cheap workers, from whom they learn nothing, which is a hardship upon the teachers, and not the apparently expensive one from which the teachers go to their schools full of that enthusiasm which comes from contact with instructors alive with the latest educational thought, and rich in their experience as teachers of teachers.

I have repeatedly said to county superintendents that it does not seem right to me to build up a large institute fund to be carried over from year to year, from which those who contribute to it gain no benefit at all. It should be expended in lengthening the institute or in providing a spring institute as is done in many counties for the benefit of those who are to teach in the summer schools. At the same time county superintendents should be held to a very rigid account for the expenditure of this fund. There is no assignable reason why the amount expended for incidentals in many counties should be from one-third to one-half or more of the entire cost of the institute. To sum this all up I am not able to do it in better form than by using the words of one of the most able institute instructors in Iowa:

The teacher is entitled to the best instructors that her money joined to that of her fellows will buy. It is the duty of her county superintendent to go into the market and secure the best talent that the fund provided by her and her fellows will afford. There is no justification for squandering any part of the fund merely because it exists, but there is no occasion for hoarding it, because a good institute, one which is profitable to the teachers and whose good effects reach into the schools of the county, costs money. Some county superintendents of whom the writer has heard have squandered the institute fund, not by employing high priced talent, but by

employing instructors to pay political debts, and foisting instructors upon the institute little better qualified than many of the members. Such help is dear at any price, and if the teachers are to have no other, and may not have the benefit of the best instruction available for the money provided by their foes, the system would better be abandoned.

I have reached the conclusion that the graded normal institute needs reorganizing in the direction of greater freedom of choice on the part of teachers in attendance. There should be, for instance, one instructor skilled in mathematics, whose instructions those who are especially deficient in that branch should be at liberty to attend even to the exclusion of some other study. There should be another whose attainments in nature study, or in the science of common things, would attract those who especially need such instruction. So of history and geography combined, and of didactics or school management. The same work of respecting the individual which we are attempting in our graded schools, may profitably be introduced into the graded institute. This plan would probably do away with the graduation of teachers from the institute. In this respect it would eventually be a benefit, inasmuch as these exercises of graduation give the teachers the fallacious notion that a four years' course of two weeks each year has enabled them to become finished teachers. In the way indicated there would be less temptation to take too many branches, and thus to do very superficial work as is the case in the majority of institutes as now conducted. There would then be no occasion to conduct the institute with sole regard to the examination for certificates at its close, which impairs its influence and destroys its usefulness. The plan has been tried successfully in some institutes, and is worth trying in others. It is to be noted here that the tendency to change from one instructor to another should not be encouraged. The teachers should make their choice carefully and then abide by it.

It is unfortunate that a false idea of the purpose of the normal institute prevails among our teachers. County superintendents are greatly to blame for this. It is unwise in the extreme to coax teachers to attend the institute by promising to renew the certificates of all who are present a certain number of days. The certificate and the institute ought to be essentially divorced. They should not be mentioned in the same connection. The point has been raised that it would be better to abolish the institutes entirely and substitute normal schools with short

courses, in sufficient numbers to meet the wants of all the teachers. Whenever Iowa reaches that position in educational work, the institute in its present form would not be needed as it is now. Nevertheless the time will never come when it will not be necessary to call the teachers of the county together at least once each year for mutual consultation and advice, so that they work as one body for the accomplishment of a common purpose.

There is one other point in connection with the institute which I feel compelled to mention. The institute has come to be regarded as a collection of "school marms" whose interests are entirely separate from those of the community at large. Some way must be contrived to break down the wall of partition and restore the institute to its old-time place in the region in which it is held.

In the beginning the institute embraced the design of making it an educating power in the county. For years it was the nucleus of an educational revival. Not alone teachers, but citizens came up to it, and went home filled with that enthusiasm which is born of new ideas. We must restore the institute to its original purpose. We must bring back the people, the missing element, and above all things, so instruct the teachers, that by their school work, and as they go from house to house in their districts, they may daily inform the people concerning the true purposes and methods of school education.

TOWNSHIP ORGANIZATION.

I desire to re-affirm my belief that the rural independent system is anything but a blessing to Iowa schools. The adoption of the township as the unit of organization would advance the educational interests of the state many fold. An argument can be based on the side of economy which cannot be denied. Add to that the greater efficiency of the schools and the argument is still stronger. Add yet again the equality of school privileges for all the children, and every reasonable man must be convinced that the next great step forward must be the adoption of the township system. Horace Mann states the matter none too strongly when he says:

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

INDEX OF REPORTS.

As this is the twenty-eighth biennial report of this department, and the fiftieth year of Iowa's statehood, I have caused an index of the reports of superintendents of public instruction to be compiled and have made it a part of this volume. It will be found very valuable by those in our colleges or normal school who have occasion to refer to the reports, or to anyone who wishes to know the opinion of a former superintendent upon an important point. This custom of indexing the reports should be kept up and made a part of the report as often as every tenth year.

SCHOOL LAWS.

As the laws affecting the schools of the state have been rearranged in the new code and in some essential points changed, it has seemed necessary to print a large edition for the use of school officers. The following are the principal new provisions:

The educational board of examiners will have power to grant a state certificate or a state diploma to a person holding a diploma from a state normal school or a certificate of as high grade from another state. The board of examiners will also have power to issue a state certificate for primary teachers. The law requires that a county superintendent must hold a first class certificate, a state certificate, or a state diploma. County certificates will be separated into classes or grades under the discretion of county superintendents, as formerly. A provision is made for certificates for two years. At all meetings of the voters voting will be by ballot. The probability of deadlocks is lessened by an odd number in many boards. In all independent districts except rural independent school districts the treasurer will be chosen by the electors. Districts having 5,000 or more inhabitants may be divided into precincts for voting purposes. In all districts, contracts with teachers may be made only by the entire board. A majority vote of the board will expel from school. Contingent fund to the amount of \$25 annually for each schoolroom may be used to purchase dictionaries, library books, charts, and apparatus. Boards may contract for the transportation of children to and from school. The board has control of schoolhouses, subject to direction from the voters. Attendance in school townships is not governed necessarily by subdistrict lines, but the board determines the school that children shall attend. The course of study in graded or union schools must be approved by the superintendent of public instruction. The provisions for changes in boundaries and the restoration of territory are much simplified. In hearing appeals, witnesses may be subpoenaed, and provision is made by which the expenses will be

paid. The costs must be entered up against those taking the appeal, if brought without reasonable cause, or if the appeal is not sustained.

It is hoped that no attempt will be made to change these laws by the Twenty-seventh General Assembly. They have as yet had no trial and no one is able from actual experience to point out defects or to suggest amendments. In fact one great evil connected with the old edition of school laws was found in the constant tendency to amend and patch it, by every succeeding legislature until it was almost impossible to interpret it. In my opinion it would accrue to the advantage of the schools if these laws could be allowed to remain as they are until the lapse of several years may suggest some radical changes. These new provisions are all in the line of progress, and I cannot but believe that they will prove of great benefit to the educational public throughout the state. There should be some provision whereby the teachers of the state and the public at large can get copies of the school law for their information. At present this department is required to furnish copies to each county superintendent in sufficient numbers to supply the school officers of his county, but there is no provision for selling them to others who may need them for use or instruction.

ACKNOWLEDGMENTS.

More than my thanks, my gratitude is due to my deputy, Hon. Ira C. Kling. Fifteen years' service in this office has given him a knowledge of the school laws unsurpassed by any man in Iowa. He has an intimate acquaintance with the history of education as related to the gradual development of our school system, which has been of great service to me in the discharge of my duties. For purity of design and honesty of purpose, his official record is without spot or blemish. In the revision of the school law he was often in consultation with the committees and was mainly instrumental in securing some of the most important changes. The published edition of the laws, the preparation of the notes, and the making of the index, are due to his skill and labor. He has been to me a wise adviser, an able, loyal assistant, and a faithful friend. Our official relations are soon to end, but a friendship too sacred for public mention will remain while life lasts.

I have had during the last four years for my secretary, Miss Lillian G. Goodwin, of Clifton. She has performed her duties to my entire satisfaction. Not only has she acted as my secretary, but her labors have partly been as a general clerk in the office. In addition to that, she has acted as secretary of the board of examiners, taking entire charge of the fees and keeping track of a large and increasing correspondence. Her methodical arrangement of papers and her knowledge of the applicants has materially lightened the labors of the examiners. For her faithful labors and for her self-sacrificing devotion to the duties of the office she deserves this public commendation.

The teachers of Iowa have been my enthusiastic friends, far beyond my deserts. I can only thank them in words. They can never know what a tower of strength it has been to me to realize that I was firm in their confidence and respect. Like the shadow of a great rock in the burning desert, like the living spring to the thirsty soul, so have I again and yet again found rest and strength in the love and support of those with whom I have been called to labor in the great cause of public education. Words are too poor, human speech too barren, to pay the tribute of affection and regard which I feel is due to you, my fellow teachers of Iowa.

"May the peace of God which passeth all understanding abide with you forever."

Let me not forget to thank the people of Iowa. Wherever I have been in their midst they have given me a royal welcome. They have appreciated my labors for the welfare of their children, and we have rejoiced together in every token of good things, in the future, for the public schools.

If I could reach the ears of every father and mother in the state I would plead with them to devise yet better things for the children. Put lands and stocks and bonds in one scale, and a little child in the other outweighs them all. If we could only break away from these temporary, transitory things, and realize what is the best education for the child in the light of his citizenship in a great nation, and in the light of his immortality, how differently we should plan, how differently we should act.

(The following pages were received too late for insertion in its proper place. It is too important to be omitted, and we therefore insert it here.)

DENOMINATIONAL COLLEGES.

Because this is the semi-centennial year of Iowa's existence as a state, I have desired to give as full a history of her educational progress as possible. This could not be considered in any sense complete without mention of the work done by those institutions which are not under direct state control.

These colleges controlled by religious denominations exert a wholesome influence over the schools in the community in which each is situated. The young people go to them for instruction. There they come in contact with scholarly, cultured men and women, and take to their homes and their schools a spirit of growth and progress which permeates the entire region. It adds to their usefulness that these colleges do not hold themselves aloof from the public school interests, but we are always sure of their attention and their influence in any plan looking to promoting the cause of popular education. The following paper was prepared by Dr. W. F. King, of Cornell college, and is given me for publication at my earnest request:

HISTORY OF IOWA COLLEGES.

The difficult task has been assigned to me of preparing, in a very short time, a brief paper on a very large subject.

Fifty years ago our beautiful Iowa was overrun by herds of wild game and warring tribes of Indians. Many of our citizens have witnessed the change from that wild and barbarous condition to the higher civilization of to-day. The conditions were at hand for great and rapid changes. Two sides of the state were flanked by navigable rivers tempting to commerce, the virgin soil unobstructed by forests invited the modern plow and reaper, and the railroad which has usually followed the pioneer and sought out the cities, here became itself a leader of pioneers and a projector of new cities. But the chief factor in this transition was the character of the people themselves, their sturdy habits, their thrift, their morality and their intelligence.

As the institutions of New England had been planted by more than a hundred graduates of Oxford and Cambridge, so those of Iowa were established and nurtured by men and women trained in the academies and colleges of older states. These intelligent and aggressive pioneers were also

civilization. They have helped men to know, to do, and to become. "They have gathered from all fields and distributed to all men." These harbingers of good rose with the dawn of modern states and they became their brightest stars. Every state in Europe, and every state colonized from Europe founded and nourished them.

They even gave spirit and power to conquered and languishing states, as was seen in the founding of the University of Berlin in the nation's deepest humiliation. After Napoleon had overrun fair Prussia, Frederick William III and Humboldt thus infused new life into a crushed people and prepared the way for the later triumphs of Bismarck and William I, on the plains of France. Two centuries earlier the good prince of Orange had rewarded inspired to their work by the luminous pages of history. They saw that ever since the dark ages colleges and universities had been among the foremost agencies in developing human capabilities and in advancing Christian the citizens of Holland for their valor during the Spanish siege by founding for them the University of Leyden. The enrapturing pages of Motley describe the new joy of that people, so lately the victims of famine and pestilence. The city crowned itself with flowers and marched forth midst the splendors of spectacular pageantry. And has not the grand history of that institution fully justified their joy, adorned as it has been with a long line of illustrious names for the last three centuries?

In the light of history no one should be surprised at the educational enthusiasm of our young and vigorous Iowa. Many inspiring examples and vast stores of knowledge have come to her from older states. Her front rank in literacy is due partly to the rich heritage of the past, partly to a free and benignant government, and partly to the luminous epoch which spans her history in the last half of the nineteenth century; but it is due mainly to the high character and educational spirit of her people.

The pioneers of Iowa had a passion for education which was not always wisely controlled. They, like some of their successors, were carried away by local influences, buoyant hopes and future needs of a new and prolific state.

In the early period of rapid settlement many pretentious institutions were projected. The very first legislature that met in the goodly city of Burlington, in 1838, while Iowa was yet a part of the territory of Wisconsin, showed its sensitiveness to local influence by chartering in one day, January 15, 1838, no less than five seminaries for Iowa towns, and five days later two colleges were incorporated. These "called institutions of higher learning, like some that followed, had slender foundations except their charters and the glamour of their projectors. It is recorded that "of the fifty incorporated during the twelve years between 1834 and 1850, only two now exist under their original name." While this exuberance of educational spirit led to plans that were visionary, it also led to those that were wise and lasting. Midst blasted hopes and wasted treasures, there was developed and chastened that vigorous educational life which has given us our public school system and our colleges of to-day.

Iowa colleges have been planted amidst labor, sacrifice and inspiring hope. Some of them have already died, and must be passed in silence. A second class are still weak, though tenacious of life. Some of these may yet die of anemia; others may struggle long and heroically, but at great

disadvantage; and still others, with proper support, may develop into institutions of high standing and permanence. The third and most important class have largely passed the period of uncertainty, and are strong and well manned. Their equipments, standards and work class them with the better colleges of the older states.

There has been a marked tendency in our state toward *multiplication* rather than *unification* of educational institutions and efforts. This tendency has been marked in both the state and denominational colleges, and for many reasons should be regretted. It has caused divided interests; duplication of professors and equipments, and in many cases the atrophy of institutions. But this multiplication of institutions has also had offsetting advantages. More communities have been stimulated to local effort and public spirit, and more youths have been turned to higher education by the neighboring college. The institutions were thus brought nearer the people and made more inter-dependent and co-operative, no one being tempted to arrogance by its enlarged prerogatives or overpowering strength.

The large number of Iowa colleges makes it impossible, in the brief space allotted to this paper, to give any proper historical treatment to individual institutions. Hence they must be considered somewhat in groups and general characteristics.

STATE INSTITUTIONS.

The state institutions which properly come under the subject assigned are the state university and the agricultural college. They were both largely aided by grants of land made by acts of congress. Two townships were granted for the university in 1840, and in 1862, 30,000 acres were granted for each senator and representative in that body for the benefit of agriculture and mechanic arts. These two funds might have been judiciously united in support of one institution, but it was decided to found two.

The first legislature of the state established the university in 1847, and located it in Iowa City, as compensation for the loss of the capital. It was first opened in 1855, but was closed three years afterwards to all but normal students. In 1860 it was reopened, and enrolled for the year 173 students, of whom twenty-two were in the collegiate department. In the thirty-six years since the reorganization the university has made steady, if not rapid, progress. The income from endowment and tuition has been too small, but is now more generously supplemented by the state. The number of students has steadily increased, till now the annual attendance aggregates 1,300.

The faculty is strong and the grade of instruction is high. The following departments are maintained: Collegiate, law, medical, homeopathic medical, dental and pharmacy. The material equipments in the way of buildings, laboratories and scientific collections are very complete. A number of expeditions have gone out from the university in the last few years in the interest of biological research, which have been profitable alike to the members and the institution.

In 1858 the legislature of Iowa passed an act to establish "A state agricultural college and model farm;" and the same act provided that each student should engage in manual labor several hours each day. The farm and college were afterward located near Ames. The general assembly, in 1862, accepted the congressional grant, and entered into contract to erect

and keep in repair all necessary buildings for the college. At the same time the college was broadened so as to include the mechanic arts as well as agriculture, and a more liberal course of study was provided. The scope of instruction has been expanding until it now includes eight courses, which are mainly technical. Since 1860 there has been an annual congressional appropriation for the experiment station which bears directly upon agriculture. The equipment of the institution is extensive and the faculty strong. These two state institutions have done valuable service for the people, and, if they are properly sustained and managed, they will be able to do far more good in the future than in the past.

The other colleges are naturally grouped under the denominations which foster them. Both the denominations and the institutions under them will be briefly treated in alphabetical order.

BAPTIST.

1. BURLINGTON UNIVERSITY.

In 1853 the first Baptist college was founded in the city of Burlington, and was named Burlington university. On the 4th of July, 1853, the cornerstone of the three-story building (which still stands) was laid with imposing ceremonies. The first catalog was issued in 1855, and reported eight teachers and 167 pupils. It made little progress in the next twenty years, and soon fell to secondary grade, and was finally closed in 1889. This descending record was largely caused by lack of resources and the rise of rival institutions and the excellent public schools of the city.

2. CENTRAL UNIVERSITY.

This institution was opened in Pella in 1853, and early attained an excellent standard of work and attracted a good body of students. During the war its record of patriotism was among the first. One hundred and twenty-four students, led by one of the professors, entered the army, of whom twenty-two fell in the service. The institution seems to have maintained a comparatively even career all these years, notwithstanding moderate financial resources and the presence of a formidable rival in a neighboring city.

3. DES MOINES COLLEGE.

The University of Des Moines was chartered in 1865. After about a quarter of a century of uncertain life the name was changed to the more appropriate and modest one of Des Moines college. The presence of three Baptist colleges in the state competing for funds and patronage was a disadvantage to all. The protracted consideration of the question of location and preference had its discouraging effects alike upon patrons and schools. Latterly the Baptist state conventions and members of the denomination outside of the state have seemed to favor Des Moines college. This college is now closely affiliated with the University of Chicago, and has a fine property and good standards of work.

CHRISTIAN.

1. DRAKE UNIVERSITY.

Prior to 1886 some of the leading minds in the Christian church had favored the establishing of a university at the capital of the state. About

that date a university land company was organized in Des Moines for the same purpose, and a strong effort made to transfer Oskaloosa college to Des Moines, which was only prevented by an injunction suit. But this did not prevent the transfer of several of the faculty and many of the students to the new institution at its opening in the fall of 1880. The name of Drake university had been chosen in honor of its most liberal benefactor, Gen. F. M. Drake, now the honored governor of the commonwealth. The institution is liberally provided with courses of study. Besides five in liberal arts, it also offers courses in law, medicine, pharmacy, divinity, pedagogy, business, oratory and art. Its library, apparatus and museum are valuable and growing. The steady enlargement of its assets and students bespeaks a useful and permanent career.

2. OSKALOOSA COLLEGE.

Oskaloosa college was organized in 1861. It made commendable progress in collecting educational equipments and in drawing students so long as it was the only college of the Christian denomination in the state, but the discussions and losses incident to the starting of the new school at Des Moines were a serious embarrassment. Since then the renewed efforts of friends and the loyalty of the alumni have materially increased the equipments, endowments and students. The number of students has been doubled in the last three years. The standard of scholarship is commended by the demand upon the alumni for professors in their *alma mater* and other colleges.

CONGREGATIONAL.

1. IOWA COLLEGE.

The Congregationalists formed an organization as early as 1837-38 "to establish upon a firm basis a college for the future state of Iowa." Ten years afterward, in 1848, Iowa college was opened at Davenport, and in the period of ten years that followed it had an aggregate of more than 1,000 students. At the end of the first decade the college was removed to Grinnell. Instruction was begun at Grinnell under the auspices of the college trustees, in 1859, and the first freshmen class was enrolled in 1861. During the civil war, which was then upon the country, class after class was decimated by enlistments, till in 1864 but two male students were left in the institution. The return of peace was marked by the return of students, new and old. "In 1871 the main building was consumed by fire, and in 1882 all the buildings and contents were destroyed by a tornado, the most complete college destruction ever known." But not a single recitation was interrupted, and not a single student left any of the college classes, and eighteen months afterward everything was rebuilt better than before, with an additional building. Surely such energy and fidelity deserved the success which followed. The college now has a fine scientific and literary equipment, a splendid property and a strong faculty. It wisely limits work almost wholly to the regular college and academy courses. A high standard is maintained, with strong courses of study loyally required.

2. TABOR COLLEGE.

Heroism and self-sacrifice characterize the early friends of nearly all Iowa's colleges. But the founders of Tabor college seem to have excelled

all others. They hated intemperance and slavery, but they loved Christian learning and Christian giving. The founders of Tabor college had received much inspiration from the work of Oberlin college. Tabor literary institute was opened in 1857, and was developed into Tabor college in 1866. During this decade the town of Tabor was a kind of storm center for ultra politicians and fanatical friends of education. The people deeply sympathized with their neighbors in "bleeding Kansas." John Brown and his friends frequently made their home there. As might have been expected, during the civil war every student who was able for duty went to the front. Since the war the college has had a steady and useful growth. Its annual enrollment for thirteen years averaged 213 students. It has five buildings with fair equipment. In recent years the faculty has been strengthened, the endowment increased and regular college work emphasized.

EPISCOPALIAN.

GRISWOLD COLLEGE.

Griswold college, located in Davenport, was founded in 1859 when the Iowa college property was purchased. It consists of four departments, occupying four excellent buildings; the school for boys, the school for girls, the collegiate department and the theological department. It is designed to be the one church college for the territory between the Mississippi river and the Rocky mountains. It has a valuable property in real estate and endowment. The boys' school is a fitting school for college, with military drill and industrial instruction added. The college has the usual four years in arts, and is provided with a good library and valuable natural history collections.

FRIENDS.

1. PENN COLLEGE.

Penn college, at Oskaloosa, was incorporated in 1873, under the auspices of the society of Friends. The college has taken good rank from the first. It has been fortunate in its faculty and students, and as a result its alumni, though young, are taking good rank. Five academies in Iowa and several in other states are directly tributary to this college. The Friends regard Penn as their special educational institution for the northwest.

2. WHITTIER COLLEGE.

Whittier college, at Salem, was founded in 1867. In 1871 it graduated a class of nine from a partial course. Five years later it reported 200 students and five instructors. In 1885 a fire "reduced to ashes all that could burn." It was revived with difficulty in 1887, and is maintained by sacrifice. Its future as a college seems to depend on the possibility of still greater sacrifice by its local friends.

LUTHERAN.

LUTHER COLLEGE.

Luther college was founded in 1861, by the Norwegian Lutheran synod. It was temporarily located at Halfway Creek, Wis. In 1862 it was removed to Decorah, Iowa, where large and attractive buildings were erected. The

main building, 52x170, was destroyed by fire in 1889, but a new building, equally imposing, was erected within a year on the same foundation. The type of the college is literary rather than scientific. The students are given a fair knowledge and appreciation of the chief languages and literatures of ancient and modern times. A cautious and conservative policy seems to characterize the entire institution. It has a faculty of ten professors and teachers and a body of 200 students.

METHODIST.

1. CORNELL COLLEGE.

Iowa conference seminary, located at Mount Vernon, was organized in 1853, and was a growing school till 1857, when a college charter was secured and the name changed to that of Cornell college. The annual enrollment had increased to 325 at the opening of the war, but under a strong patriotic feeling, college enrollments gave place to those of the army, until every able-bodied student of legal age had disappeared. Of these student soldiers ten were made lieutenants, six adjutants and ten captains. From the close of the war to the present the college has had a rich endowment of students. Women have been admitted on the same terms as men, both as students and teachers from the first. Indeed, this is believed to be the first college in the country that elected a woman to a professorship with the same rank and salary as a man. Great care has always been exercised in the selection of the faculty, and they are retained as long as possible, and as a result the policy and work of the college have been continuous and effective. For the last twenty years the male students have had the benefit of military drill under a government officer. The institution has always emphasized the specific college type and collegiate work as the unrivaled means of producing capable and cultivated men and women. The college has five buildings, excellent literary and scientific appliances, a strong harmonious faculty, and high standards of work.

2. IOWA WESLEYAN UNIVERSITY.

This institution at Mount Pleasant was incorporated in 1855, but was the lineal descendant of the Mount Pleasant collegiate institute, which had been organized eleven years before. The institution has had many strong men in its faculty and at its head, and it has made an honorable and useful record. It has several different departments, including pharmacy, and four courses in engineering, besides the musical, normal, preparatory and collegiate work. A German college is closely connected with the institution, though distinct in government. Several new buildings have been added in recent years, giving enlarged accommodations for various lines of work, including excellent chemical and engineering laboratories. The past high and useful career of the college foreshadows an increasingly successful future.

3. MORNINGSIDE COLLEGE.

About eight years ago a college was started with great enthusiasm in a suburb of Sioux City. The movement was greatly stimulated by the aspirations and prospects of the city. As a result the University of the Northwest was founded at Morningside, with a property valued at \$450,000. But

this aspiring enterprise was destined to early failure from unfortunate management and the subsidence of real estate speculation. In 1894 an entirely new institution was chartered under the name of Morningside college, having secured the campus and building of the former institution, represented at the time to be worth about \$25,000. The new institution has a type and administration entirely different from its predecessor. The work of instruction which had been started under the old organization has been continued and greatly improved under the new. The teachers are earnest and efficient, and the student body increasing and hopeful. The college has many friends, and their energy and self-sacrifice deserve larger and more permanent success.

4. SIMPSON COLLEGE.

In 1861 the Des Moines conference seminary was organized in Indianola. The success of the seminary seemed to justify the enlargement of the institution into a college, which was done in 1867 under the name of Simpson centenary college. The word centenary was dropped from the name several years later. At different periods in its history the advancement and permanence of the college have been jeopardized by a divided sentiment in the patronizing territory as to what should be its settled location. The Methodists at Sidney, at Glenwood and at Des Moines all had college aspirations. These agitations, together with changes in the administration and renewed efforts for removal to Des Moines, seriously embarrassed the college. In the last few years these agitations have subsided with an increasingly settled conviction that the college at Indianola is permanent. The result of this has been renewed confidence and increased prosperity of the institution. New buildings and endowments have been added and the enrollment of students increased. The college has done much good work, has many friends and deserves an uninterrupted and useful future.

5. UPPER IOWA UNIVERSITY.

A seminary was chartered and opened at Fayette in 1857, and the name was changed to Upper Iowa university in 1858, with corresponding change in the charter in 1860. The institution owes its origin to the enterprise and liberality of two of Iowa's most public-spirited men. Its growth and usefulness for the last forty years has abundantly rewarded their faith and self-sacrifice. An earnest and laborious faculty has been inspired to its work by an increasingly large and appreciative body of students. With its five buildings, well provided with appliances for education, its good record, its loyal alumni and its many friends, increasing prosperity and usefulness is anticipated.

PRESBYTERIAN.

1. COE COLLEGE.

About 1851 the Cedar Rapids collegiate institute was organized, and developed into a college organization in 1851, and received the name of Coe college in honor of its most liberal benefactor, Mr. Daniel Coe, of the state of New York. The donation of Mr. Coe has been supplemented by other friends, thereby giving the college a fine property in buildings, endowments and equipments. Suitable collegiate and preparatory courses have been organized, and the work of instruction has been successfully carried on by a competent faculty.

2. LENOX COLLEGE.

Lenox college, at Hopkinton, is the oldest Presbyterian college in Iowa. It was chartered as Bowen collegiate institute in 1856, and the name was changed to Lenox collegiate institute in 1864. The need for such an institution was shown by more than 100 students entering the first year.

Lenox sent ninety-two students into the war.

In 1864, the president, Rev. J. M. McKean, entered the army at the head of a company in which all but four of his college students enlisted. He and forty-six of his students gave their precious lives to their country.

Lenox did not claim collegiate rank till after 1873, when the curriculum was revised and extended. The college has been especially fortunate in securing strong men for the faculty, many of whom have, from time to time, been drawn to higher and stronger institutions.

3. PARSONS COLLEGE.

Lewis B. Parsons, of Massachusetts, died in 1855, leaving a portion of his estate for the foundation of a Presbyterian college in Iowa. His sons, after canvassing the question of location long and carefully, finally selected Fairfield, where the college was organized in 1875.

Parsons college has had a rapid and vigorous growth. Year by year it has added to its resources and extended its facilities. It emphasizes regular college work in both classical and scientific departments. Its good work justifies greater growth and prosperity.

UNITED BRETHREN.

WESTERN COLLEGE.

This college was located by the church of the United Brethren at the town of Western in 1856, and was designed as the one college of that denomination in the north west. It was founded as a manual labor school, with a farm attached, but this feature did not continue many years. On account of the inaccessible and rural character of the location, and the proximity of competing institutions, the college was removed to Toledo in 1881, where a new and beautiful building was ready for occupancy. This building, with all its contents, except the library, was consumed by fire in 1889, but was immediately rebuilt. A liberal number of courses of study is offered in order to adapt the work to different classes of students. The enrollment last year shows fifty-two college students and 235 in all courses.

UNDENOMINATIONAL

AMITY COLLEGE.

The original idea which led to the founding of this college was that of "A college of Christian reformers," which should purchase a tract of government land for families, on a plan that would insure a permanent fund for an institution of learning, where manual labor should be encouraged and all reformatory principles inculcated. After several committees were sent out in 1853 and 1854 to search for the best locality, they finally settled at College Springs, where this school was incorporated under the name of "Amity college" in 1855. The school, which for many years was only an academy, was organized on a college basis in 1872. The various early

efforts to develop college life and spirit resulted in a failure. But after a time, under the leadership of some good men from other colleges, quite an educational change was wrought. The college is now aspiring to good work and permanent usefulness.

In addition to these very brief historical sketches of the individual colleges, I have prepared a table as a part of this paper, giving statistics of seventeen of our leading colleges. The list of colleges which I have selected for this table is the same one that was given in one of the reports of a committee of the state teachers' association, with the Iowa state agricultural college added. And the names are given in the same order as presented by that committee.

The following is the list of colleges which answered my questions: State university, Cornell, Iowa, Parsons, Penn., Simpson, Des Moines, Tabor, Drake, Luther, Western, Central, Upper Iowa, Iowa Wesleyan, Amity, Oskaloosa and Iowa state agricultural.

Each of these colleges has answered 21 questions, which answers I have carefully tabulated as follows:

NAME OF INSTITUTION.	NAME OF PRESIDENT.	Date of charter or opening.	Number of former presidents.	Present No. professors, collegiate department.	No. in preparatory department.	Total of same, including other non-professional departments.	Preparatory students, 1895-96.	Collegiate students—1895-96.	Total No. of students in other non-professional courses.	Total No. of graduates from the first—approximately.
State University.....	1856 C. A. Schaeffer.....	1856	42	42	23	65	272	572	996	8,400
Cornell.....	1867 W. P. King.....	1867	17	17	10	27	190	260	550	5,500
Iowa.....	1868 J. D. Durbin.....	1868	10	10	5	15	150	150	476	4,500
Parsons.....	1875 Daniel Jenkins.....	1875	4	4	7	11	58	95	178	210
Penn.....	1874 A. Rosenberger.....	1874	3	3	5	8	74	98	231	2,500
Simpson.....	1881 Fletcher Brown.....	1881	17	17	17	34	246	66	492	314
Des Moines.....	1865 H. L. Stinson.....	1865	9	9	9	18	115	74	76	173
Tabor.....	1866 R. C. Hughes.....	1866	4	4	13	17	114	68	182	85
Drake.....	1866 H. C. Aylesworth.....	1866	4	4	13	17	274	116	439	200
Luther.....	1861 Laur Larsen.....	1861	5	5	11	16	120	67	300	302
(See *)										
Western.....	1858 Lewis Rookwalter.....	1858	9	9	7	16	7	103	52	238
Central.....	1853 A. B. Chaffee.....	1853	11	11	14	25	42	37	156	172
Upper Iowa.....	1857 J. W. Bissell.....	1857	10	10	10	20	106	143	412	301
Iowa Wesleyan.....	1845 G. L. Stafford.....	1845	9	9	10	19	16	83	86	340
(See *)										
Amity.....	1855 J. M. Littlejohn.....	1855	7	7	12	19	86	37	24	316
Oskaloosa.....	1857 J. M. Axtwater.....	1857	6	6	13	19	30	28	160	118
Iowa State.....	1858 W. M. Beardshear.....	1858	4	4	42	46	25	670	560	848
Totals.....			78	230	67	297	1,870	2,565	5,653	5,405

*No report received.

†Includes students in both preparatory and normal departments.

‡Year 1895-96.

Years in collegiate courses.	Years in preparatory courses above common branches.	Number of bound volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Amount of permanent productive funds.	Income from tuition fees.	Income from permanent funds.	Total income from both.	Total money value of all funds and property.
4	4	40,000	\$ 250,000	\$ 400,000	\$ 220,000	\$ 77,420	\$ 91,734	\$ 169,254	\$ 880,000
4	4	14,055	18,538	200,000	100,000	21,375	4,127	25,502	318,538
4	4	21,200	25,000	175,000	200,000	20,000	23,000	43,000	590,000
4	4	4,000	18,000	120,000	150,000	3,500	9,000	12,500	269,000
4	4	4,500	8,000	75,000	30,000	5,998	1,300	7,298	112,000
4	4	2,100	6,500	160,000	64,250	8,282	8,888	17,170	170,739
4	4	2,500	4,000	40,000	55,000	7,112	2,224	9,336	99,000
4	4	8,000	20,000	40,000	80,000	5,530	5,600	10,830	140,000
4	4	5,000	35,000	145,000	159,500	30,000	10,000	40,000	327,500
4	4	7,735	10,000	80,000	8,520	1,678	475	2,353	98,528
4	4	3,000	2,500	68,000	.....	5,000	.....	5,000	70,500
4	4	4,900	3,000	27,000	25,000	2,500	1,800	4,300	55,000
4	4	5,250	15,000	80,000	43,000	4,500	1,800	6,300	138,600
4	4	.....	.....	100,000	72,000	.....	.....	.....	172,000
4	4	3,500	5,000	45,000	33,000	3,400	2,600	6,000	83,000
4	4	4,900	5,000	30,000	25,000	3,000	1,500	4,500	60,000
4 and 3	4	12,000	135,000	435,000	68,000	.....	80,000	80,000	1,311,000
.....	.....	142,569	\$ 530,538	\$ 2,130,000	\$ 2,054,628	\$ 178,543	\$ 229,182	\$ 407,665	\$ 4,715,166

Question No. 1. Date of charter or opening.

I am surprised to find that the year 1861 is the average date of founding all these colleges, which makes the average age of each just 36 years.

Question No. 3. The whole number of former presidents is 78, adding the present incumbents makes 95, an average of a little more than 5½ presidents to the college, or an average of less than 7 years to each president.

Question No. 4. The present number of regular professors in the collegiate departments being 220, gives an average of nearly 13 to each college, which is a pretty good showing.

Question No. 10. The 5,805 alumni gives 34½ to each college. It is impossible to estimate the vast good to human society accruing from the education of these 5,805 college alumni. If our colleges were all blotted out of existence to-day we would have been more than paid for their building.

Question No. 11. But the value of these institutions is still more intensified, when we see in the answers to question eleven, that there have been over 60,000 students, more or less, educated in these colleges, who did not attain graduation.

Who, then, can measure the real value of these three kinds of assets, represented by these 17 colleges—assets financial, assets intellectual, and assets moral. Character, the highest and best treasure, cannot be adequately tabulated in earthly records, but must finally be recorded and measured in Heaven.

The data from the other colleges of our state, not included in this table, had we been able to secure it, would have been equally valuable and instructive.

I cannot better express the value of our colleges, and incidentally the cordial harmony of the different branches of our educational system, than to close this paper by quoting, and thereby reaffirming two resolutions unanimously adopted, a few years ago, by our state teachers' association, which represents all departments of education in the state:

Resolved, That the noble purpose which planted denominational colleges in this country, the heroic self-denials that have continued and improved them, and their grand influence in the promotion of the intelligence and virtue of the American people, command our confidence, our gratitude, and our heartiest good will.

Resolved, That the magnificence of the federal and state governments, in the creation and support of state universities, has been timely and wise; that the growth and influence of these institutions have been most gratifying, and that we welcome them as the crown and glory of our public school system.

CONCLUSION.

If I have made but few recommendations in this report, it is because I fully believe that at this present time any radical changes would work injury rather than benefit to the schools. To strengthen the things which remain, to build up what we have already commenced, is the most pressing duty of the hour.

With the close of the present year my official connection with the school system of Iowa will end. I can truthfully say that I lay down the burdens and cares of this office without a single regret. I shall welcome gladly the morning when I can hand my keys over to my successor and bid him "God speed."

For more than a quarter of a century I have been a part of the school system of Iowa. For eight years I have been in this office, a longer term of service than has been accorded any of my predecessors.

If I have not accomplished all that I hoped to, or all that others expected of me, I cannot be blamed, provided I have done my best. If I have been slothful and indolent, if I have permitted trusts and combines to prey upon the public, if I have not thrown my heart and soul into this great work, if I have been faithless in any degree to the trusts reposed in me by a generous people, then I deserve execrations here, and oblivion hereafter. But if I have striven with all my strength, if I have given myself unreservedly to the cause of popular education, if I have counted no labor too severe, no exertion too great, if thereby I could place the educational standard upon a higher plane, then it is not presumption in me to cherish the hope that my name may not be forgotten when the educational history of Iowa is written.

I tender to my successor, Hon. R. C. Barrett, of Osage, my best wishes, and ask for him the hearty co-operation of the teachers of the state.

I commend to you, gentlemen of the legislature, these words of an eminent writer, when the school law of Iowa was first under consideration. They are true now as they were then:

"Here for the first time comes a great state, situated in the center of a mighty union, possessing exhaustless resources of agricultural and mineral wealth, binding together its various parts by a net-work of iron, and demands a system of public instruction adequate to the full development of its great physical resources, and of the intellectual and moral power of its people."

Respectfully submitted,

HENRY SABIN.

APPENDIX.

EXTRACTS FROM REPORT OF COMMITTEE ON RURAL SCHOOLS.

APPENDIX.

SUBCOMMITTEE ON SCHOOL MAINTENANCE.

R. A. HINSDALE, CHAIRMAN.

The subcommittee deems it advisable, now that the whole ground has been covered, to restate the fundamental propositions that have been urged in this report. These all start from the one central postulate that a provision of funds sufficient for their adequate support is essential to the existence and life of good schools. The three-fold division of the subject will be preserved in the summary.

I. REVENUE.

1. The great resource of the public school is, *and must continue to be*, some form or forms of public taxation.

2. Such areas or units of taxation should be created, or continued if already in existence, as will fully develop the sound American principle that the whole wealth of the state shall be made available for educating all the youth of the state.

3. To accomplish this end, resort must be had to the larger units of taxation, especially where population is sparse and wealth meager. The following recommendations must be specifically urged: (1) a liberal provision of funds from the state treasury; (2) a county tax in at least all the county-system states; (3) a town or township tax in the states where this civil division exists; (4) taxes in special districts, that is, in cities and villages. The school district, in the commonly accepted sense of that term, is not a desirable taxing unit, but quite the contrary, and should be abolished as such unit.

II. DISTRIBUTION.

1. Funds raised by the large political or social units for general school purposes should be distributed in such a way as to bring the rich and the strong to the help of the poor and the weak.

2. Such rules of distribution should be adopted as will accomplish this end. In order to do this, distribution must be based, to a certain extent at least, upon fixed or arbitrary units; that is, so much money must be given to the school or to the teacher.

3. The large taxing units should render assistance to the small ones only upon the condition that the small ones first do something for themselves.

III. ORGANIZATION.

1. In the states where the town or mixed system of local government exists, the town- or township-school system should, as far as practicable,

be substituted for the district system; in the county-system states the county-school system is the natural alternative to the district system.

2. In those parts of the country where existing physical and social conditions render it practicable, there should be such a consolidation of rural schools as will diminish the existing number of schools, schoolhouses, and teachers, and bring together, at advantageous points, the pupils who are now divided and scattered among the isolated schools of the township or other similar districts.

3. There is urgent need of lengthening materially the time that the country schools, on the average, are in session each year. The ideal should be a minimum school year in every state of at least 160 or 180 days.

SUBCOMMITTEE ON SUPERVISION.

LAWTON B. EVANS, CHAIRMAN.

1. As to the character of the supervisor who is brought in contact with the rural school-teacher in the discharge of his official duties:

(1) He should be selected with special regard to his peculiar fitness for that office. Whether his office is elective or appointive, his qualifications, in order that he may be eligible, should be such as to enable him to challenge the respect of those whose work he is required to supervise.

(2) In regard to his scholarship, it should breathe that essential spirit of learning necessary to making good, strong schools. The position of supervisor should be made professional with a view of meeting the demand for the best education which the rural school can possibly afford. This requires a scholarship which is above that of the ordinary man. The tendency to put persons in the supervisory position who have no mental attainments worthy of mention is earnestly deprecated.

(3) In regard to moral character, the supervisor should be a living, inspiring example of such a life as alone is worthy the Christian civilization of our times. He should carry with him a spirit of sincerity in his work, so that people, teachers and pupils may look to him with hearty respect, and with entire confidence in the integrity of his purposes.

(4) In regard to his professional spirit, he should be in touch with the best educational thought of the times, carrying with him to the country school-teacher, and to the people of a rural community, the freshness and life which come from reading and studying whatever bears upon the questions he is called upon to aid in solving. He should be a leader, endowed by nature with strong native sense, and at the same time able to impart enthusiasm and energy to all with whom he comes in contact.

2. As to the purposes of rural school supervision:

(1) It should serve to inspire and stimulate the rural school-teacher. If the supervisor is alive to his opportunities, every teacher within the sphere of his influence will be quickened and lifted up to higher efforts for the good of the school. The teachers should learn to look upon him as a friend, and not as a critic; as a wise counsellor, and not as a mere fault-finder.

(2) It should be the means of awakening and stimulating the pupils as well as the teacher. They should look for the visits of the supervisor with pleasure, and profit by his talks and advice. By instituting a system of central examinations for the rural schools, he may quicken and encourage

the brighter pupils to obtain the best education within their means. The influence of a scholarly supervisor over the pupils is a very desirable thing in the rural school.

(3) The improved condition of the rural schoolhouse is a sure index of the work of a competent supervisor. The present lamentable condition of these buildings is due largely to ignorance and neglect. Competent supervision is skillful hands can work a marvelous change. The cultivation of a spirit of order and neatness which leads to the ornamentation of the school grounds and to a watchful care over all the environments of the schoolhouse, is one of the purposes of supervision.

(4) Supervision does not accomplish its legitimate purpose when it fails to cultivate a strong, healthy public opinion in favor of everything which tends to make a good school. Hence, the supervisor who contents himself with a perfunctory visit to the school only is not a supervisor in the broad sense of that word. A large share of the work of the supervisor is away from the school and among the people.

3. As to the results to be expected from intelligent supervision:

(1) In regard to the school, it unites teachers for a common purpose, and, by teachers' meetings and by the visitations of the supervisor, it breaks up the monotony and isolation of the country school. Under its influence better teachers find their way into the schools, better methods of instruction prevail, and the tone and spirit of the school are greatly improved.

(2) In regard to the community at large, supervision is just beginning to do its legitimate work. In the establishment of school libraries, in the relation of the supervisor to the directors, in an improved school architecture in which due regard is had to sanitary conditions, in the ornamentation and care of the school grounds, in school extension, in the introduction of studies which will add to the attractiveness and profit of life on the farm, in the consolidation of small districts into larger and stronger schools, in awakening a public interest in rural education, there is a field large enough to occupy the time and thought of the most progressive and most intelligent supervisor. It is here we are to look in the near future for the best results of supervision as concerns the rural schools of the country.

SUBCOMMITTEE ON SUPPLY OF TEACHERS.

G. C. ROUNDS, CHAIRMAN.

Your subcommittee on the supply of teachers for rural schools, in closing its report, would call attention to some of the main points in this discussion.

It appears that there are numerous agencies which may be made available for the improvement of rural school teachers already in the service. With these the only question is that of more perfect organization.

Although there is in general an increase in interest in educational questions, and an elevation of standards of teaching, yet the large majority of rural school teachers now enter upon their work with no professional preparation; the improvement in the character of rural schools, where there has been any improvement, has been slow; large sections of the country report no advance, some report a decline.

The causes for this condition, and the changes needed, are not far to seek:

1. The school year must be lengthened to a full school year of nine or ten months, in order that skilled teachers may be retained. This result can be secured, as it has been secured elsewhere, when its absolute necessity has been recognized. The state, among other conditions for payment from the school fund, may prescribe a full school year, which is done in England, as logically as six, or seven, or eight months, now done in some of our states, or it may secure this result, as it has been secured in Canada, by making the length of the school so prominent a condition in the distribution of the school fund as to insure the co-operation of the county and the town to this end.

2. The existing agencies for the supply of teachers for rural schools do not suffice. There must be modifications in these, and the provision of others.

3. There must be some definite standard for the certification of teachers, coming within reach of the teacher of the rural school, and encouraging advance to such higher degrees of attainment and skill as will give full professional recognition. And your committee believes that some provision should be made to secure inter-state recognition.

The question of finance does not lie within the province of this subcommittee, but it does not believe that the financial difficulty need prevent the necessary reform. When there is once full recognition by the state of its final responsibility for the education of every child within its borders, there will be possible such an adjustment of expenses between it and the lower educational units as will be burdensome to none and just to all.

Your subcommittee has sought to ascertain accurately what the rural school now is; in all its suggestions it has had in view the rural school as it ought to be. It believes that this nation can have such a system of schools for all its people as may challenge comparison with any other, and that it will have such a system when it clearly perceives the injustice and the peril of the present condition, and the way in which safety lies.

SUBCOMMITTEE ON INSTRUCTION AND DISCIPLINE.

W. T. HARRIS, CHAIRMAN.

REMEDIES FOR THE EVILS OF THE RURAL SCHOOL.

Your subcommittee would here point out that some of the evils of the rural school are due to its non-social character, its inability to furnish to each of its pupils that educative influence that comes from association with numbers of the same age and the same degree of advancement. The rural school furnishes only a few companions to the youth, and those either above him or below him in grade of progress in studies. The remedies for the evils of the ungraded school are suggested by this very feature or characteristic. Radical remedies in this case must all contain some device to bring together pupils of different districts and bring into wholesome competition with one another the pupils of the same grade of advancement.

Transportation to Central Schools—The collection of pupils into larger units than the district school furnishes may be accomplished under favorable circumstances by transporting at state or local expense all the pupils of the

small rural districts to a central graded school and abolishing the small ungraded school. This is the radical and effective measure which is to do great good in many sections of each state. As shown already by the subcommittee on the maintenance of schools, Massachusetts paid in 1894-95 the sum of \$76,008 for the transportation of children from small rural schools to central graded schools—213 towns out of a total of 353 towns and cities using this plan to a greater or less extent, and securing the two-fold result of economy in money and the substitution of graded for ungraded schools. The spread of this plan to Maine, Vermont, New Hampshire, Connecticut, Rhode Island, New Jersey, Ohio, and some other states (see report of Bureau of Education for 1894-95, pp. 1469-82) demonstrates its practicability. Experiments with this plan have already suggested improvements, as in the Kingsville experiment in Ohio, where the transportation reached in all cases the homes of the pupils and yet reduced the cost of tuition from \$22.75 to \$12.25 a year for each of the fifty pupils brought to the central school from the outlying districts.

Special Appropriations for Small Rural Schools.—The device of securing skilled and professionally trained teachers by providing, as in California, a sufficient salary for each district, no matter how few its pupils (see Appendix C), has already been described by another subcommittee (that on maintenance). It is undoubtedly a wise measure, provided it does not hinder the consolidation of districts through the adoption of the Massachusetts plan. If it works to preserve the small ungraded school in places where consolidation is feasible it will in the end be an injury to the cause of rural schools. Your subcommittee, therefore, ventures to call attention to the importance of adopting such laws as are operative in California, New Jersey, Massachusetts, and New York, for the better remuneration of rural school-teachers, but with a proviso that makes it a pecuniary advantage to a town to abolish its outlying ungraded schools and furnish transportation to a central school.

Concentration of the Higher Grades of Pupils.—Where transportation of the whole school is not feasible it sometimes happens that the teaching may be very much improved by the transfer of two or three of the pupils of the higher grades who consume very much of the teacher's time. By transportation of these two or three pupils to the central school the teacher thus relieved may find time for much better instruction of the pupils in the lower grades who remain under his charge.

School Extension.—In this connection another branch of what is called "school extension" or "university extension" is practicable. Home reading can be managed from the same center, namely, the rural school. Everything that adds social importance to the rural teacher may be of service. It is evident that those pupils who have graduated from the public school and have entered upon the business of life may profitably carry on useful courses of reading in the various departments of literature and art, science, and history. The township or union township superintendent, in conjunction with the county superintendent or state superintendent, should set into operation, as far as possible, courses of home reading, employing the aid of the rural school teachers to carry this into effect. A record containing the names of the persons who have undertaken home reading, the names of the books completed, and the dates of such completion, will form an interesting record. This home reading, moreover, should have its social

gatherings in which there are discussions of the contents of particular books that are read. For this purpose the township superintendent or the county superintendent may select specially well-fitted persons who shall present analyses of the books and discussions of their contents. It is desirable that the course of home reading shall not be one-sided, but shall move in each of the three directions: literature, including poetry and prose; science, looking towards the organic and inorganic kingdoms of nature, the plant, the animal, and the details of matter and force; and towards archaeology, ethnology, and sociology, and politics, history, biography, and art. One must not be altogether dissatisfied if it is found that the novel is the chief book in demand, especially in the first five years of the home reading circle. In our day the novel discusses every question of history, politics, sociology, and natural science. The old fashioned novel which describes manners has its great use, too, in the fact that it gives to the people of whom we are speaking, the people of the rural districts, a ready knowledge of manners and customs of polite society. In this respect it is sometimes more useful than books of science and history.

CONCLUSIONS OF ENTIRE COMMITTEE MADE TO THE EDUCATIONAL COUNCIL.

HENRY SABIN, CHAIRMAN.

SUMMARY.

1. For purposes of organization, maintenance, or supervision, nothing should be recognized as the unit smaller than the township or the county; the school district is the most undesirable unit possible.
2. Every community should be required to raise a certain sum for the support of its schools as a prerequisite for receiving its share of public money. A certain definite sum should be appropriated to each school out of the state funds, and the remainder should be divided in accordance with some fixed and established rule, a discrimination being made in favor of townships most willing to tax themselves for school purposes.
3. One of the great hindrances to the improvement of the rural school lies in its isolation, and its inability to furnish to the pupil that stimulative influence which comes from contact with others of his own age and advancement. The committee, therefore, recommends collecting pupils from small schools into larger and paying from the public funds for their transportation, believing that in this way better teachers can be provided, more rational methods of instruction adopted, and at the same time the expense of the schools can be materially lessened.
4. There is a tendency to fill the rural schools with untrained, immature teachers. The establishment of normal training schools, under competent instructors, with short courses, each year of which shall be complete in itself, would do much to remedy this evil. The extension and adjustment of the courses and terms of the state normal schools so as to constitute a continuous session would enable them to contribute more directly than now to the improvement of the teachers of rural schools. The state would then be justified in demanding some degree of professional training from every teacher in the rural as well as in the city schools.

5. The establishment of libraries, the prosecution of the work of school extension by lectures and other means, the introduction of such studies as will have a tendency to connect the school and the home, especially those having a direct bearing upon the everyday life of the community, and the necessity of applying the laws of sanitation to the construction of rural schoolhouses, demand immediate attention.

6. The rural schools are suffering from the want of official and intelligent supervision. In every state some standard of qualifications, moral and intellectual, with some amount of actual experience, should be demanded by law from those who aspire to fill the office of superintendent or supervisor of schools.

7. Good morals and good manners constitute an essential part of an educational equipment. The inculcation of patriotism, of respect for law and order, of whatever tends to make a good citizen, is of as much importance in a small as in a larger school. Regularity, punctuality, obedience, industry, self-control, are as necessary in the country as in the city school. Country school teachers should call to their aid the beautiful things in nature, that with reverential spirit they may lead the children to reverence Him who hath made all things good in their season.

THE SCHOOL AND THE FARM.

F. W. PARCEL.

Without attempting a course of study, I may be allowed to make some suggestions. In these suggestions I present only the common and common-sense things needed in farm work and farm life, and endeavor to show why they form the substantial basis of all study.

GEOGRAPHY, GEOLOGY, MINERALOGY.

The child's knowledge of geography may be made the basis of all his further study of that subject. He brings into school geographical images of the farm and the surrounding landscape. He is tolerably well acquainted with the topography of his district, and it may be, of the town. First, find out how much the pupils really know of these subjects. Get them to describe the farm or any part of it. How many fields are there? Where are the pastures? The woods? What are you raising in each field? How many cattle have you? Describe them. Tell about the sheep, the horses, the hens. Get pupils to sketch the farm on the blackboard, paper, or slate.

A pile of sand in the yard might be used for modeling the farm, showing hills and valleys, plains and brook basins. In winter rough boards with raised edges might be used for sand modeling. Later, chalk modeling should be used to indicate the relief of the land.

The beginning of political geography by the divisions of the farm into fields and pastures may be made. The lay of the land, the relative positions of these form good lessons in the points of the compass. Pupils would compare one farm with another, so that in time they could model and draw the whole district, including the roads.

If there is a stream in the neighborhood, it may be used as a study of the brook basin, the wearing of water—a good introduction for geology. The examination of the soil after rains, especially loosened soil, may be studied to show the effect of storms in erosion. The dip and formation of

the surface, division into hills or plains, bottom lands, and bluffs, may be related to the working of the stream.

The study of mineralogy may begin with the study of soils, the kind of soils, and the forms of the grains. Specimens of gravel, sand, loam, vegetable mold, clay, and rock should be brought by pupils to school and studied. How is vegetable mold formed? What in the soil is useful for plant life? How does the soil change through vegetation and under cultivation, and also under the action of heat, water, frost? It is easily seen that all these are elementary studies in weathering—dynamical geology.

If there are rocks on the farm, they may be studied; the archaic rocks, the secondary rocks, the strata, and the dip of the rocks—all so many points of introduction to geology. Boys on the farm will know something of the mineral on different parts of the farm, in different fields. In general the bottom land is the richest, and the question might easily be asked, Why? In this relation uses of the different kinds of soil may be studied. Questions of why one crop will grow in one portion of the farm, and not in another, and why crops should change or rotate from year to year, should all be brought in.

Housekeeping, butter and cheese making, cooking, gardening and affairs pertaining to home economy should be taken into the school. Draw and describe your garden. Divide it into beds. Locate the flowers, the vegetables. Sketch your hens, the turkeys. How do you make bread?

METEOROLOGY.

Elementary studies in distribution of heat would come through the changes of the seasons. The shadow stick may be used, showing the changes in the sun's position relative to the earth. A sun dial on the schoolhouse should be made. The daily changes in the sunlight coming through the different windows may be measured through shadows on the wall. It is a very easy matter to get the daily weather reports and examine them. Every country school should have a thermometer, barometer, anemometer, and rain gauge, to measure the force of heat, the weight of the air, the velocity of the wind, and the depth of the rainfall. Pupils should make weather reports day by day and compare them with the printed weather reports. The elementary study of air and its composition should be made by its weight, direction, and velocity. The study of evaporation of water, followed by the forms of water in the air—fog, mist, and cloud, should be made. Pupils may be called upon to make daily prophecies of the weather, and give their reasons for the same. Every change of the atmosphere, shower, rain, hail, snow or wind may be taken advantage of for this purpose.

The uses of water may be discussed, especially the uses of water for vegetable life; the drainage of the land, especially on farms where the land has to be tilled, or where irrigation is necessary. Questions like these may be subjects of investigation. How far does the water go down into the earth? What stops it? The cause of a spring? A brook, creek, rivalet or river? The saturation of different kinds of soil and rock by water. Depth of the wells and changes in the water level. Into this discussion would come the question of floods and flood plains, and of silt brought down by the water, how and where deposited, that is to say, if there is a creek or a river on or near the farm.

These are some of the innumerable points in regard to meteorology that impinge on the child from all sides, and lead to higher and more difficult questions and investigations.

PLANT LIFE.

I should place first in this study the crops upon the farm; the study of the corn; its history; its nature; different kinds of corn; the uses of corn. The same may be said of wheat, oats, rye, and barley. How land should be fertilized for different crops. Study of the food of plants, nutrition, etc. The grasses may be studied; different kinds of grasses brought into the schoolroom.

In the spring germination of seeds may be especially noted. Seeds should be planted in boxes in the schoolroom. It would be an excellent plan to have a half-acre garden near the school, in which the experiments could be performed, and in which the farmers of the district would take a deep interest. The garden could be made of value, and should include everything that is raised on the farm. There should be a preliminary study of plants, especially flowers, in regard to function. Little or no attempt, at first, should be made to close analysis, or to classification. The guide in the elementary study of all subjects should be function.

Forests; different kinds of trees on the farm; leaves, and bark of the trees; deciduous and nondeciduous trees; the uses of wood for heat, shelter, and household furniture.

ZOOLOGY.

The study of domestic animals and their functions; cows, and different kinds of cows; milk, and how milk is changed to butter and cheese. The history, for instance, of butter and cheese-making, from the old-fashioned churn to the creamery. Study of horses, and sheep; use of wools; meat of different animals. Study of wild animals, birds. Get each pupil to make a list of all the birds he sees upon the farm during the year; when they come, how long they stay, when they depart. This would bring observations in regard to migration. Name the birds staying upon the farm all summer. Where do they build their nests? How do they raise their young? What do they eat? What birds are injurious to the farm? What birds are useful? The pupils could learn many a profitable lesson; would find that most of the old ideas about birds are totally wrong; that many, if not all, of the birds that have been counted mischievous are really helpful; that birds are needed on the farm to kill destructive insects; that the little damage which crows, for instance, bring about is comparatively nothing to the good they do; that the birds are really "nature's militia" to destroy the enemies that menace the life of vegetable, plant, and tree.

Another study is that of destructive insects; the wood-borers, the canker-worms, the weevil; a very practical study. Then there are the bees, wasps, butterflies, and their uses in efflorescence. The wonders of honey-making. The earthworms and the effect they have upon the soil. The boy will be sure not to leave out the woodchuck, the fox, the coon, or the muskrat. He may even learn that the unpleasant little skunk has a use and a place in the world.

PHYSICS AND CHEMISTRY.

Wherever forces are seen, felt, or handled, an inquiry into the nature of such forces is the study of physics. Meteorology is one of the great

departments of physics. Distribution of sunshine, the working and nature of heat, the force and wearing of water, measurements of air, of the wind, are all close to the child, who needs only good teaching to lead him to close and closer investigation.

Practical uses of force suggest many problems: force of running water; running mills; force of wind in turning windmills; the economical application of force in farm machinery from the apple-parer to the reaper; the mystery of the lever revealed by wedge and crowbar; the turning of the grindstone; and the use of the jackscrew in raising buildings.

Chemical changes are taking place in earth, air, and water, and are continually applied in the household affairs. The teacher has an excellent opportunity to call attention to the chemistry of cooking; to yeast; to milk in its transmutation to butter and cheese; the making of lye and soap; the oxidation of metals. The composition and nature of different soils are a fruitful study; the effect of sunlight upon foliage in the production of leaf green; the transpiration of water through vegetable tissues, bearing nutrition from cell to cell. The burning of wood and its change into ashes.

MATHEMATICS.

There can be no work properly done upon the farm without measuring. Most of this measuring is done by what is called "rule of thumb," or so-called practical judgment. The farmer estimates weight of cattle, hogs, or sheep by sight. He can tell how much cord wood or timber a certain area of forest will produce. In fact, measuring in everything he does is absolutely essential. There is no better way for the teacher to study the processes of measuring, or arithmetic, than to inquire into everyday demands of farm work, and no better way to teach arithmetic than to bring the measuring necessary for farm work into the schoolroom. The elementary work, and the work that ought to be continued throughout the course, should be largely estimation with eye and hand, of length, of distance, area, volume, bulk, force, and weight; the estimates to be verified by actual measurements. That which a farmer is called upon at every turn to do should be begun with the children. And here the parent can supplement the teacher at every step.

When developing the mode of judgment, the pupil should be trained to use the chain in measuring areas, the yard stick in measuring cord wood, forceps in lumber, dry measure for grain, scales for weights, liquid measure for milk, vinegar, or molasses.

The outcome of all raising of crops is commercial value. There should be a system of farm bookkeeping, in which writing and arithmetic play a prominent part. Children could be easily trained to keep books for their parents, and the work of the farm be made to present all the problems and conditions for a complete mastery of all essentials in arithmetic.

READING AND LITERATURE.

The suggestions already given are for the elementary study of subjects. Interest in all these subjects will lead directly to a great desire to know more of the observations and investigations of others. Here reading and the study of text-books have their great place. The first steps in reading may be short stories of the farm, of the crops, of the animal and plant life, written in simple sentences upon the blackboard. The reading lessons

should be closely related, and from beginning to end bear directly upon the subjects the child studies.

The process of learning to read is a very simple one if the free, spontaneous action of the mind is not obstructed by abnormal methods. When the proper stage of development, which manifests itself in an intense desire to gain knowledge through the printed page is reached, the child will learn to read as easily as he has already learned to hear language. All reading should come close to the child, should enter into his personal experience; should be about something he feels the need of knowing—facts about his pets, about things he loves to do—words that re-image familiar scenes. This would make reading and the selection of good literature a habit for life.

WRITING, GRAMMAR, SPELLING.

Writing is one of the modes of thought expression. The fundamental necessity is to have something to express, some image to control and steady the hand, some earnest desire to communicate with others by means of writing. Skill in writing takes care of itself if the teacher writes rapidly and well. Technical skill is nine-tenths imitation. The main thing is the impulse which the teacher discerns, seizes upon, guides and controls. The farm is rich with interesting subjects, rich for the novice of 6, or the pupil of 16. Descriptions of animals, plants, forests, fields, pastures, hills, valleys, soils, the germination of seeds, the gardening, the shower, the clouds, the rainstorm, hailstorm, snowstorm, the cyclone, the raising of crops, the cutting and curing of hay, the harvest, the market—these are among the innumerable subjects that may be made of intense interest to the children of the country. The little ones may write a word, a line, or a paragraph; the older ones, pages.

MANUAL TRAINING, ART.

One central and invaluable thing gained on the farm is the necessity for and habit of work. All work on the farm should be honored in the schoolroom by expanding and concentrating it. The school should send back the children to the farm filled with the dignity of labor.

The work of the farm, in a broad sense, is manual training, but most farm boys get a coarse way of doing manual training. They do not learn to use their hands expertly as they should. On all farms there should be workshops for the mending of tools, construction of materials and apparatus for farm work, and in the country school there should also be a small manual training department in which pupils may be trained to use their hands skillfully in making things needed for the farm and the home.

Apparatus for experiment could be made with a small outfit, a bench, a few tools, lumber and metals. Much of the lumber could be brought by the pupils from the farm. They could cut the wood. If it needed sawing, it could be sawed at the mill. Wood manual training is one of the best ways to learn the uses of woods. There should be a small forge, and some work in iron and other metals as well. Every boy and girl should have a work bench at home and wood-carving materials, to develop the instinctive habit of whittling into something useful and ornamental. Long winter evenings could be profitably utilized in manual training and the exercise of the arts.

The objects of art are countless, the modeling, painting and drawing of land surfaces in geography, and illustrations in geology and mineralogy. Landscape and plant life furnish a great number of subjects for painting. Children have a perfect passion for drawing, until it is crushed by over-attempts at accuracy, or by the drawing of flat copies. With a good black-board, which is the best piece of educational apparatus ever invented for school or home, children could show the different kinds of crops; draw corn-stalks, grasses, flowers and trees. Of course, these drawings would be crude, but at the same time they would be satisfactory to the child, and justly, for they would correspond with his images; the drawing, in turn, would stimulate observation, and the result would be clearer insight. Exact drawing could be introduced in measuring or arithmetic, and in making projection drawings or manual training. Experience has shown that children take great delight in such work, and that it is in the highest degree educative.

INDUSTRIES AND COMMERCE.

The study of the commercial side of farm products should have its place in the school. The cost, the selection, the use of crops, and their value in selling. Here arithmetic and bookkeeping would come in. Transportation of crops would have its place, the team, the railroads. Where farm products are consumed. The subject of farm tools, instruments of work, may be studied. How crops are prepared for the market; the question of mills; the preservation of foods; barns; winter protection of cattle; ensilage. Transportation, beasts of burden, wagons, railroads, steamboats, in our own and foreign countries. The beginning of history, how others live and have lived, is involved in this idea of commerce.

HISTORY.

The elements of history are everywhere present on the farm. The history of farming tools, from the sickle to the reaper; from the crude plow of the poet to the steam plow of to-day; from the hoe to the cultivator. The history of butter-making, from the old fashioned churn to the model creamery. The story of the mill; the history of the potato; of maize, of the tomato. How beets are now competing with sugar cane. If there is an experimental station in the neighborhood, it should be used as an auxiliary to the school, where the history and present status of agriculture may be studied.

Most towns in the eastern states, and some in the west, have interesting local histories. There are generally stories of the Indians, of settlements, of colonization, of noted men and women, of the part taken by the citizens in the civil war. A strong love for history can be induced and fostered by beginning this study close to the home.

The breakfast and dinner table furnish excellent starting points in the study of history. How much does the farm in itself furnish of the food of the family? What is obtained outside, and where is it obtained? History of the making of cloth, the story of the spinning wheel and the spinning jenny; the hand loom and the power loom. The study of the inventions used on the farm will lead directly to the biographies of their inventors and the relation of machinery to human progress. The history of roads and road making, back to the time of the Romans. There should be lessons in every school upon the necessity and practicability of good roads, and the best methods and material for making them.

CONCLUSION.

The tremendous advantage of a rational course of work in country schools is that it would make a strong, binding union of the home and the school, the farm methods and the school methods. It would bring the farm into the school, and project the school into the farm. It would give parent and teacher one motive, in the carrying out of which both could heartily join. The parent would appreciate and judge fairly the work of the school, the teacher would honor, dignify, and elevate the work of the farm. Farmer and housewife would be ready to discuss the methods of the farm and housekeeping in the school. Children, parents, and teachers could meet at stated periods and hold discussions in the direction of their highest interests.

The farmers would become deeply interested in having libraries in the schools, carefully selected. Long winter evenings could be spent around the fireside in mutual study; parents helping children, and the children, in turn, arousing and stimulating parents.

Country life too often falls in the proper social conditions. It tends to isolation. A common purpose of education would obviate this. The farmer would often invite the school to visit his farm, and to study it. Pleasant and profitable social meetings would be the order of the day. The teacher, with clear ideas of what education ought to be, would bring the people of a district together to discuss the welfare of their children. Exhibits of pupils' work, of manual training and the arts would naturally follow and greatly increase the interest.

No method, no system of schools, no enrichment of courses of study, not even the most successful of teachers, can ever take the place in fundamental education of the farm and the workshop. No matter how good the city schools may be, or may be made; no matter how good the state of society may be, the vital reinforcements of city life that lead to progress and prosperity, so far as we can see, must always come from the sturdy stock of the farm. This fact, upon which most educators agree, puts upon the country school an immense responsibility. It is no small office to train the men and women who are to lead and guide the future of the republic.

The country schools have every advantage, so far as material means are concerned; their environment is rich in organic and inorganic forms; but in one thing they are lacking—the teacher who can utilize that which offers itself in such abundance. This is a want which every thoughtful person deplures, a want that will be met when the farmers themselves realize what a powerful influence for good their schools may be made.

When skill, expertise, and insight control the methods of country schools; when excellent teachers remain in the same schools year after year, the already powerful influence of country life upon the destinies of the nation will be mightily enhanced.

A large majority of boys and girls upon the farm entertain mistaken notions of life in cities, and early form a desire to enter into the seemingly greater advantages to be found in such centers. This leads to the congestion of cities, and disturbs the social balance. School education alone can cope with this disease of the body politic, and this by fostering an interest in farm life and farm work.

Boys must be led to see something more in farm life than patient, continuous work of planting, sowing, care-taking, and reaping. Many a young man leaves the farm to become a mere counter-jumper in the city, who, if he had the right education, would make himself an influential and successful farmer.

My plea, then, is that the country school should make farm labor and all labor honorable; should dignify it; should show that the environment of the country furnishes inexhaustible resources for intellectual life; should see to it that the aesthetic side of child nature be assiduously cultivated; that the child bring a loving heart to nature, have an appreciative eye for beautiful things; that he be led to see the possibilities in the landscape of the farm—the necessity of making excellent roads, well lined with shade trees; that the so-called practical things of life, hard and severe labor, should have their highest outcome in the cultivation of the love of the beautiful in life—that love which leads the soul to profound reverence for all things of earth, because they are loving gifts of an infinite God.

ENRICHMENT OF RURAL SCHOOL COURSES.

T. C. CHAMBERLIN, CHAIRMAN.

At the Chicago meeting of the committee on rural schools a sub-committee was appointed to report, in the form of an appendix, a scheme for the enrichment and vitalization of the work of the rural schools by means of subjects drawn from rural life and surroundings. We do not deem it our province to discuss the theory of the rural school program, much less the broader problems of the country school. It may, however, conduce to a better appreciation of what we suggest if we frankly state at the outset the assumptions on which we have proceeded.

We take it for granted that the work of every school, rural or otherwise, should embrace subjects drawn from its environment and from the life of its pupils. We assume that it should do this—

Because children should be taught to gather culture, knowledge, and inspiration from everything with which they come in contact;

Because children should acquire the habit of bringing to bear their knowledge and their mental powers upon every subject of thought that falls within their experience;

Because the study of the environment is especially effective in discipline and inspiration, since it is tangible, vivid, and impressive, and awakens strong and clear concepts and produces deep and lasting educational effects;

Because mental acquisitions thus associated with the environment will be constantly revived by recurrent contact with it, and will thus be refreshed and kept alive and effective;

Because the basis for a successful study of the unseen and the intangible is best laid in clear and strong impressions of things seen and realized;

Because the school work is thereby made directly serviceable to the work of life, the value of immediate and practical utility being added to the superior disciplinary and inspirational values;

Because it puts life and soul into the work;

Because it serves as a bond of sympathy between the out-of-school life and the in-school life;

Because, in time (perhaps not at once, while inherited prejudices last), it will become a bond of sympathy between the patrons of the school and the work of the school.

We assume that a rural school, to be a true *rural* school, must take tone and color from rural surroundings, and must contribute directly to the enrichment and inspiration of rural life. We believe that this will aid in giving meaning and attractiveness to life in the country.

We shall certainly be met with the criticism that the suggested work is impracticable, that the teachers cannot carry it out. This is far too true, but not wholly true. A success here and there will be a center of education, and from such beginnings, even though they may be small and scattered, the good work may grow. It must start somewhere and somehow, or must have many little starts in many places and in many forms. This little appendix does not hope to be anything but a passing contribution to an evolution that must be long and doubtless slow. The gravest difficulty lies in the defective education of our teachers. To remove this we would urge every normal school to give elaborate courses in the lines here suggested, and to recognize in other ways that the rural school furnishes a distinct problem that must be solved in its own way. It may be that the establishment of rural normal schools is the mode of solution. We would urge agricultural colleges to give short courses on rural science for the special benefit of country teachers, and to educate the people, through their institutes and by other means, to appreciate and to require the adaptation of the rural schools to rural needs. We would urge upon the agricultural colleges the adaptation and publication of matter on rural science and rural economy suitable for educational uses.

L. STUDIES UPON THE SURROUNDING LANDSCAPE.

These should be found helpful (1) as a foundation for geography; (2) as a basis for imagining the aspects of other regions which must be studied through maps, descriptions, etc.; (3) as good material for oral and written descriptions, and hence as a basis for language work; (4) as a means for the culture of the sense of the beautiful, thus furnishing a rational basis for modeling, painting and drawing; (5) as a mode of teaching the significance of things usually regarded as meaningless; (6) as an unconscious introduction to geological processes, and (7) as an aid to understanding many matters of agricultural interest.

L. *Surface Features, their Nature, Origin and Meaning.*—Let there be a general study of the landscape of the neighborhood and a series of talks upon it for the purpose of gaining a true conception of what a landscape really is, and of laying the ground-work for comparisons with other parts of the face of the earth. The children should gain a vivid and definite idea of the nature of their own landscape as a type; if it be plain, whether it be very plain, or but partially so; if undulatory, whether it be gently or strongly undulatory; if hilly, whether gently or roughly hilly; if mountainous, whether of the rounded, the rugged or the grand type.

From the general survey of the landscape descend to its larger elements. Note and plot the hills and valleys of the neighborhood, first taking up those near and then reaching out farther and farther, so that there shall be a gradual passage from those that are familiar to those that are only occasionally or distantly seen. From these it will be a relatively easy step to

those which must be wholly imagined. Thus the child is led out easily and naturally from his own environment to the general geography of the earth. In carrying this out, walks and occasionally more considerable excursions will introduce the idea of travel and of the methods by which geography is made; and, if verbal and written descriptions, sketches and maps are required, the children are started right in their geographical work by being made young geographers themselves in a limited sense. Seeing and learning thus just what geography is, experiencing for themselves just how geography is constructed, they can use their text-books intelligently and appreciatively.

From the general features descend to particulars. Note the way hills and valleys are related to each other. Are the valleys put in among the hills in any regular order or not? As early as it may seem prudent raise the question of the origin of the hills and valleys, but do not be too hasty about answering it. Let the children gradually work it out. Were the hills built up, or were the valleys cut out? Let them ponder upon this question and see if they do not find the answer to it in the hills and valleys themselves. In leading up to this question, direct the children's observation to what is actually taking place.

2. *The Study of Streams.*—Lead the children to observe just how streams flow, how the current plunges into one bank and then is turned about and plunges into the other bank; how it cuts back the bank where it strikes it; how it digs down into the bottom in certain places; how it heaps up material in other places, etc. As they observe, lead them to reason upon what they see and apply it to the study of maps. They will readily come to understand how the bends are made longer and why a stream meanders. They will thus be led to see the meaning of the tortuous courses of streams. Induce the children also to note the work of temporary streams (e. g., after showers) along the roadsides, in the valleys, and on the slopes of the fields. Have them notice the wash from the surface of the land, and thus lead on to the work of water transportation. Lead them to note that this matter lodges elsewhere, and thus approach to the work of deposit. By seeing when and how this wash lodges they will understand the modes of deposition; the formation of deltas, and the building of bars and spits in the streams, the formation of "bottoms," etc.

To approach the origin and maintenance of streams, direct the children to observe what takes place after a rain: if light or slow, that all water goes into the ground; if heavy and rapid, that some goes into the ground, but much runs away. The latter makes surface streams, but they don't last. Follow the water that goes into the ground. Direct attention to underground water as shown by wells, and connect this with the rain that soaks into the ground.

3. *The Study of Soils.*—Incite the children to carefully examine the soil to see how it is made up. Have them wash some of it so as to separate the fine material from the coarse. Direct attention to the natural assorting done by water in the gullies, on the slopes, and in the valleys, and how, on the other hand, fine mud is laid down in the "bottoms" and elsewhere, and thus lead them to see how soils become coarser or finer according to conditions. In most places it will be easy to find pieces or beds of rock partly decayed, and to show that this rotted rock is much the same as soil.

From this they may be led on to understand that soil is usually but decayed rock. This will be easily accomplished in regions where the rock lies but little below the soil and the latter graduates down into decaying rock, showing the stages of the process. Induce them to note how the leaves, grass, etc., decay and turn black, and thus lead them on to see that the dark part of the soil comes chiefly from the decay of vegetation. Induce the children to observe the different qualities of soils in different situations—the soils in the valleys, on the slopes and on the hilltops—and lead them to see how the wash of the surface affects the soil; also how the vegetation affects the soil; and how the soil affects the vegetation.

Starting again with decay of rocks, lead the children to see that some parts of the rocks do not decay readily, and hence bits are left, and that these are washed about and form grains of sand or pebbles. Let them observe these and see that some are well-rounded and some are angular, according to the amount of wear, and thus the origin and meaning of sand or pebbles will become evident. The rolling action of brooks and rivers, and of lake and seashores will be manifest. With a thermometer, interesting experiments on the temperature of soils when wet and dry, when hard and when mellow, when stirred and unstirred, etc., can be made.

II. APPLICATIONS OF LANDSCAPE STUDIES.

The study of the features of the landscape may be followed by a study of their influence on human affairs, and on the distribution of plants and animals. The following are some of the lines along which this may be carried out:

1. *The Location of Homes.*—Relative merits of different situations, such as summits, slopes, valleys, etc.; of different exposures, as southerly, northerly, etc.; of different relations to woods, openings, outlooks, etc.; of relations to springs, streams, and other bodies of water; of access to highways or to the several parts of the farm, and the bearing of the surface features on such communications. Do the sites of the later dwellings differ from the earlier? Are there discernible reasons for change? What determined the selection of the material of the first generation of houses? Does the material change with successive generations, and if so, why?

2. *The Location of Roads.*—How far are they influenced by surface features? How far by other considerations? Distinguish wise and unwise locations. What is the effect of wash, drainage, etc.? What changes of location or of method of maintenance may be recommended?

3. *Location of Adjacent Towns and Villages.*—Study the reasons for their particular situations. What bearing had natural means of transportation, roadway crossings, river fords or bridges, special agricultural or mineral resources, mill sites and like features upon their location? Do the dates of their founding, the rates of their growth and other features of their history show wisdom or un wisdom in their location? Note the bearings of their location on the interests of the surrounding country.

4. *Development of the Region as Affected by Its Environment.*—Study the nature of adjacent manufactures and the reason for their location. What class was first developed, what later, what changes have taken place? Has there been increase or decline, and what is its meaning? What is their importance and the value of their products? How do they affect the rural interests? What sources of power are used and what remain still unused?

Note the favorable and unfavorable features in the physical conformation; the presence of mines, quarries, the facilities for transportation by roads, streams, canals, railways, etc., and their bearing upon the development of the region.

5. *Social and Civil Life of the People as Affected by Surrounding Physical Features.*—Are the physical surroundings favorable to social gatherings and social life? Do the surface features lead to sparseness of dwellings, roundabout and difficult roads, or the opposite? Do they make the earning of a living easy and give time for social intercourse, for education, etc.? How do they affect the character of the people, etc.?

6. *The Distribution of Vegetation as Influenced by Surface Features.*—Sketch the timbered, prairie, marsh, and "bottom" areas. Note the effects of slopes, drainage, soils, etc., upon these. How do the physical conditions affect the roots, stems, leaves, and general forms of plants? Note the adaptation of different areas to different crops; also the adaptation of the region to different kinds of industry, e. g., grazing, grain raising, etc. Note the changes in vegetation and compare the original with the present vegetation. Discuss the removal of forests. Where was timber first removed, and what timber? Where is it now reserved and why? Note the earlier and the later uses of timber supply, and the variation of prices and uses of timber.

III. THE STUDY OF ATMOSPHERIC PHENOMENA.

It is urged that the teachers secure from the nearest weather bureau station copies of the daily weather maps, and copies of the monthly summaries of the weather and crop conditions of the United States. A careful study of these maps and summaries, supplementing the pupil's own daily observations, will form a good basis for other geographic study. The data furnished by the weather bureau are particularly valuable for several reasons: (1) They are collected by trained observers; (2) the stations are so distributed as to fairly represent the whole country; (3) observations are uniform and regularly made every day at all stations; (4) the various meteorological conditions are automatically recorded by instruments of precision, insuring great accuracy of detail; (5) the various data are appropriately represented daily upon one map which, thus, day by day presents a clear picture of the climatic and crop conditions of the whole country.

By these means the pupils will be much interested in working out the relative amounts of rainfall, cloudiness, and sunshine; also the average and the extremes of temperature found in the areas and belts devoted to the great crops, as wheat, corn, oats, tobacco, cotton and sugar cane. The relative amounts of rain, cloudiness, and sunshine for the seasons may be readily determined. The incidents of the season in the localities where the pupils live frequently afford excellent opportunity for forming a picture of other localities far removed from their own. Thus a study of the character of the rain and the clouds in winter gives a basis for picturing arctic regions, and the same study in summer an equally sound basis for picturing tropical regions.

IV. THE STUDY OF PLANT LIFE.

In like manner, the plants of the region may be treated. The purpose here, as before, is not so much to learn about plants as to come into actual

intellectual contact with them by observation, interest, sympathy and appreciation. Not only should the plants be observed in all their parts and functions, but their history, mode of propagation, preferences for soil, topographic situations, exposures, etc., should be studied. The association of plants with one another—"plant societies"—are especially interesting and profitable for study. The cultivated as well as the native plants should be included, and the reasons for cultivating some plants and neglecting or warring against others afford large possibilities of interest. As farming is essentially plant culture, the vital relations of such studies are evident, if carried out on the right lines. The old-fashioned botany, the grinding out of the Latin names by an "Analytical Key," is not at all the thing here urged, but direct inquiry into the nature, life, habits, functions, associations, and services of plants.

To give a more concrete idea of what we have in mind, the following is offered as an illustration. It is not set up as a model. There are many ways of reaching like results:

1. *Growth from the Seed.*—With several seeds (beans, for example) in the hands of each pupil, invite a careful inspection of their surfaces, as a first step. Write upon the board a list of things observed, e. g., (1) stem scar (hilum), (2) small dot on one side of hilum where pollen tube entered to fertilize the seed (micropyle), (3) ridge on side of hilum opposite from micropyle (radicle), (4) one end of bean has different slope from the other, (5) a light line or ridge extending longitudinally around the seed, etc. Request pupils to bring other varieties of beans, and see how many of the observed points are common to them all. As a training in the exact use of words in oral expression require the pupils to describe precisely what has been observed. As a training in written language require the pupils to write out what has been seen. This will react to intensify the seeing.

To introduce the quantitative element, let a pint cup, or a straight-sided bottle, or a glass be exactly half-filled with beans, and mark the surface of the beans with a string or rubber band. Now fill the vessel with water and put in a warm place for twenty-four hours. Set some pupil to watch the first stages of change, and charge him to be able to state the next day just what they were. On the next day measure the amount of change in volume. What has caused this change? If the water put in was first accurately measured or weighed (and every country school should have means of measuring and weighing), pour out what remains and measure it. Compute the difference. Compare the loss of the water with the increase of the beans. What has become of the water? By what means have the beans grown? Here are the first steps of growth.

Distribute the swollen beans among the pupils, and let them again look for the points observed in the dry bean. Have any disappeared? Have others appeared? Have any changed in character? Let the skin be removed. What features previously noted are removed with it? Do you now see an explanation of any features noted on the outside? Carefully note the two seed leaves (cotyledons), the radicle, and the now very evident first two leaves. Study the pea, pumpkin seed and corn in the same manner.

When these tests have sufficiently advanced, urge the boys and girls, to request permission to test the germinatory power of the seeds which their parents expect to plant in the spring. (This seed study is best done from

February to April.) Place 100 seeds of a given kind under the conditions described, and note how many sprout in three, four, five, etc., days. All seeds should be tested before planting, and this is practical work which if rightly done, will be appreciated by parents as being immediately useful as well as instructive and disciplinary.

Along essentially the same lines the animal life may be treated. Here a new and important factor enters, conscious life, and this affords a most fruitful field for educating the sympathies and moral sentiments of the children. Nothing so contributes to a real and vital (not merely sentimental) sympathy with living things other than ourselves as a careful study of their lives and habits. The child comes to see the world as they see it, and to appreciate and sympathize with them in their efforts to work out the purposes of their lives. And even if these purposes strike across human interests, the sympathy will not be entirely absent and cruelty will grow more and more rare as sympathetic education progresses. The education of the sympathies finds little space in the formal school program, and hence the special value of utilizing the opportunity here afforded.

There are several other topics which may be treated in like manner, as mensuration in its application to land measurements, etc., various phases of economics as applied to rural affairs, the social and civic aspect of country life, etc.

We respectfully submit the foregoing suggestions, fully conscious of their limitations, in the hope that some little helpfulness may be found in them.

TRANSPORTATION OF PUPILS.

The declining population of many towns and counties, and even larger districts, affects the rural schools very unfavorably.

I. Hon. C. R. Skinner, state superintendent of public instruction of the state of New York, thus forcibly urges the need of consolidation in the schools of that state:

"In 1860 the school population of the state outside of its cities was 894,432. At the close of the school year of 1895 the school population of the state outside of its cities and villages containing upwards of 10,000 people was 609,146, a decrease of 285,286, or upwards of 31 per cent, while the number of school districts in 1860 was 11,358. While the number of school children has decreased during that time nearly one-third, there has been substantially no decrease in the number of rural districts. It needs no argument to show that the antiquated school district system, which served the people so well in 1860, has outgrown its usefulness, and that, if the state of New York desires to keep pace with adjoining states in the advancement of her educational interests, some new system must be devised.

"The township system, or some unit larger than the present system, in my judgment, is the only solution of the difficulty, and until the state shall have adopted that system its rural schools will continue to decline in efficiency. There is, in my opinion, no better school in America than the union free school and village school of our state, but the results there obtained cannot possibly be achieved in the weak rural districts, where the average attendance is less than twenty pupils, and, as shown above, in

nearly 3,000 districts less than ten. The ambitions and rivalries of the students—incentives to greater exertion on the part of the pupils—which prevailed thirty-five years ago in these country districts no longer exist. The school is lifeless, cannot be graded, there is little enthusiasm among the students, and that activity and earnestness which come from numbers are entirely lacking." (Report for 1894-95, pp. x, xi)

II. The arguments for the reform have been luminously stated by Mr. A. W. Edson, one of the Massachusetts state agents, as follows:

Consolidation and Transportation.—There is a decided tendency on the part of intelligent and progressive communities to close the small schools in remote districts, and to transport children to the graded schools of the villages, where better classification, better grading and better teaching are the rule. This is done not so much from an economic standpoint as because of the firm conviction that the children receive greater educational advantages there than in the small, ungraded schools.

The number of children in the back districts is small, and growing less every year. With few children and small classes there can be but little enthusiasm and progress.

The leading arguments in favor of the movement are:

1. It permits a better grading of the schools and classification of pupils. Consolidation allows pupils to be placed where they can work to the best advantage, the various subjects of study to be wisely selected and correlated, and more time to be given to recitation.
2. It affords an opportunity for thorough work in special branches, such as drawing, music and nature study. It also allows an enrichment in other lines.
3. It opens the doors to more weeks of schooling and to schools of a higher grade. The people in villages almost invariably lengthen the school year and support a high school for advanced pupils.
4. It insures the employment and retention of better teachers. Teachers in small, ungraded schools are usually of limited education, training or experience, or are past the age of competition. The salaries paid in cities and villages allow a wide range in the selection of teachers.
5. It makes the work of the specialist and supervisor far more effective. Their plans and efforts can all be concentrated into something tangible.
6. It adds the stimulating influences of large classes, with the resulting enthusiasm and generous rivalry. The discipline and training obtained are invaluable.
7. It affords the broader companionship and culture that come from association.
8. It results in a better attendance of pupils, as proved by experience in towns where the plan has been thoroughly tried.
9. It leads to better school buildings, better equipment, a larger supply of books, charts, maps and apparatus. All these naturally follow a concentration of people, wealth and effort, and aid in making good schools. The large expenditure implied in these better appointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.
10. And, again, it quickens public interest in the schools. Pride in the quality of the work done secures a greater sympathy and better fellowship throughout the town.

Mr. Edson reports that the following objections have been made in Massachusetts:

1. Depreciation of property; decreased valuation of farms in districts where schools are closed.
2. Dislike to send young children to school far from home, away from the oversight of parents, and to provide a cold lunch for them rather than a warm dinner.
3. Danger to health and morals; children obliged to travel too far in cold and stormy weather; obliged to walk a portion of the way to meet the team, and then to ride to school in damp clothing and with wet feet; unsuitable conveyance and uncertain driver; association with so many children of all classes and conditions; lack of proper oversight during the noon hour.
4. Insufficient and unsuitable clothing; expense to parents of properly clothing their children.
5. Difficulty of securing a proper conveyance on reasonable terms; or, if the parent is allowed compensation, of agreeing upon terms satisfactory to both parties, parents and town officials.
6. Local jealousy; an acknowledgment that some other section of the town has greater advantages and is outstripping any other locality.
7. Natural proneness of some people to object to the removal of any ancient landmark, or to any innovation, however worthy the measure or however well received elsewhere.

To these objections Mr. Edson, who is one of the most competent of authorities, replies:

The first one is more imaginary than real, for any level-headed man with children to be educated will place a higher value on the quality of the schools and the school spirit in the community than upon the number and accessibility of the schools. Experience has demonstrated the fact that property in towns committed to this plan has appreciated rather than depreciated in value.

The second and third objections are the most serious. It behooves school authorities to see that the danger is reduced to a minimum. Suitable conveyances, covered, should be provided, and competent, careful drivers selected. No risks should be taken. During the noon hour some teacher should remain with the children who carry luncheon.

The fourth, fifth, and sixth objections have no great weight. The last one has great influence with those people who choose to live, move, and die as did their ancestors, on the theory that this is the last generation, and that any special efforts at improvement are just so much more than is wise or necessary.

III. The experiment in consolidation now in progress in northeastern Ohio is of such interest and promise as to warrant extracts from the annual reports for 1895-96 of the two superintendents who have been most prominent in the work. This recent movement may have an interest for some minds that earlier movements would not possess.

1. Extracts from the report of Mr. F. E. Morrison, superintendent of Kingsville, Ashtabula county:

"The new school system, which is known as the Kingsville system of education, has been formulated and introduced with marked success.

"By this system the pupils of the subdistricts are given the same advantages for obtaining an education as the village pupils, and this result has

been obtained without working any disadvantage to the village pupils, for we have been enabled to open a new room and supply another teacher in the village schools, thus reducing the number of grades in each room and giving all the pupils better school advantages. We have sufficient room yet for several more pupils without crowding the rooms.

"The pupils of the subdistricts have not only been given the advantage of more extended associations and larger classes with which to recite, but they have also the advantages of a school where the teacher has fewer recitations and can give more time and attention to each recitation; thus the pupil's progress is much more rapid than is possible in a school where there are three times as many classes and one-sixth the number of pupils. It is a fact that the work of the teacher depends more upon the number of classes to recite than the number of pupils in attendance. It is a pleasure indeed to note that the attendance in the subdistricts that have availed themselves of the new system has increased from 50 to 150 per cent in some cases, and a larger increase in all cases; the daily attendance in the same subdistricts has increased from 50 to 60 per cent to 90 or 95 per cent, thus increasing greatly the returns from the school fund invested. This has been accomplished at a saving of more than \$1,000 to the taxpayers in the three years.

"The board of education and citizens of Kingsville are to be congratulated for their progressive and energetic spirit in being pioneers in formulating and placing in operation a system of education superior to any in the state of Ohio, and which is to be the system of the future. The board of education has been enabled, under the new school law, to conduct its financial matters by better business methods, buying its supplies in quantities and letting its contracts on competitive bids, and by centralizing the schools, thus saving many needless expenses.

"It should be mentioned that the permanent improvements made by the board of education during the past three years are nearly double the amount made during the preceding three years."

2. Extracts from the report of Mr. J. R. Adams, superintendent of Madison township, Lake county:

"In my report to the board one year ago I called attention to the very low average attendance in some of our schools, the great expense per capita of educating the pupils in those small schools, and to the fact that, on account of the lack of interest and enthusiasm therein, good results could not be obtained, and suggested the plan of consolidation as the proper solution of the difficulties.

"Acting upon my suggestion, the board, having in view only the best interest of the children for whom our schools exist, voted to consolidate three subdistricts at North Madison, No. 16 and No. 3 with No. 12, and also three at Unionville, No. 10 and No. 11 with No. 4, arrangements being made with the school board of Harpersfield township whereby the pupils of subdistrict No. 1, of said township, might attend the school at Unionville upon payment by the board of education of Harpersfield to the board of education of Madison township the sum of \$140 tuition.

"Our school opened with two teachers and with an attendance of 93 pupils. This was certainly more than the number for which we had planned, and was a great surprise to me, for from No. 16, in which subdistrict there had been the previous year an attendance of only 10 pupils,

there came 18; from No. 11, in which there had been an attendance of only 8 pupils, there came 18, and from the Harpersfield district, in which there had been an attendance of 14 pupils, there came 23. The number of pupils enrolled in this school was 107, with an average attendance of 73.

"Having tried the new plan for a year, it is no longer an experiment, but an experience, with us; therefore, let us now candidly look at the results. First, I wish you to know what the patrons of the consolidated school think of the plan, and then to give you, as briefly as I can, some of my own observations. All the patrons of the school of subdistrict No. 10 of Madison, and in subdistrict No. 1 of Harpersfield, have signed a paper stating that they are well pleased with the plan and its results, and asking their respective boards to continue the plan another year. While there has been no canvass at Unionville, subdistrict No. 4, to ascertain what the people there think of the plan, yet, from what I have heard, I am confident that they are unanimous in its support. The foregoing represents the opinion of patrons who send 89 of the 107 pupils to this school. A large majority of the patrons in subdistrict No. 11, who send 18 of the 107 pupils to the school in question, have publicly expressed themselves as being dissatisfied with the plan, and that under it their children have not received the educational advantages which they ought to have received. Further comment is unnecessary.

"Following are some of the good results which have come under my personal observation:

1. A much larger per cent of enumerated pupils enrolled.
2. No tardiness among the transported pupils.
3. Irregular attendance reduced, the per cent of attendance of transported pupils from two subdistricts being each 94 per cent, the highest in the township.
4. Pupils can be better classified and graded.
5. No wet feet or clothing, nor colds resulting therefrom.
6. No quarreling, improper language or improper conduct on the way to and from school.
7. Pupils under the care of responsible persons from the time they leave home in the morning until they return at night.
8. Pupils can have the advantage of better schoolrooms, better heated, better ventilated and better supplied with apparatus, etc.
9. Pupils have the advantage of that interest, enthusiasm, and confidence which large classes always bring.
10. Better teachers can be employed, hence better schools.
11. The plan insures more thorough and complete supervision.
12. It is more economical. Under the new plan the cost of tuition per pupil on the basis of total enrollment has been reduced from \$16 to \$10.48; on the basis of average daily attendance, from \$26.66 to \$16.07. This statement is for the pupils in said subdistricts Nos. 10 and 11.
13. A trial of this plan of consolidating our schools has satisfied me that it is a step in the direction toward whatever advantages a well-graded and well-classified school of three or four teachers has over a school of one teacher with five to eight grades, and with about as much time for each recitation as is needed to properly assign the next lesson."

STATISTICS.

1896-1897.
