

- B10a. Report of the Joint Committee of the Twenty-second General Assembly Appointed to Visit the Hospital for the Insane at Independence.
Report of Commissioners for Additional Hospital for the Insane in Southwestern Iowa.
Report of the Joint Committee of the Twenty-second General Assembly Appointed to Visit the Additional Hospital for the Insane, located at Clarinda.
Seventh Biennial Report of the Visiting Committee to Hospitals for the Insane.
Sixteenth Biennial Report of the Board of Curators of the State Historical Society.

BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF IOWA.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

DES MOINES:
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1887.

CONTENTS

	PAGE.
I. General remarks.....	5
1. Increase in number of teachers.....	5
2. Receipts and disbursements.....	5
3. School-house sites.....	5-6
4. School-houses, tabular statement.....	7
5. Receipts and disbursements school-house fund....	7
6. Receipts and disbursements contingent fund.....	8
7. Receipts and disbursements teachers' fund.....	9
II. County superintendent.....	10
III. Scientific instruction.....	11-18
IV. State board of examiners.....	18-25
1. State certificates.....	20-21
2. State diplomas.....	22
3. State examinations, etc.....	23
4. Expenses of board.....	24
V. Normal Institutes.....	25
VI. County High School.....	26
VII. Sub-directors... ..	27
VIII. Rights and liabilities of teachers.....	29
1. Authority of teacher	29
2. Power to inflict corporal punishment.....	30-33
3. Jurisdiction.....	33
4. Power of expulsion.....	33
5. Liability for failure to instruct.....	34
6. What are reasonable rules	35
IX. Text books.....	35
X. Arbor Day	36-41
XI. Compulsory education... ..	41-61
1. Concurrent resolution.....	41
2. Historical survey.....	43
(a) Prussia, etc.....	43
(b) Early inception.....	44

	PAGE
3. Prussia and Saxony.....	45
4. France.....	47
5. Attitude of England.....	47
6. Glasgow.....	48
7. Visitation, etc.....	46
8. Day Industrial schools.....	50
9. Industrial training, etc.....	51
10. Comparative estimate of progress in various States....	52
11. Low per cent of attendance in United States.....	53
12. Italy, Portugal and Spain.....	55
13. Compulsory education in the United States.....	56
14. Iowa.....	58
15. Comparative estimate of States of New York, Illinois, Ohio and Pennsylvania.....	59
XII. Conclusive.....	62
Remarks from reports of county superintendents.....	64
1. Adair.....	64
2. Black Hawk.....	65
3. Buena Vista.....	69
4. Calhoun.....	71
5. Cass.....	73
6. Cedar.....	77
7. Cerro Gordo.....	79
8. Cherokee.....	81
9. Chickasaw.....	82
10. Clarke.....	85
11. Clay.....	86
12. Clayton.....	88
13. Clinton.....	89
14. Crawford.....	90
15. Davis.....	91
16. Decatur.....	94
17. Delaware.....	95
18. Dubuque.....	97
19. Emmet.....	99
20. Franklin.....	101
21. Grundy.....	102
22. Guthrie.....	104
23. Hamilton.....	106
24. Hancock.....	107
25. Hardin.....	109
26. Harrison.....	110
27. Henry.....	111
28. Howard.....	112
29. Humboldt.....	114

	PAGE
30. Jackson.....	117
31. Jefferson.....	120
32. Johnson.....	123
33. Keokuk.....	124
34. Kossuth.....	125
35. Lee.....	127
36. Linn.....	128
37. Louisa.....	131
38. Lucas.....	133
39. Lyon.....	134
40. Madison.....	135
41. Mahaska.....	137
42. Marion.....	138
43. Mills.....	140
44. Mitchell.....	142
45. Monona.....	143
46. Monroe.....	144
47. Montgomery.....	150
49. O'Brien.....	154
50. Osceola.....	155
51. Page.....	150
52. Palo Alto.....	162
53. Plymouth.....	163
54. Polk.....	165
55. Pottawattamie.....	166
56. Poweshiek.....	168
57. Ringgold.....	169
58. Sac.....	170
59. Shelby.....	170
60. Sioux.....	173
61. Story.....	174
62. Tama.....	176
63. Union.....	177
64. Van Buren.....	181
65. Wapello.....	183
66. Washington.....	184
67. Winneshiek.....	186
68. Woodbury.....	189
69. Worth.....	192

His Excellency, WILLIAM LARRABEE, Governor of Iowa:

SIR—Agreeable to chapter 159 of the Code, as amended by section 2, chapter 175, laws of the Nineteenth General Assembly, I have the honor to submit to you the report of the department of Public Instruction for the biennial term ending June 30, 1886.

J. W. AKERS,
Superintendent of Public Instruction.

PREFACE.

The law requiring that the report of the Superintendent shall be made on the 15th day of August preceding the regular session of the General Assembly, and that it shall cover the biennial period ending June 30th, leads to confusion, and renders it impossible for the Superintendent to report the condition of education in the several counties up to or near to the date of the issue of his report. This report although issued August 15, 1887, contains nothing from the several counties later than October, 1886, and all this valuable and interesting information is therefore almost an entire year behind the appearance of the report. The statistics relating to the several counties are made up from the reports of district secretaries and treasurers. These reports are due at the office of the county superintendents between the fifteenth and twentieth days of September of each year. (See sections 1745 and 1751 school laws 1884.) It will be seen therefore, that the report of this department for the year 1887, cannot contain anything from the counties compiled from the reports of secretaries and treasurers later than September of 1886. The reports of the Board of Regents of the State University and the Trustees of the Iowa State Normal School cover a period ending June 30, 1887. Unless there are grave reasons for the distinction which the law now makes between the report of the Superintendent of Public Instruction and that of other State officers, (and such reasons have not occurred to me) the law should be so amended as to provide that the report of this department shall be made to the Governor on or about the time of the assembling of each session of the General Assembly. This would enable the Superintendent to report for the term ending October 1st, and would bring the information he is able to give practically down to the date of his report.

Respectfully,

J. W. AKERS,
Superintendent of Public Instruction.

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

It is gratifying to be able to report a most satisfactory and prosperous condition of education throughout the State. The past two years have been years of increased interest, activity and growth. This applies to no particular county or locality, but is general. The number of school houses has been increased by about five hundred, and their aggregate value by more than five hundred and fifty thousand dollars. The number of teachers is increased by about five hundred, while our school population is ten thousand greater than the same as reported two years ago.

The total number of teachers attending normal institutes in 1884, was fourteen thousand, seven hundred and ninety-four. This report shows eighteen thousand and twenty-six.

Our report for 1884 shows \$4,962,276 raised by district taxation. For 1886 the amount is \$5,200,807, showing an increase of \$238,531. This does not represent our entire receipts for 1886, that being, for the three funds, \$6,514,639.56. The aggregate disbursements of the three funds for 1884 was as follows: School house fund, \$1,182,544.15; contingent fund, \$1,329,459.91; teachers' fund, \$3,724,966.54, making a total of \$6,236,847.82. For the year 1886 these amounts are as follows: Total disbursements of the school house fund, \$952,540.03; contingent fund, \$1,361,749.39; teachers', \$4,008,883.54, making the total disbursements of the three funds for 1886, \$6,323,172.42, leaving on hand, in all funds, \$2,091,028.29.

Since 1884 there has been quite a decrease in the amount of money expended for school houses and sites. The years 1883 and 1884 were remarkably active in this respect, as compared with earlier and later

years. The explanation of the falling off of the last two years is, of course, to be found in the hard times and the general depression in business enterprise.

I herewith present a tabulated statement of the receipts and disbursements of the several funds for the past six years, believing that such a presentation will prove interesting and valuable to those who desire to inform themselves as to the condition and progress of our school system:

STATEMENT

Showing the number and value of school houses, together with the receipts and disbursements of the school house fund for seven years, including 1880.

YEAR.	SCHOOL HOUSES.		SCHOOL HOUSE FUND.								
	Number.	Value.	On hand at last report.	Received from district tax.	Received from other sources.	Total debit and credit.	Paid for school-houses and sites.	Paid for libra-ries and ap-paratus.	Paid on bonds and interest.	Paid for other purposes.	On hand.
1880.....	11,037	\$ 9,243,243	\$ 354,393.21	\$ 575,734.31	\$ 460,315.27	\$ 1,390,442.79	\$ 426,820.53	\$ 15,253.03	\$ 437,205.63	\$ 127,513.39	\$ 382,949.91
1881.....	11,221	9,533,493	384,189.62	544,631.48	493,854.34	1,422,674.84	435,118.75	13,358.71	421,866.67	163,780.60	388,590.11
1882.....	11,585	9,919,243	386,339.01	631,038.25	467,717.36	1,485,094.62	646,090.62	10,833.53	293,391.61	180,359.14	362,429.72
1883.....	11,789	10,473,147	368,194.67	654,883.66	431,566.50	1,514,644.83	704,786.30	22,043.43	229,889.72	185,955.19	371,970.79
1884.....	11,975	10,803,089	376,276.61	704,908.65	395,060.73	1,479,275.99	716,769.13	16,775.21	251,622.43	198,437.38	296,731.84
1885.....	12,285	11,560,326	232,814.37	651,677.52	372,093.65	1,316,586.14	467,228.35	22,892.46	262,188.13	172,547.63	291,629.57
1886.....	12,444	11,360,472	267,290.36	643,673.76	310,947.89	1,247,912.01	465,717.70	8,679.73	320,370.94	166,771.66	286,371.66

STATEMENT

Showing receipts and disbursements of contingent fund for the past seven years, including 1880.

YEAR.	DEBIT.			Total debit and credit.	CREDIT.							
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for rent and repairs of school-houses.	Paid for fuel.	Paid secretaries and treasurers.	Paid for records, etc.	Paid for insurance and janitors.	Paid for supplies, brooms, chalk, etc.	Paid for other purposes.	On hand.
1880.....	\$ 533,274.62	\$ 849,626.36	\$ 71,069.16	\$ 1,453,970.14	\$ 190,720.16	\$ 220,016.91	\$ 102,815.60	\$ 33,384.67	\$ 98,635.43	\$ 51,458.29	\$ 227,627.65	\$ 520,311.43
1881.....	525,474.23	861,839.95	93,477.47	1,480,591.65	202,742.59	290,847.11	105,060.65	26,805.51	106,910.93	56,293.60	220,192.16	471,739.10
1882.....	465,782.64	980,392.66	122,654.57	1,568,829.87	249,256.15	304,891.73	107,295.07	32,805.84	114,964.47	66,340.05	262,120.07	431,156.49
1883.....	431,146.84	1,092,882.61	146,130.79	1,670,160.24	251,489.66	325,387.41	115,090.24	32,096.01	133,940.41	82,524.73	301,292.04	428,369.74
1884.....	432,719.17	1,236,935.10	145,111.31	1,817,765.58	268,909.21	340,413.73	122,122.78	35,941.57	151,062.09	84,996.18	326,014.35	488,305.67
1885.....	483,559.67	1,043,119.37	169,375.63	1,696,054.66	267,973.37	331,455.20	123,380.42	34,885.42	149,625.12	88,100.61	286,444.90	414,189.62
1886.....	409,089.51	1,273,656.39	163,954.94	1,846,700.84	276,025.35	335,385.91	127,006.50	42,569.71	168,118.81	92,122.85	320,519.26	484,951.45

REPORT OF THE

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STATEMENT

Showing the number and average monthly compensation of teachers, together with the receipts and disbursements of the teachers' fund for the seven years, including 1880.

YEAR.	NUMBER OF TEACHERS.			AVERAGE MONTHLY COMPENSATION.		TEACHERS' FUND.							
	Males.	Females.	Total.	Males.	Females.	DEBIT.				Total debit and credit.	CREDIT.		
						On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
1880.....	7,254	14,344	21,598	\$ 31.16	\$ 26.28	\$ 1,758,004.37	\$ 2,279,110.99	\$ 705,790.54	\$ 98,966.66	\$ 4,841,872.56	\$ 2,901,948.43	\$ 78,148.47	\$ 1,861,775.66
1881.....	6,546	15,230	21,776	32.50	27.25	1,867,489.19	2,243,365.51	687,810.38	81,244.47	4,879,909.55	3,040,715.82	46,136.39	1,793,057.34
1882.....	6,014	16,037	22,051	35.20	27.46	1,765,271.83	2,451,231.84	675,959.32	115,155.50	5,007,628.49	3,218,320.10	79,600.93	1,709,707.46
1883.....	5,695	16,521	22,216	35.21	27.80	1,796,237.34	2,882,128.59	680,241.90	135,632.35	5,494,240.18	3,630,516.19	83,461.35	1,780,262.64
1884.....	5,760	17,359	23,119	37.40	30.42	1,706,812.82	3,020,433.53	690,223.18	113,100.42	5,530,569.95	3,696,453.02	28,513.52	1,805,603.41
1885.....	5,809	17,906	23,715	37.95	29.45	1,825,352.81	2,649,575.52	626,138.78	131,833.60	5,232,700.71	3,777,091.69	70,399.92	1,385,209.10
1886.....	5,927	18,748	24,675	38.42	29.10	1,350,746.67	3,278,078.52	717,889.33	130,040.40	5,476,754.92	3,951,033.10	27,850.54	1,467,871.28

1887.]

SUPERINTENDENT OF PUBLIC INSTRUCTION.

These tables will reward a careful study. It should be remembered that thousands of boards of directors acting entirely independent of each other, contribute to these grand totals—that while they represent millions of dollars received and disbursed, they vary but a few thousands from year to year, and these variations usually represent an increase in the current expenses, consequent upon the growth of the system. There could be no more satisfactory showing that boards of directors as a rule are honest and regular in the transaction of business, and in disbursing the people's money, than is to be found in the regularity of these annual totals. It will be noticed that the amounts on hand at the close of the several years are approximately the same. They should agree with the amounts on hand at the beginning of the years which follow them. This is seldom the case, although the discrepancy is not often large. In changing treasurers there is usually more or less trouble. When the accounts of the treasurers do not balance, and a part of the money belonging to the district is unaccounted for, it is the duty of the president of the board to bring suit in the name of the district and recover from the treasurer or his bondsmen, the amount which may be unaccounted for. Boards are not always as strict with their treasurers and their bondsmen as they should be. In many cases we have informed the president of a district board of a discrepancy or shortage in the accounts of their treasurer, but we have seldom if ever been able in this way to secure a correction of the report.

All treasurers' reports go to the county superintendent, and the law should be so amended as to require the county superintendent to audit these reports, and in case of shortages, he should be authorized, if necessary to direct the county attorney to begin proceedings for the recovery of missing funds.

On this and many other accounts the law should strengthen the office, and enlarge the powers of the

COUNTY SUPERINTENDENT,

keeping, of course, within safe and prudent limitations.

The office is now greatly weakened by the political situation in many counties. However successful, competent and faithful a superintendent may be, if the control of the county passes from one political party to another the experienced and successful officer is displaced, and a new and inexperienced man or woman, as the case may be, succeeds to the administration of the office.

This is prejudicial to the interests of our schools and greatly retards progress.

The success of educational work depends very largely upon organization. A change in the system of organization and management of the schools of a county, is always attended with confusion, and not infrequently results in a relapse of several years.

It has been suggested from many sources that the county superintendency should be made a non-political office. Just how this may be done so as to improve upon our present method, is difficult to determine.

The proposition to make the office appointive, either by the board of supervisors or any other county authority, has not been favorably received. It is by no means certain that this would either take the office out of politics or secure more competent officers. The county superintendent should be elected by the people. If this could be done at a non-partizan election, as for instance, at the school elections in March, it would be a great improvement over our present plan. The term of office, as I have heretofore suggested, should be four years instead of two. This would tend more to give the office strength and independence, than anything else that could now be done. Four years would allow sufficient time to develop and mature a plan of organization, and to test the fitness and ability of a superintendent. A system, if good and effective, would obtain a strong hold upon teachers and leave a lasting impression upon the schools of the county. Succeeding officers would find it more difficult to make radical changes in the work of the county, and in many cases they would adopt the system of their predecessors, and continue the work without material change or interruption. A term of four years would enable the superintendent to become well acquainted with school officers and the condition of schools throughout the county, as well as to become informed as to the character and teaching ability of teachers. He would become familiar with the school law, and his influence thus largely increased he would be able to settle amicably the petty troubles which are usually litigated to the great injury of the schools. The county superintendents are entitled to great credit for the general success which has attended our law, requiring that

SCIENTIFIC INSTRUCTION

in physiology having special reference to the influence of stimulants and narcotics upon the human system, should be taught in all public

schools. The law has been very generally obeyed. Owing to the fact that while the law went into effect on the first day of July, 1886, and the provision that teachers should be examined on the subject after July, 1887, many boards of directors, supposing that the law would not come into full force and effect until July, 1887, failed to make immediate preparation for teaching the subject as early in the year as should have been done. There were those, no doubt, who, being unfriendly to the law, intentionally neglected making the required provisions, and subsequently claimed not to have understood that they were required to do anything in the matter before July, 1887.

These cases were not numerous, however, and it is to be hoped that hereafter the law will be honestly and faithfully carried out in all schools.

In all county superintendents' conventions held in the spring and summer following the enactment of this law, the subject was very generally and thoroughly discussed and an earnest desire manifested by the great majority of superintendents to secure an observance of all its provisions in their several counties. It soon became apparent, however, that the construction and execution of the law was attended with many difficulties. For the purpose of clearing the subject of these difficulties, so far as possible, the following circular letter was issued under date of November 20, 1886:

CIRCULAR LETTER No. 2.

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

To County Superintendents and School Officers:

The letters received at the Department of Public Instruction asking for a construction, in whole or in part, of the law enacted by the Twenty-first General Assembly, providing for the teaching and study of physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, in the public schools and educational institutions of the State, are constantly on the increase, showing a very general desire to comply with the law, and to that end to obtain a clear understanding of all its provisions.

We cannot hope, by any construction possible, to relieve you of all the

difficulties which are to be found in the way of a practical compliance with the law. Time and experience are necessary to divest the subject of all that is obscure and ambiguous—to a full and clear understanding of what is required—and to the adoption of those methods of instruction, and the necessary re-arrangement of previous and established routines, whereby we shall be able to accomplish a practical and faithful compliance with the law.

The notes and suggestions following the several sections in order are made in the hope that they will aid and assist those whose duty it is to execute the law, to a proper construction, and a better understanding, of its provisions and requirements. They are advisory only, and must not be regarded as having the force and effect of law.

Chapter 1, Laws of the Twenty-first General Assembly, provides as follows:

SECTION 1. That physiology and hygiene, which must, in each division of the subject thereof, include special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, shall be included in the branches of study now and hereafter required to be regularly taught to and studied by all pupils in common schools and in all normal institutes and normal and industrial schools and the schools at the Soldiers' Orphans' Home, and Home for Indigent Children.

"In each division of the subject," etc.—Authors do not agree as to the "divisions" into which they divide, and under which they treat, the subject of physiology. It is the intention of the law, however, that while treating of the "division of the subject" known as "nutrition" the influence of alcohol, stimulants and narcotics, as affecting nutrition, shall be taught before proceeding to another division. The same is true of other divisions, such as digestion, circulation, respiration, osseous system, nervous system and organs of special sense.

Text-books, or outlines for oral instruction, which do not provide for such instruction in connection with each division of the subject, do not meet the requirements of the law.

"Regularly," etc.—Arithmetic, geography and grammar are "regularly" taught. The rule is that pupils receive daily lessons in these branches. The law seeks to determine, as near as may be, the amount of instruction required, and it does this to prevent a sham compliance with, or an evasion of, the law. But if "regularly" should be construed to mean "at regular and stated times," these may be remotely separated at the pleasure of the teacher, and the law be made of none effect. We think "regularly" should be construed to mean daily.

"Taught to and studied by all pupils."—For the present, this subject must be taught to and studied by all classes and pupils, from the primary classes through the high school. This must continue until satisfactory examinations shall have been successfully passed, after which those classes which have passed the examination may discontinue the subject.

The study of this special subject *must begin* in the lowest primary class.

In what grade or class it shall be completed, after the present year, must be determined by the respective boards of directors.

Primary classes must be instructed orally, as they are not old enough either to use or to comprehend a book.

It is the duty of boards of directors to determine at what age or in what grades or classes the study shall be pursued "book in hand." While we recommend the adoption of good text-books to be studied by each pupil of proper age, we think a full course of oral instruction, or outline of work, adopted by the board and faithfully carried out by the teacher, even though it extends throughout the entire course, is a compliance with the law. It must, however, be "a full course"; it must be "adopted by the board," and "faithfully carried out by the teacher."

"In all normal institutes," etc.—The county superintendent is made directly responsible for the execution of this law. The normal institute must be the fountain from which good and wholesome scientific instruction shall be supplied to all our teachers, and by and through them to all our pupils. Without the hearty and zealous support of county superintendents the law will accomplish little or nothing.

Efficient and earnest instructors should be employed. Charts and ample appliances should be provided. Physicians and scientists should be invited to lecture, and teachers exhorted to be sincere, fearless and faithful in the discharge of their duty.

SEC. 2. It shall be the duty of all boards of directors of schools and of boards of trustees, and of county superintendents in the case of normal institutes, to see to the observance of this statute, and make provision therefor, and it is especially enjoined on the county superintendent of each county that he include in his report to the Superintendent of Public Instruction the manner and extent to which the requirements of section one of this act are complied with in the schools and institutes under his charge, and the secretary of school boards in cities and towns is especially charged with the duty of reporting to the Superintendent of Public Instruction as to the observance of said section one hereof in their respective town and city schools, and only such schools and educational institutes reporting compliance, as above required, shall receive the proportion of school funds or allowance of public money to which they would be otherwise entitled.

"To see to the observance of this statute, and make provision therefor," etc.—It is here made the duty of boards of directors not only to provide that certain instruction shall be given, but to see to it that it is given.

The work to be done should be well defined by the board, that teachers may know what is expected and required, and that patrons may know whether they are doing it.

Boards of directors cannot shift the responsibility which belongs to them by simply providing that teachers may or shall give instruction in this branch in such manner, at such times, and of such character, as may seem best to them.

They (boards of directors), through their secretaries, will be required to

report what provisions they have made, and this report must be such as to enable us to say that the law has been complied with. Whatever the board may have provided must, therefore, be capable of a definite statement, and of supplying, when properly stated, positive information.

"The county superintendent * * * in his report to the Superintendent of Public Instruction," etc.—The duty of reporting, in connection with his annual report to the Superintendent of Public Instruction, the manner and extent to which the law has been complied with in the institute and in the schools under his charge, throughout his county, is made mandatory upon the county superintendent, and with special emphasis.

This will require much careful and painstaking labor, but it must be done. Where the report contains no reference to this subject it must necessarily be returned.

For the present, due allowances must be made, and we shall try not to be too exacting, but there should be, from one and all, at least an honest endeavor to comply with the law.

"The secretaries of school boards in cities and towns"—No definite or particular form of report will be required for the present. The report should state clearly and fully just what action the board has taken, and to what extent their provisions have been carried out in the schools of his district.

No limit to the time during which these reports will be received has been fixed, but we shall soon be called upon to report the school population of the several counties and districts, and we trust the reports will be sent in as promptly as possible.

Let there be no delay in complying with the law. An early beginning will insure much valuable instruction during the present year.

SEC. 3. The county superintendent shall not, after the first day of July, 1887, issue a certificate to any person who has not passed a satisfactory examination in physiology and hygiene, with especial reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system; and it shall be the duty of the county superintendent, as provided by section 1771, to revoke the certificate of any teacher required by law to have a certificate of qualification from the county superintendent, if the said teacher shall fail or neglect to comply with section one of this act, and said teacher shall be disqualified for teaching in any public school for one year after such revocation, and shall not be permitted to teach without compliance.

The provisions of this section are plain, positive and mandatory. They show to what extent the county superintendent is made responsible for the faithful execution of this law. He must provide instruction in this, as in other branches, and he must revoke or withhold the certificate in the case of any teacher who fails or refuses to teach as the law requires.

J. W. AKERS,

Superintendent of Public Instruction.

NOVEMBER 20, 1886.

This letter was reprinted by the county superintendents as a part of a circular of information sent to all school officers in their several counties. During the fall of 1886, a very large number of district educational meetings were held by the county superintendents and largely attended by the teachers and patrons of the localities in which they were held. At these meetings the subject was also very generally discussed, and much accomplished toward securing the faithful observance of the law.

Special attention has been given to the instruction and training of teachers, in the normal institutes, that they might be prepared for the examination as by law required.

One of the principal difficulties experienced in carrying out the provisions of this law has been the unwillingness of many parents to purchase text-books for their children. To avoid trouble where any considerable number of parents have shown an unwillingness to provide the necessary books, boards have simply directed their teachers to teach the subject orally.

While under some circumstances such teaching amounts to a compliance with the law, in many cases it is simply an evasion. Where boards of directors have secured the preparation of a complete outline, covering the entire subject of physiology, and having special reference to stimulants and narcotics, and containing information, either by statement or reference, and where such outline has been formally adopted, and the teachers officially notified that they are required to teach the subject regularly, and where it is so taught from such outlines, it has been held that this is a compliance with the law. But where boards have simply requested their teachers to teach the subject orally and have not provided for and regularly adopted an outline or course of instruction, it is not a compliance with, but an evasion of the law. Boards are required to "make all necessary provisions," and to see that the subject is regularly taught. Owing to the fact that sources of information on this special phase of physiology are scarce, and that many of our teachers are young and comparatively inexperienced, a text-book in the hands of both teacher and pupils is a great advantage if not a necessity.

In some other States where this law has been enacted and is now in successful operation, boards of directors are authorized to purchase books at the expense of the district, and to give children the free use of them while they remain the property of the district. This is certainly a wise course and a great improvement over our

law. In the great majority of cases the opposition of the parent arises from his unwillingness to purchase books. Our law should be so amended as to give to boards authority to provide the necessary books for all but primary or beginning classes. With this provision there is no room for doubt that the law would be generally and well observed.

The law needs amending in other important respects. The county superintendent is required to include in his report to the Superintendent of Public Instruction, the manner and extent to which the requirements of the statute are complied with in the schools under his charge. It is nowhere made the duty of district secretaries to furnish the county superintendent with the information necessary to make this report. The secretary should be required to forward to the county superintendent an official transcript of the action of the board, making the provisions required by law, and these transcripts should be kept on file subject to the order of the Superintendent of Public Instruction in case of complaints or charges from patrons of the district, or what would serve a better purpose, they should be upon suitable forms and transmitted as a part of the annual report to the Superintendent of Public Instruction.

The law provides that the secretaries of cities and towns shall report directly to the Superintendent of Public Instruction as to the observance of the law in their respective town and city schools. This is unwise, because cumbersome, impracticable. There is nor can be no uniformity about such reports, and it is frequently impossible to determine from such reports whether the law has been complied with or not. These secretaries should be required to make their reports through the county superintendent. They can then be condensed and their value as indicating what action has been taken, very accurately determined at a glance. Superintendents of all educational institutions should also report to the superintendents of the counties in which they are situated.

The language of the statute is not clear as to the application of the penalty clause. Section 2 of the act referred to is as follows :

SEC. 2. It shall be the duty of all boards of directors of schools and of boards of trustees, and of county superintendents in the case of normal institutes, to see to the observance of this statute and make provision therefor and it is especially enjoined on the county superintendent of each county that he include in his report to the Super-

intendent of Public Instruction the manner and extent to which the requirements of section one of this act are complied with in the schools and institutes under his charge, and the secretary of school boards in cities and towns is especially charged with the duty of reporting to the Superintendent of Public Instruction as to the observance of said section one hereof, in their respective town and city schools, and only such schools and educational institutions reporting compliance, as above required, shall receive the proportion of school funds or allowance of public money to which they would be otherwise entitled.

The reference to the district schools seems to close with the words "under his charge" in the eighth line, and that which follows seems to relate to town and city schools. The words "and only such schools and educational institutions reporting compliance," do not clearly apply to schools under charge of county superintendents, not in cities and towns. The intention of the law is, no doubt, that where the law in question is not carried out in any district, whether town, city, or country district, the apportionment shall be forfeited, but this is by no means clearly stated.

The law does not set forth as clearly as it should just how forfeiture is to be worked. It nowhere provides that the Superintendent of Public Instruction, to whom the reports from counties and districts are to be sent, shall report to the Auditor of State a failure on the part of any district to comply with the law, nor does it authorize the Auditor to take cognizance of such report and withhold the semi-annual apportionment should such report be made. If the Auditor should withhold any portion of the apportionment, he must deduct the portion going to a particular district from the entire amount going to a county.

Should this be done, the law should provide that the Auditor of State should officially notify the auditor of the county that the apportionment of a certain district has been withheld for a failure to comply with the law, and should require the county auditor upon such notification to withhold the same from the district so failing.

STATE BOARD OF EXAMINERS.

The State Board of Examiners was established in 1882 by act of the Nineteenth General Assembly. Since its organization it has held fourteen (14) examinations in all. Sixty-nine State certificates and thirty-eight State diplomas have been granted.

The following is a statement of the date and place of holding

these examinations, with a list of the names of persons to whom certificates and diplomas have been granted.

Below will also be found a statement of all fees received which have been covered into the treasury of the State as the law directs. Following this is a statement of all warrants issued on behalf of the Board of Examiners.

STATE CERTIFICATES.

EXAMINATION HELD AT.	TO WHOM ISSUED.	DATE OF CERTIFICATE.
Cedar Falls.....	W. D. Benham	December 27, 1882.
Cedar Falls.....	Edgar F. Bedell	December 27, 1882.
Cedar Falls.....	Ernest R. Nichols	December 27, 1882.
Burlington	M. J. Pusey	March 30, 1883.
Burlington	A. B. Carroll	March 30, 1883.
Burlington	Oscar McKim	March 30, 1883.
Burlington	Nicholas Messer	March 30, 1883.
Des Moines.....	Josiah Kline	October 16, 1884.
Council Bluffs.....	J. M. Rooker	July 23, 1885.
Council Bluffs.....	Rachel Bunnell	July 23, 1885.
Council Bluffs.....	Anna O. Temple	July 23, 1885.
Fort Dodge.....	Frank L. Paine.....	July 23, 1885.
Fort Dodge.....	E. A. Kirkpatrick.....	July 23, 1885.
Creston.....	Willis E. Hine.....	July 23, 1885.
Creston.....	Susie S. Sivers.....	July 23, 1885.
Creston.....	Gertrude Wheeler.....	July 23, 1885.
Des Moines.....	F. L. Coombs.....	June 29, 1886.
Des Moines.....	H. Olerich, Jr	June 29, 1886.
Des Moines.....	Lavinia Warr	June 29, 1886.
Des Moines.....	Daniel McKenna	June 29, 1886.
Des Moines.....	L. E. Craighead	December 31, 1886.
Des Moines.....	L. J. Hancock.....	December 31, 1886.
Des Moines.....	J. A. Hornberger.....	December 31, 1886.
Des Moines.....	J. W. W. Laird	December 31, 1886.
Des Moines.....	Elizabeth Lyon.....	December 31, 1886.
Des Moines.....	C. W. Martindale	December 31, 1886.
Des Moines.....	T. B. Miller.....	December 31, 1886.
Des Moines.....	C. E. Shelton.....	December 31, 1886.
Des Moines.....	W. I. Simpson.....	December 31, 1886.
Des Moines.....	H. A. Simons.....	December 31, 1886.
Des Moines.....	C. B. Buchanan	December 31, 1886.
Des Moines.....	Horace T. Bushnell	December 31, 1886.
Cedar Falls.....	Maria E. Ridley.....	June 13, 1887.
Cedar Falls.....	Susie E. Mack.....	June 13, 1887.
Cedar Falls.....	Mary J. Palmer.....	June 13, 1887.
Cedar Falls.....	Jerome J. McMahon	June 13, 1887.
Cedar Falls.....	Minnie V. Wynkoop.....	June 13, 1887.
Cedar Falls.....	Jennie M. Hogg.....	June 13, 1887.
Cedar Falls.....	Nellie Hearst.....	June 13, 1887.
Cedar Falls.....	Thomas H. Lytle.....	June 13, 1887.
Cedar Falls.....	Elmer E. Harrison	June 13, 1887.
Cedar Falls.....	Bridgie Cunningham	June 13, 1887.
Cedar Falls.....	Laura M. Monlux.....	June 13, 1887.
Cedar Falls.....	James Alderson.....	June 13, 1887.
Cedar Falls.....	W. O. Cummings.....	June 13, 1887.
Cedar Falls.....	William T. Dick.....	June 13, 1887.
Cedar Falls.....	Livingston Morris.....	June 13, 1887.
Cedar Falls.....	George S. Dick.....	June 13, 1887.
Cedar Falls.....	George H. McManus.....	June 13, 1887.
Cedar Falls.....	Sarah Peters.....	June 13, 1887.

STATE CERTIFICATES—CONTINUED.

EXAMINATION HELD AT.	TO WHOM ISSUED.	DATE OF CERTIFICATE.
Cedar Falls.....	Henry E. Nothomp	June 13, 1887.
Iowa City.....	J. C. F. Harrington	June 15, 1887.
Iowa City.....	Geo. W. Newton	June 15, 1887.
Iowa City.....	Emma J. Brockway	June 15, 1887.
Iowa City.....	Nellie M. Sturtsman	June 15, 1887.
Iowa City.....	Landon E. McPherson	June 15, 1887.
Iowa City.....	Daniel Swindler.....	June 15, 1887.
Iowa City.....	Luella C. Ranken	June 15, 1887.
Iowa City.....	Alvin B. Noble.....	June 15, 1887.
Iowa City.....	Anson T. Hukill.....	June 15, 1887.
Iowa City.....	Cora Ryneson.....	June 15, 1887.
Iowa City.....	John A. Vandyke.....	June 15, 1887.
Mt. Vernon.....	Lizzie F. Wright.....	June 17, 1887.
Mt. Vernon.....	Ella F. Morrie.....	June 17, 1887.
Mt. Vernon.....	Amy Bogg.....	June 17, 1887.
Mt. Vernon.....	Edward T. Devine.....	June 17, 1887.
Mt. Vernon.....	Howard S. Gemmell.....	June 17, 1887.
Mt. Vernon.....	Edwin Dukes.....	June 17, 1887.
Mt. Vernon.....	Hattie E. Scovel.....	June 17, 1887.

STATE DIPLOMAS.

EXAMINATION HELD AT.	TO WHOM ISSUED.	DATE OF DIPLOMA.
Des Moines.....	H. H. Seerley.....	January 2, 1886.
Des Moines.....	Lucy Curtis.....	January 2, 1886.
Des Moines.....	N. Messer.....	January 2, 1886.
Des Moines.....	L. T. Weld.....	January 2, 1886.
Des Moines.....	J. W. McClellan.....	January 2, 1886.
Des Moines.....	E. H. Ely.....	January 2, 1886.
Des Moines.....	C. H. Gurney.....	January 2, 1886.
Des Moines.....	Henry Sabin.....	January 2, 1886.
Des Moines.....	A. W. Stuart.....	January 2, 1886.
Des Moines.....	W. D. Guttery.....	January 2, 1886.
Des Moines.....	D. W. Lewis.....	January 2, 1886.
Des Moines.....	John H. Laudes.....	January 2, 1886.
Des Moines.....	W. F. Cramer.....	January 2, 1886.
Des Moines.....	R. S. Bingham.....	January 2, 1886.
Des Moines.....	C. M. Pinkerton.....	January 2, 1886.
Des Moines.....	Allen Armstrong.....	January 2, 1886.
Des Moines.....	J. B. Young.....	January 2, 1886.
Des Moines.....	Addie B. Billington.....	January 2, 1886.
Des Moines.....	H. L. J. McClellan.....	January 2, 1886.
Des Moines.....	R. G. Young.....	January 2, 1886.
Des Moines.....	M. F. Arey.....	January 2, 1886.
Des Moines.....	L. W. Parish.....	January 2, 1886.
Des Moines.....	Geo. H. Nichols.....	January 2, 1886.
Des Moines.....	D. S. Perkins.....	January 2, 1886.
Des Moines.....	Dan Miller.....	April 1, 1886.
Des Moines.....	S. S. Townsley.....	June 29, 1886.
Des Moines.....	S. M. Cart.....	December 31, 1886.
Des Moines.....	H. C. Hollingsworth.....	December 31, 1886.
Des Moines.....	S. M. Mowatt.....	December 31, 1886.
Des Moines.....	John McLeod.....	December 31, 1886.
Des Moines.....	A. B. Warner.....	December 31, 1886.
Des Moines.....	W. A. Doron.....	December 31, 1886.
Des Moines.....	Carl W. von Coelln.....	December 31, 1886.
Des Moines.....	Eliz. K. Mathews.....	December 31, 1886.
Des Moines.....	J. J. McConnell.....	December 31, 1886.
Des Moines.....	E. Poppe.....	December 31, 1886.
Des Moines.....	O. C. Scott.....	December 31, 1886.
Des Moines.....	F. E. Stratton.....	December 31, 1886.

STATEMENT

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

STATE CERTIFICATES.

PLACE OF HOLDING EXAMINATIONS.	DATE.		NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Fees received.
	Month.	Year.	Males.	Females.	Males.	Females.	
Cedar Falls.....	December	24 1882	5	1	3	.....	\$ 13.50
Des Moines.....	March	28 1883	3	1	.....	.....	6.00
Burlington.....	March	28 1883	5	1	.....	.....	15.00
Davenport.....	August	15 1883	4	.....	.....	.....	6.00
Des Moines.....	October	16 1884	1	.....	1	.....	3.00
Council Bluffs.....	July	23 1885	2	3	.....	2	12.00
Ft. Dodge.....	July	23 1885	3	1	2	.....	9.00
Creston.....	July	23 1885	1	2	1	.....	9.00
Des Moines.....	June	29 1886	3	1	3	.....	12.00
Des Moines.....	December	31 1886	10	2	10	1	86.00
Cedar Falls.....	June	13 1887	11	8	11	2	57.00
Iowa City.....	June	15 1887	7	4	7	4	33.00
Mt. Vernon.....	June	17 1887	5	4	3	4	24.00
Total.....	.....	.....	60	28	46	23	\$ 235.50

STATE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE.		NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Fees received.
	Month.	Year.	Males.	Females.	Males.	Females.	
Des Moines.....	December	31 1885	22	3	22	3	\$ 125.00
Des Moines.....	June	29 1886	1	.....	1	.....	5.00
Des Moines.....	December	31 1886	11	1	11	1	60.00
Total.....	.....	.....	34	4	34	4	\$ 190.00
Total brought down.....	.....	.....	60	28	.....	.....	235.50
Grand total.....	.....	.....	94	32	.....	.....	\$ 425.50

STATEMENT

Of the expenses of the State Board of Examiners from date of its organization.

WARRANTS ISSUED AND TO WHOM.	AMOUNT.
J. C. Gilchrist	\$ 39.15
J. W. Akers.....	15.80
J. W. Rowley.....	234.90
E. M. Rich.....	84.95
J. H. Landes.....	18.20
J. L. Pickard.....	18.25
Ella Hamilton.....	229.75
John McLeod.....	18.00
R. H. Frost.....	11.58
S. E. Wilson.....	7.00
H. H. Seerley.....	13.00
E. R. Eldridge.....	42.14
Total.....	\$ 732.72

It has been the aim of the Board of Examiners to make the examinations reasonably thorough, and to issue certificates and diplomas to those only, who by experience, character and scholarship have shown themselves worthy to hold them. The law is growing in favor with teachers and superintendents throughout the State, and a large number have been making special preparation for the examinations which will occur during the coming year. This can not fail to have an excellent influence upon the scholarship of our teachers, and has done much already, and will do more to create a professional spirit. The results of the law have been all that its friends anticipated, and there is no doubt that it will grow in favor and continue to be popular as it deserves to be.

NORMAL INSTITUTES.

There were in attendance upon the normal institutes of 1884 fourteen thousand seven hundred and ninety-four teachers. The number for 1885 is sixteen thousand seven hundred and twenty-two. For 1886 there were in attendance eighteen thousand and twenty-six.

From the year 1881 the increase has been constant and very rapid. The difficulty now experienced in most counties is how to provide accommodations for the large numbers that attend. This is a problem the solution of which cannot long be delayed. Where rooms are over crowded and the institute becomes cumbersome and unwieldy, the instruction must partake largely of the lecture plan to very large classes, and individual work and personal instruction becomes an impossibility. This greatly detracts from the good which might be realized under more favorable circumstances. Our system of reports does not enable us to determine what it would be interesting to know viz.: whether the number of experienced and actual teachers in attendance upon these institutes is increasing from year to year in proportion to the entire increase.

It must be presumed that this is not the case, although the institute is growing in favor with experienced teachers, and we think the number of such teachers attending is gradually increasing. But the large proportion of the increase is undoubtedly due to the presence of a younger class of persons who are in preparation for the work. These are largely young people from the country districts who come directly from the common schools, and who have never had opportunity to attend secondary schools.

As a rule they are deficient in scholarship, and stand in need of immediate and thorough academic instruction. The first great work in connection with these young people is to inform them as to *what they are to teach*, and while the normal institute should be primarily a school of methods for the benefit of those who are in charge of the schools to day, it must of necessity slight didactic training in the interests of those who are to have charge of the schools in years to come. If the normal institute could successfully meet the demand that it shall take the place of a high school, academy or college, the situation would be more hopeful, but this it cannot do. The term is too short, and the number to be taught too large. Scholarship must be supplied in the main by other schools, and the normal institute may then give proper attention to methods of instruction and organization, and thus help those who are prepared to profit by such instruction and at a time when they most need it. Many of our counties are without good high schools, and owing to the further fact that many of our young teachers are too poor to attend colleges and academies at a distance from their homes, their main, and indeed their only dependence has been the common school and the normal institute.

The law provides that any county may establish a

COUNTY HIGH SCHOOL

but so far we have but one such school in the State. This school is located at Panora, in Guthrie county, and is now in successful operation. If we had, as we should have, a large number of these county schools, they would go far to furnish the advantages so much needed by young people preparing to teach. But it appears that there is nothing to be looked for in this direction.

The State is now appropriating fifty dollars for the normal institute of each county, making \$4,950 in all for the institutes of the State. The great importance and value of normal instruction would justify, and indeed demands the appropriation of a much larger sum. A solution of the difficulties now surrounding the normal institute, cannot be hoped for from State normal schools. We have one such school located at Cedar Falls in Black Hawk county. This school has always been successful and the attendance good. We should have more such schools, but judging from past failures to secure favorable legislation, there is no reasonable expectation that the number will be increased.

How can we relieve our over-crowded and over-burdened institutes and yet provide for the academic instruction of that large and growing class of young people who desire to prepare for teaching? Some suggestions are here submitted which are believed worthy of careful consideration.

A county normal school should be held annually in each county, and should continue for a term of twelve weeks or more. It should be in charge of the county superintendent, who should be required to occupy the position of principal teacher, with power to employ one assistant. The board of supervisors should be required to provide a suitable place for holding this school, and to supply all necessary furniture, fuel, apparatus, etc.

The State should appropriate fifty dollars for one such school in each county, and a fee of from \$2.00 to \$3.00 might be charged which would supply funds to meet all expenses of the school. The law should further provide that the course of study for this normal school shall be prepared by the Superintendent of Public Instruction.

The course of study should extend over two years, or twenty four weeks. All persons with less than one year's experience in teaching should be required to complete this course before being admitted to the normal institute, or permitted to teach.

The great benefit to be derived from such a law would result not only from the better scholarship of applicants but from their increased age, and more mature judgement. The normal institute would be smaller—fewer instructors would be needed—and better work could and would be done.

SUBDIRECTORS.

I have repeatedly recommended a change in the law fixing the term of office for subdirecters at three years instead of one year as now provided. The reasons for such a change are numerous. In independent districts it would be regarded as unfortunate should an entire school board be changed at any one time, or if even a majority of new and inexperienced men should be called at any given time to the management of the affairs of the district. The possibility of such an occurrence is equally unfortunate in country districts. Under our present law this frequently occurs, but in independent districts such a thing cannot occur by reason of the expiration of the term of office. At least two thirds of the town, city and rural independent district boards are old and experienced members. A director should

know his district thoroughly, and to this end a longer term is necessary. A three years term would give stability and permanence to all the affairs of the district. It would result in lengthening the term of office of the teacher. It would render mistakes and illegal actions and orders much less frequent. It would simplify the law. But one section of the law is necessary to specify the term of office of a school director, whereas it now depends upon several sections and repeated references.

The law makes it the duty of the boards of directors of independent districts to employ and contract with teachers for all the schools of their district, while subdirectors are authorized to employ and contract with teachers for their respective subdistricts. This is a source of trouble and disturbances that might and should be avoided. Experience has demonstrated that to place the selection and employment of the teacher in the hands of one man is a mistake that should be corrected. The selection and employment of teachers should be done by the district township board. In the majority of cases the board would no doubt defer to the judgment and the wish of the subdirector, but where many of the people of the subdistrict were opposed to the employment of the teacher sought to be employed by the subdirector, they would have a remedy in a remonstrance to the board of directors. It frequently occurs that a teacher who is in a general way competent and successful, and who has taught the school in the district in question for a number of terms, should not be re-employed. Trouble arising from discipline or some unfortunate occurrence results in prejudice and ill will, which cannot be overcome, and while no one in particular may be to blame, it is often better that the teacher should be changed than that the success of the school should be interfered with. But subdirectors frequently become unduly partisan in these disturbances and rather than yield to the demands of an opposite faction will retain the teacher whether the children are sent to school or not. Under such circumstances, even though objectors are in the minority, the matter should be reviewed and passed upon by the board. This would also afford a remedy against the employment of persons who, on any account, are objectionable, in that an appeal would lie from the action of the board employing them. As the law now is there is no remedy, except where the board of directors have restricted the subdirector. Where a contract is made with a teacher the president may be compelled to approve the contract.

We have been receiving of late years more than the usual number of letters of inquiry as to the

RIGHTS AND LIABILITIES OF TEACHERS.

For the information of teachers and school officers, we subjoin the substance of an excellent article which has recently appeared in the Central Law Journal, bearing directly upon this subject:

1. "The earlier authorities, as well as some of the modern ones, seem to place the authority of the teacher over the pupil, while it exists, upon the same footing as that of the parent over his child. But this seems to be too broad, and even as far back as Blackstone we are taught: 'That the teacher has such portion of the power of the parent committed to his charge, viz.: that of restraint and correction, as may be necessary to answer the purpose for which he was employed.' But 'this power must be temperately exercised, and no school master should feel himself at liberty to administer chastisement co-extensively with the parent, howsoever the infant might have appeared to have deserved it.' In the case of *Lander vs. Seaver*,⁴ the court says: 'The parent, unquestionably, is answerable only for malice or wicked motives, or an evil heart, in punishing his child. This great and, to some extent, irresponsible power of control and correction, is invested in the parent by nature and necessity. It springs from the relation of parent and child. It is felt rather as a duty, than as a power. This parental power is little liable to be abused, for it is continually restrained by natural affection, the tenderness which a parent feels for his offspring, an affection ever on the alert, and acting rather by instinct than by reasoning. The school master has no such natural restraint. Hence he may not be trusted with all a parent's authority, for he does not act from the instinct of parental affection. He should be guided and restrained by judgment and wise discretion, and hence is responsible for their reasonable exercise.' "

In *Morrow vs. Wood*,⁵ it was claimed that the teacher had the right to prescribe the studies which the pupil should pursue, even as against the express directions of the parent. This, however, was denied by the court, in the following language: "We do not think she had such right or authority, and we can see no necessity for clothing

⁴ 32 Vt., 114.

⁵ S. C. Iowa, 1874; 13 Am. L. Reg., 692.

the teacher with such rights and arbitrary power. We do not really understand that there is any recognized principle of law, nor do we think there is any rule of morals, or of social usage which gives to the teacher an absolute right to prescribe and dictate what studies a child shall pursue, regardless of the wishes of the parent, and, as incident to this, gives the right to enforce obedience even as against the orders of the parent. From what source does the teacher derive this authority? From what maxim or rule of the law of the land? Ordinarily it will be conceded the law gives the parent the exclusive right to govern and control the conduct of his minor children, and he has the right to enforce obedience to his commands by moderate and reasonable chastisement. And, furthermore, it is one of the earliest and most sacred duties taught a child to honor and obey its parents. Now, we can see no reason whatever for denying to the father the right to direct what studies included in the prescribed course his child shall take."

While the holding above cited is probably correct, it should be stated that where the studies to be pursued by the pupil may be subject to the election of the parent, the school authorities are not left without a remedy, as they certainly should not be. Boards of directors are authorized to make rules and regulations for the government of their schools, and the courts have held that this includes power to make a course of study; or, in other words, to determine what studies pupils shall take, and the order in which they shall be taken, so as to entitle pupils to be advanced from grade to grade. Now, while the board may not have power to compel pupils to take the studies as laid down in the course, they have power to refuse admission to a higher grade until the prescribed studies of the grades below have been taken, and to refuse promotion and graduation to those who have not conformed to the course.

2. *Power to inflict corporal punishment.*—"The authorities all concede the power of the teacher, under proper circumstances to inflict a reasonable corporal punishment."

(a.) In the case of *Quinn v. Nolan*⁶, Judge Harmon, in his charge to the jury, makes use of the following language: "From the time of Solomon to the present, parents have had the right, in a proper manner and to a proper degree, of inflicting corporal punishment on their children, and when a parent sends his child to a public school

⁶ 4 Cln. L. Bul., 81.

the teacher has the same right while the child is under his or her control."

It is not disputed that by the express rules of the school in question, to which rules the father assented when he sent his child there, corporal punishment was permitted in proper cases and in a proper manner.

The question, therefore, in this case, is not whether the defendant inflicted corporal punishment on the child, for that is admitted; but whether, considering the offense of the child, if any, his age, condition, and all the circumstances, the defendant inflicted extreme and unnecessary punishment, because while the teacher has a right to punish, it is the right to punish only in a proper degree. If the teacher goes beyond that, the act becomes unlawful, and she is responsible for the consequence.

In determining this question, the jury should consider the offense, the size and apparent condition of the child, the character of the instrument of punishment used, and the testimony as to the manner in which, and the extent to which, the punishment was inflicted.

The *State v. Pendergrass*⁷ is an early and leading case upon this subject, and is very plain and full as to the extent of this power. Here it is said: "The welfare of the child is the main purpose for which pain is permitted to be inflicted. Any punishment, therefore, which may seriously endanger life, limbs or health, or shall disfigure the child, or cause any permanent injury, may be pronounced in itself immoderate, as not only being unnecessary for, but inconsistent with, the purpose for which it is authorized. But any correction, however severe, which produces temporary pain only, and no permanent ill, cannot be so pronounced, since it may have been necessary for the reformation of the child and does not injuriously affect his future welfare. When the correction administered is not in itself immoderate, and not therefore beyond the authority of the teacher, its legality or illegality must depend entirely on the *quo animo* with which it was administered. Within the sphere of his authority the master is the judge when correction is required, and of the degree of correction necessary; and, like all others imparted with a discretion, he cannot be made penally responsible for error of judgment, but only for wickedness of purpose."

In inflicting such punishment, the teacher must exercise sound dis-

⁷ 2 Dev. and Bat., 365.

cretion and judgment, and must adapt it not only to the offense, but the offender. Horace Mann, a high authority in the matter of schools, says of corporal punishment: "It should be reserved for the baser faults. It is a coarse remedy, and should be employed upon coarse sins of our animal nature, and when employed at all it should be administered in strong doses." Of course, the teacher, in inflicting such, must not exceed the bounds of moderation. No precise rule can be laid down as to what shall be considered excessive or unreasonable punishment. Each case must depend upon its own circumstances. The teacher must exercise reasonable judgment and discretion, and be governed as to the mode and severity of the punishment by the nature of the offense, and the age, size and apparent powers of endurance of the pupil.

(b.) And he should also take into consideration the mental and moral qualities of the pupil, and, as indicative of these, his general behavior in school and his attitude toward his teacher become proper subjects of consideration. And in making the chastisement, the teacher may take into consideration not merely the immediate offense which had called for the punishment, but the past offenses that aggravated the present one and showed the pupil to have been habitually refractory and disobedient. Nor is it necessary that the teacher should, at the time of inflicting the punishment, remind the pupil of his past accumulating offenses. The pupil knew them well enough without having them brought freshly to his notice.¹⁰ * * * * *

(d.) And whether, under the facts, the punishment was excessive must be left to the jury to decide.

In the *State v. Mizner* it was said, that "any punishment with a rod which leaves marks or welts on the person of the pupil for two months afterward, or much less time, is immoderate and excessive, and the court would have been justified in so instructing the jury."¹¹

The pupil must also understand and know, or have the means of knowing for what offense he is being punished.¹² * * * * *

In an English case, where, on the boy's return to school, his master wrote to the boy's parent, proposing to beat him severely, in order to subdue his alleged obstinacy, and on receiving the father's permission, beat the boy for two hours and a half, secretly and in the night.

¹⁰ *Sheehan v. Sturges*, 22 Rep., 455.

¹¹ 50 Iowa, 145.

¹² 50 Iowa, 145.

and with a thick stick until he died, it was held that he was guilty of manslaughter, and not murder, no malice being proven.¹⁷ * * * *

The teacher has the right to punish the pupil within the bound of law, even though he has instruction from the father that the child must not be whipped.¹⁸ He is the absolute judge of the kind of punishment to be inflicted, with the limitation that it shall be reasonable and usual, and not destructive of the relation, or subversive of the contract under which the relation exists. It may be by whipping or he may impose a reasonable restraint upon the person of the pupil which will prevent disorder in his school.

3. *Jurisdiction*.—It is conceded that the right to punish extends to school hours, and that there seems to be no reasonable doubt that the supervision and control of the master over the pupil extends from the time he leaves home to attend school till he returns home from school.

(a) In the case of *Lander v. Seaver*,¹⁹ it was held that, although a school-master has in general no right to punish a pupil for misconduct committed after dismissal of the school for the day and the return of the pupil to his home, yet he may, on the return of the pupil to school, punish him for any misbehaviour, though committed out of school, which has a direct and immediate tendency to injure the school or subvert the master's authority.

In the recent case of *Derkins v. Goss*,²⁰ it was decided that the teacher has the right to make a rule and to enforce it by whipping, prohibiting the boys from swearing, quarreling or fighting on their way home from school before the parental authority over them has been resumed.

(b) But it has been held that the teacher had no right to compel the pupil to study certain branches when the pupil was excused therefrom by his parent, and that if the teacher attempted to force the pupil so to do and the pupil refused and the teacher inflicted corporal punishment upon such pupil for such refusal, that the teacher would be guilty of assault and battery.²¹

4. *Power of Expulsion*.—The teacher has not, it seems, a discretionary power of expulsion, but only for a reasonable cause.²²

¹⁷ *R. V. Hopley*, 2 F. & F., 202.

¹⁸ *State v. Maux. Straus*, 3 Tenn. Law Rep., 19.

¹⁹ 32 Vt., 114.

²⁰ Cent. L. J., 418.

²¹ *Morrow v. Wood*, 13 Am. Law Reg. (N. S.), 693.

²² *Fitzgerald v. Northcote*, 4 F. & F., 685.

The power of expulsion is usually placed in the hands of the school directors or other committee in charge of the school, and the teacher generally has power only to suspend the pupil until the matter can be brought to the attention of such superior body.

For a wrongful expulsion the teacher would be liable in damages, not only to the child, but in *Roe v. Deming* it was held that the father of a child entitled to the benefits of the school of the subdistrict of his residence may maintain an action against the teacher or the local directors of the subdistrict for damages for wrongfully expelling the child from school.²³

This question was very thoroughly discussed in *State v. Burton*,²⁴ in which it was said that "the teacher is responsible for the discipline of his school, and for the progress, conduct and deportment of his pupils. It is his imperative duty to maintain good order and require of his pupils a faithful performance of their duties. If he fails to do so he is unfit for his position. To enable him to discharge these duties effectually he must necessarily have the power to enforce prompt obedience to his commands. For this reason the law gives him the power, in proper cases, to inflict corporal punishment upon refractory pupils. But there are cases of misconduct for which such punishment is an inadequate remedy. If the offender is incorrigible, suspension or expulsion is the only adequate remedy. In general, no doubt, the teacher should report a case of that kind to the proper board for its action in the first instance, if no delay will necessarily result from that course prejudicial to the best interests of the school. But the conduct of a recusant pupil may be such that his presence for a day or an hour may be disastrous to the discipline of the school and even to the morals of other pupils. In such a case it seems absolutely essential to the welfare of the school that the teacher should have the power to suspend the offender at once from the privilege of the school; unless he has been deprived of the power by the affirmative action of the board.

5. *Liability for Failure to Instruct.*—Whether an action will lie against a teacher for a failure to instruct the pupil that lawfully comes to him for instruction, or whether the remedy is confined to an appeal to the governing board, Judge Cooley says, in his work on Torts, is left in doubt by the authorities, though he expresses the opinion that such refusal is actionable. And in *Spear v. Cum-*

²³ Ohio St., 666.

²⁴ Am. Law Reg., 233; S. C., Wis., 1879.

mings²⁵ it was held that the teacher of a town school was not liable to an action by the parent for refusing to instruct his children. If an action can be maintained in such a case, it should be in the name of the child and for his benefit²⁶.

What are Reasonable Rules.—A rule providing that pupils may be suspended from school in case they shall be absent or tardy except for sickness or other unavoidable cause, a certain number of times, is a reasonable and proper rule for the government of the school²⁷.

Also to exclude a child whom it is deemed is of a licentious character and immoral, although such character is not manifested by any acts of licentiousness or immorality within the school²⁸. Likewise for acts of neglect, carelessness of posture in his seat and recitation, tricks of playfulness and inattention to study, and the regulations of the school in minor matters²⁹. A requirement by the teacher of a district that the pupils in grammar schools, shall write English compositions, is a reasonable one, and if such pupil, in the absence of a request from his parent, refuse to comply with such rule, he may be expelled from the school on that account³⁰. But a rule that required that no pupil should attend a social party is not reasonable, and an expulsion for such violation of such rule would be illegal³¹.

A regulation, that each scholar, when returning to school after recess, shall bring into the school-room a stick of wood for the fire, is not needful for the government of the school and a scholar cannot be suspended for a refusal to comply with such a rule³².

TEXT BOOKS.

In my report for 1884, I discussed this subject at considerable length. The recommendation in favor of a law permitting the electors of any school district, at any regular or annual election, to authorize the board of directors to purchase text books, the use of which should be free to the children of the district, and to vote a special tax for that purpose, was well received throughout the State. A Bill embodying the above recommendations entered in the House

²⁵23 Pick. 224.

²⁶Stephenson v. Hall, 14 Barb. 222.

²⁷31 Iowa, 562.

²⁸8 Cush. 160.

²⁹105 Mass. 475.

³⁰32 Vt. 224.

³¹36 Mo. 286.

³²24 Am. Law Reg. 601; S. C. Wis. 1885.

of Representatives of the Twenty-first General Assembly, failed to become a law, although very generally endorsed. I have, since my last report, given this subject careful study. I am fully convinced of the wisdom of the proposed law. I beg to renew the recommendations of two years ago, and sincerely trust that this reasonable, just and prudent change in our laws may be made by the approaching General Assembly.

ARBOR DAY.

Chapter 23, Laws of 1882, makes it the duty of boards of directors to plant shade trees upon school house sites, and authorizes payment from the contingent fund. In obedience to this law, thousands of young trees have been planted; but this necessary improvement has so far been neglected in many districts. For the purpose of encouraging tree planting, and investing the exercise with all possible interest, I issued a circular letter, under date of April 4, 1887, designating the 4th day of May as a day to be generally observed, by all the schools of Iowa, as ARBOR DAY. The day was very generally observed, and many interesting and delightful exercises were held. Owing to the early opening of the season, May 4th proved a little late for many varieties of trees, but it is believed that May 4th will be early enough for the average season. The hard wood trees should be selected, and the planting of such trees may safely be deferred to May 4th.

The following is the circular letter referred to:

FORESTRY CIRCULAR.

TO SUPERINTENDENTS AND SCHOOL OFFICERS:

Your attention is hereby called to chapter 23, laws of 1882, which reads as follows:

SECTION 1. The board of directors of each district township and independent district, shall cause to be set out and properly protected, twelve or more shade trees on each school-house site belonging to the district, where such number of trees are not now growing, and such expense shall be paid from the contingent fund.

SEC. 2. It shall be the duty of the county superintendent, in visiting the several schools in his county, to call the attention of any board of directors neglecting to comply with the requirements of this statute, and the required number of shade trees shall be planted as soon thereafter as the season will admit.

SEC. 3. That section 1745 of the Code be amended by adding an additional item at the end of said section, as follows: 12. The number of trees set out and in thrifty condition on each school-house grounds.

The entire absence of shade trees on many of our school-house sites demonstrates the wisdom of this law. Its provisions should be faithfully observed.

Many districts have planted trees, which, in a few years, will add greatly to the beauty and attractiveness of their grounds; but owing to the fact that so many of our houses are in prairie districts, and entirely destitute of trees, and the further fact that in many instances no attempt has been made to comply with the law, it has seemed necessary to provide some expedient by which a more general fulfillment may be secured.

In furtherance of this aim, and to enhance the interest of the occasion by enlisting the united effort of school officers, teachers and pupils, as well as to strengthen the significance of the work, by uniformity of action, I hereby designate and appoint

WEDNESDAY, MAY 4TH,

as a day to be generally observed, by all the schools of Iowa, as

ARBOR DAY,

and suggest that such hours as may be deemed most convenient be set apart for the planting of TREES, together with the rendering of a short program of literary exercises and song, calculated to impress the minds and hearts of the children with feelings of love and veneration for the trees themselves, and doubly endear them by association with the history of some of the good and great ones of the land.

This may be suitably accomplished by naming the trees, and investing them, singly or in groups, with thoughts of the personalities of which they are to be the living emblems.

For instance: History would find fit representation in a "Presidents' Group;" loyalty and patriotism would be kept in mind by a "Statesmen's Group," a "Soldier's Group;" then appropriately might be placed an "Authors' Group," a "Pioneers' Group," etc., not to forget the "Children's Friends," where many names well-known in the literature of the land would be numbered.

J. W. AKERS,

Superintendent Public Instruction.

DES MOINES, April 4, 1887.

ARBOR DAY—HISTORY AND OBSERVANCE.

The honor of originating Arbor Day belongs to ex Governor J. S. Morton. The first observance of the day was in Nebraska, in accordance with proclamation by the Governor. The next year it was established by statutory enactment. Kansas soon followed the example of her sister State.

In 1876 Arbor Day was first observed in Minnesota. Michigan, Ohio, Col-

orado, Wisconsin, West Virginia, Indiana, Vermont, New Hampshire, Massachusetts, New Jersey, Pennsylvania and Georgia have fallen into the observance of Arbor Day, and Connecticut has an Arbor Day set apart by act of legislature.

HORACE MANN: BIOGRAPHICAL SKETCH.

Horace Mann was born in Franklin, Massachusetts, May 4, 1796. His father was a farmer of limited circumstances, and Horace was obliged to procure an education by his own exertions. In early boyhood he earned his school-books by braiding straw for hats. Through continued habits of industry and perseverance he was able to graduate from Brown University, and afterward studied law and commenced its practice at Dedham.

In this profession he adopted the principle never to take the unjust side of any cause. His determined honesty of purpose won him the confidence and respect of juries and courts.

In 1827 Mr. Mann was elected to the Massachusetts legislature, where he was distinguished for the zeal with which he devoted himself to the interests of education and temperance. He subsequently served with honor in the Senate of Massachusetts. In 1837, he entered upon the duties of Secretary of the Massachusetts Board of Education, a position he maintained for eleven successive years.

By his lectures and writings he awakened an interest in the cause of education that had never been felt before. Through his influence important changes were made in the school laws of Massachusetts, and a thorough reform wrought in the educational system of the State. This complete organization—as shown in the published reports—furnished an example for the perfection of plans in the formation of the school system of other States.

In 1848, Horace Mann was elected to Congress, and his stirring speeches formed forcible argument against the extension of slavery.

As President of Antioch College, at Yellow Springs, Ohio, from 1852 until his death, which occurred August 2, 1859, this great scholar and heroic philanthropist labored with unsparing zeal to promote the highest growth of the cause of education.

No more fitting close could be made to this brief sketch of America's greatest educator than the parting words found in the last address to his students: "Be ashamed to die until you have won some victory for humanity."

It is a noteworthy fact that when Iowa pioneers were framing the structure upon which our boasted free school system rests, they selected Horace Mann as a member of the committee of three from whom they should take counsel and advice. Thus he may—in a certain sense—be considered as one of the founders of our Iowa school system; and as a tribute to his memory and the worth of his deeds, we take pleasure in the recognition of this day—May 4th, the honored anniversary of his birth—as Arbor Day for 1887, and likewise hope that a tree may grow and flourish in every school ground in

perpetuation of the gratitude of a people who have been so generously benefited by the seed sown broadcast over the primitive soil.

FAMOUS TREES.

What conqueror in any part of "life's broad field of battle" could desire a more beautiful, a more noble, or a more patriotic monument than a tree planted by the hands of pure and joyous children, as a memorial of his achievements?

What earnest, honest worker with hand and brain, for the benefit of his fellowmen, could desire a more pleasing recognition of his usefulness than such a monument, a symbol of his or her production, ever growing, ever blooming, and ever bearing wholesome fruit?

Trees already grown ancient have been consecrated by the presence of eminent personages or by some conspicuous event in our national history, such as the Elm tree at Philadelphia, at which William Penn made his famous treaty with nineteen tribes of barbarians; the Charter Oak at Hartford, which preserved the written guarantee of the liberties of the Colony of Connecticut; the wide-spreading Oak tree at Flushing, Long Island, under which George Fox, the founder of the Society of Friends or Quakers, preached; the lofty Cypress tree in the Dismal Swamp, under which Washington reposed one night in his young manhood; the huge French Apple tree near Fort Wayne, Indiana, where Little Turtle, the great Miami chief, gathered his warriors; the Elm tree at Cambridge, in the shade of which Washington first took command of the Continental army on a hot summer's day; the Tulip tree on Kings Mountain battlefield, in South Carolina, on which ten bloodthirsty Tories were hung at one time; the tall Pine tree at Fort Edward, New York, under which the beautiful Jane McCrea was slain; the magnificent Black Walnut tree near Haverstraw, on the Hudson, at which General Wayne mustered his forces at midnight, preparatory to his gallant and successful attack on Stony Point; the grand Magnolia tree near Charleston, South Carolina, under which General Lincoln held a council of war previous to surrendering the city; the great Pecan tree at Villere's plantation, below New Orleans, under which a portion of the remains of General Peckenham was buried; and the Pear trees planted, respectively, by Governor Edincott, of Massachusetts, and Governor Stuyvesant, of New York, more than two hundred years ago.

These trees all have a place in our national history, and are inseparable from it because they were so consecrated. My eyes have seen all but one of them, and patriotic emotions were excited at the sight. How much more significant and suggestive is the dedication of a young tree as a monument.—BENSON J. LOSSING, *historian: Ext: act from letter.*

THE CARY TREE—PLANTED BY ALICE AND PHEBE CARY.

In 1832, when Alice was twelve years old, and Phœbe only eight, as these little girls were returning home from school one day, they found a small tree, which a farmer had grubbed up and thrown into the road. One of

them picked it up and said to the other, "let us plant it." As soon as said, these happy children ran to the opposite side of the road, and with sticks—for they had no other implement—they dug out the earth, and in the hole thus made they placed the treelet; around it, with their tiny hands, they drew the loosened mold, and pressed it down with their little feet. With what interest they hastened on their way to and from school, to see if it were growing; and how they clapped their little hands for joy when they saw the buds start and the leaves begin to form! With what delight did they watch it grow through the sunny days of summer! With what anxiety did they await its fate through the storms of winter, and when at last the long-looked for spring came, with what feelings of mingled hope and fear did they seek again their favorite tree!

But I must not pursue the subject further. It is enough to know that when these two sisters had grown to womanhood, and removed to New York City, they never returned to their old home without paying a visit to the tree that they had planted, and that was scarcely less dear to them than the friends of their childhood days. They planted and cared for it in youth; they loved it in age. The tree is the large and beautiful Sycamore which one sees in passing along the Hamilton turnpike from College Hill to Mt. Pleasant, Hamilton county, Ohio.—*.*

SELECTIONS.

I love thee when thy swelling buds appear,
 And one by one their tender leaves unfold,
 As if they knew that warmer suns were near,
 Nor longer sought to hide from Winter's cold;
 And when with darker growth thy leaves are seen
 To veil from view the early robin's nest,
 I love to lie beneath thy wooling screen.
 With limbs by Summer's heat and toil oppress'd;
 And when the Autumn wind has stripped thee bare,
 And round thee lies the smooth, untrodden snow,
 When naught is thine that made thee once so fair,
 I love to watch thy shadowy form below,
 And through thy leafless arms to look above
 On stars that brighter beam when most we need their love.

JONES VERY: "The Tree."

The trees may outlive the memory of more than one of those in whose honor they were planted. But if it is something to make two blades of grass grow where only one was growing, it is much more to have been the occasion of the planting of an oak which shall defy twenty scores of winters, or of an elm which shall canopy with its green cloud of foliage half as many generations of mortal immortalities. I have written many verses, but the best poems I have produced are the trees I planted on the hill-side. Nature finds rhymes for them in the recurring measures of the seasons. Winter strips them of their ornaments and gives them, as it

were, in prose translation, and summer reclothes them in all the splendid phrases of their leafy language.—OLIVER WENDELL HOLMES: *Extract from letter.*

A little of thy steadfastness,
 Rounded with leafy gracefulness,
 Old oak, give me—
 That the world's blast may round me blow,
 And I yield gently to and fro,
 While my stout-hearted trunk below,
 And firm-set roots unshaken be.

LOWELL.

As the leaves of trees are said to absorb all noxious qualities of the air, and to breathe forth a purer atmosphere, so, it seems to me, as if they drew from us all sordid and angry passions, and breathed forth peace and philanthropy.—WASHINGTON IRVING.

There is something nobly simple and pure in a taste for the cultivation of forest trees. It argues, I think, a sweet and generous nature to have this strong relish for the beauties of vegetation, and this friendship for the hardy and glorious sons of the forest. He who plants an oak looks forward to future ages, and plants for posterity. Nothing can be less selfish than this.—WASHINGTON IRVING.

The young oak grew, and proudly grew,
 For its roots were deep and strong;
 And a shadow broad on the earth it threw,
 And the sunlight linger'd long
 On its glossy leaf, where the flickering light
 Was flung to the evening sky;
 And the wild bird sought to its airy height,
 And taught her young to fly.

MRS. E. OAKES SMITH: "The Acorn."

COMPULSORY EDUCATION.

The Twenty-first General Assembly, by joint resolution, requested the Superintendent to embody in his "next biennial report" an exhaustive treatment of the subject of compulsory education. The following is the joint resolution:

"CONCURRENT RESOLUTION.

"Resolved, by the House, the Senate concurring: That the Superintendent of Public Instruction be requested to embody in his next biennial report to the General Assembly an exhaustive treatment of the subject of compulsory education, presenting in a condensed form, (1) the laws of other States and countries, which have adopted

a compulsory system, (2) any facts which he may be able to collect with reference to the operation of such laws, (3) views of eminent educators, together with any recommendations which he may see proper to make."

The right and duty of the State to provide for the education of all its children and youth in a system of free schools, will hardly be called in question at this late day. It is impossible that any form of civilization should spring up and flourish among an illiterate and uncultured people, and if history has one unambiguous lesson, it is that ignorance and barbarism go inseparably together in retarding the development of national life, or in bringing it into swift decay.

Men may differ as to the moral scope of the intellectual training which our children get in the schools, but they can never be brought to say that illiteracy is a kind of material on which to build a State. If the training of the schools in reading, writing and arithmetic, will not put the youth beyond the evil destiny of a life of crime; still the schools at their worst must furnish that degree of elevation above mere animal impulse that is necessary to make sure of a citizen instead of a brute. That much of moral power there is in the discipline of the schools, and the great civilizations of modern times have instinctively entertained and acted on this belief. They have been common school civilizations just to the extent in which they have kept abreast with the times. Especially in this country, where our theory of government has transferred the base of sovereignty from the hereditary titles of a class to the people as a whole, the necessity of universal school privileges for the children becomes virtually a question of life and death. If the sovereign be illiterate, even by a majority of one, where then are our boasted republican institutions? And even if a large minority cannot read nor write, how must our whole experiment of popular government tremble in the scales. In a contest of contending factions ignorance is always capable of being bought and sold. We are all of one mind in this regard. The State is bound to equip its coming citizen with a degree of intelligence that will enable him, on his own account, to understand what his duties and responsibilities are; and right munificently have these school privileges been every where supplied. The question now engaging us is, should the State go farther and compel delinquent parents to send their children to school. In discussing this question it will be necessary for us, (1) to get some notion of the history of compulsory school

legislation, with reference in the main to the success, or lack of success, with which such legislation has compassed its aim; and then, (2), to look into the exigency of our own time and determine, if possible, what would be the probable result of a compulsory law upon education in our own State.

HISTORICAL SURVEY.

It is a significant fact that the idea of compulsory education was co-eval with the first suggestion of a system of public free schools. To Martin Luther belongs the credit of having first conceived of popular education, and, with singular foresight of what would be its embarrassments and needs. As early as 1524 he sent out an appeal to the bergomasters and magistrates of all towns in the German countries insisting that all the children should be taught to read the Bible in their mother tongue, and that to this end free schools should be established in all the parishes, and it should be made "the duty of the State authorities to compel their subjects to send their children to school." In the spirit of that suggestion all the German States have, from that very hour, been at work on the problem of a practicable compulsory law; and after a rescript defining the school age of children was issued by the Duke of Brunswick about 1680, the movement was uninterrupted and assured. As early as the beginning of the nineteenth century all the German States had wheeled into line.

HOW PRUSSIA RETRIEVED HER NATIONAL DISGRACE.

It will illustrate the wisdom of Germany and the practical working of a vigorously executed compulsory school law, to allude in this connection to a most signal crisis in the history of the German States. In 1806 Prussia, almost single-handed, threw herself against the victorious tactics of Napoleon, and was so completely demoralized and disgraced in the conflict as to be compelled to stand by and witness the sacking of her capital by the French, and the abduction of her art-treasures as trophies to Paris. That indignity King Frederic William III determined to avenge. As to how he should do this, we have information in his own words: "Although we have lost territory, power, and prestige, still we must strive to regain what we have lost by acquiring intellectual and moral power; and, therefore, it is my earnest desire and will to rehabilitate the nation by

devoting a most earnest attention to the education of the masses of my people." This noble resolution was carried into effect by entrusting the national education to a separate branch of the State administration, with a distinguished educator and scholars at its head. But the chief thing done thereafter, was the vigorous execution of the compulsory school law.

What a case of prevision this was, and how sublimely the rehabilitating of the German nation followed upon this method of regaining intellectual and moral power, coercive though it was! Almost with the precision of cause and effect, the day came when Prussia wreaked her revenge on France for the Napoleonic insult, when on the surrender of Paris, 1871, King William was crowned Emperor of Germany in the Hall of Mirrors in the palace at Versailles.

EARLY INCEPTION OF COMPULSORY EDUCATION.

It would seem that the idea of compulsory legislation has kept pace with the conception of a public school system from the first. In all the Scandinavian kingdoms the two movements have kept pace, and in particular, Denmark has attained a foremost rank in the general intelligence of her people by a vigorous enforcement of her compulsory school law. The movement seems germane to all the great branches of the Teutonic race, unless it be England, where, for reasons we need not now stop to look into, the popular feeling has always been adverse to any large participation of the State government in the management of the schools. Yet, even there, under the discretionary power of municipal school boards, compulsory school attendance, since 1870, has been undergoing a thorough trial, and a gratifying record of results has been obtained.

As an instance, however, of the early inception of this idea, we may adduce the educational history of our own country, and the fact that as far back as 1650, only ten years after the same movement had been inaugurated in Germany, Connecticut in her colonial days included in her code of laws a stringent statute for compulsory attendance upon school, and this law continued in force, and was successfully improved until in the early part of the present century it fell into neglect and so remained through an interval of years, and in 1869 took on a new lease of life.

Public schools and compulsory school attendance are, it would seem, ideas of twin origin. Even though schools are open and free

for all, all children will not attend. This startling paradox is easy to explain. Ignorance is not only unapprized of what will make for its good, but in addition has clinging around it an environment of idleness and shiftless living which it very reluctantly throws off. Parents of low organization, and hereditarily under the whip of circumstance, have the higher interests of their children very little at heart, and will keep them grinding in the cruel mill of necessity where their own vices possibly have imperious sway, until the years of school opportunity have gone by forever, and the great army of illiterates gets them as recruits. The number of these is always discouragingly large, and without some influence from above, laying hold of them with a firm but beneficent hand, they are not likely to decrease. The knowledge of this fact would naturally suggest compulsory measures in connection with a project to establish public schools, and keep more or less active a public effort in this direction through all the subsequent years.

SPECIFIC EXAMPLES—PRUSSIA AND SAXONY.

Leaving now, this general aspect of the history of compulsory legislation, we must come to particulars, with the view of ascertaining to what extent such legislation has been carried into effect, and how far it has succeeded or failed in accomplishing its end. It is nothing unusual for legislative enactments, wholly tentative and intermittent, to follow the fashion in public favor, and so be persisted in, over many counties and through long periods of time, without ever coming to fruit in such results as had been hoped. Impracticable legislation is not a thing unknown. On the other hand it often occurs in the history of legislation that a measure designed to reform an abuse, or promote a good, has failed through many stages of its trial, and yet at last through these very reverses has pushed its way to success. We must look at the workings of the compulsory school law in the light of the broadest generalizations we can make of the place, and circumstances and time, in which the law has been operated, if we would rightly estimate the value of such a law as against the formidable difficulties in the way of speedy and uniform results.

Thus, for example, in Germany we have already seen that the law passed through a process of groping evolution, rescript following rescript, until a definite school age was fixed upon within which all offenses should be open to prosecution. And even then it lagged

through many years of ineffectual execution, until Prussia stung to the quick by the victories of Napoleon, undertook the novel enterprise of rehabilitating the nation through the vigorous execution of a compulsory school law. At that point, also, as we have seen, the law was again supplemented by additional helping apparatus to ensure its execution. The whole matter of public education was taken away from a committee, and constituted a separate department of the State administration, with a minister of public instruction at its head, and local supervision for each province. This chief officer is not only minister of public instruction but of ecclesiastical affairs as well, and it is fair to infer that here, as elsewhere, in all the old world nationalities in which Church and State are united, the management of the schools must be considerably embarrassed by this two-fold and often dissentient control.

To what extent this may have interfered with the enforcement of a compulsory school law we are not prepared to say, but we have this instructive item of history bearing on this point. In 1873 Saxony passed a new school law, in which a long step forward was taken toward secularizing the elementary schools. The clericals were thrust in the back ground, and the advance in school attendance and in school improvement in every way was so marked as to attract the attention of the whole German nation. Whether this increase in attendance was due to the revived interest in the schools accompanying the new regime, and the improved methods of instruction and discipline going with it, or to the more efficient execution of the compulsory school law, now less hampered by ecclesiastical interference, it is not in our power to say. The presumption is in favor of the latter, by as much as the improvement followed immediately upon the secularization of the schools. In the absence of specific information on this point it is reasonable to conclude, that where the civil and ecclesiastical powers are mixed up in the management of the schools, a trouble must arise like that which embarrassed the administration of justice in England when the civil and spiritual courts could not agree.

Suffice it to say that the German and Scandinavian kingdoms have pushed on a compulsory school law through analogous stages of development, and against much the same difficulties, and these often of a most formidable character; and yet they have never questioned the necessity of a compulsory law, or showed any inclination to give it up.

FRANCE.

In France, since the establishment of the democracy, a most interesting movement in school management has been set on foot. During the revolutionary period and under the empire, France was strong in superior and secondary instruction; but had no system of elementary schools until, through the enthusiastic labors of M. Guizot in 1833, the first primary schools were established by the State. These lived on through years of tardy development mainly as an exotic from Germany, and held back by the imperfect methods of instruction that prevailed in these schools. When, however, Germany came in upon her as a body in 1871, and the empire fell before the superior skill and intelligence of an educated soldiery, the humbled French people determined to wrest the school secret from the hands of their conquerors, and in that way get back the prestige they had lost.

France at this crisis of her history had the advantage of being "the heir of all the ages" in matters civil and scholastic, and how she availed herself of her great occasion will appear in the following significant facts: In 1881, a law was passed establishing absolute gratuity of instruction in the primary public schools. Here was a system of free elementary schools for the first time. In 1882 another law was passed, making primary education compulsory and non-religious, thus presenting the rare spectacle of a nation receiving ready-made from the hands of the surrounding nations a school system, perfected by the long years of trial and experience in which the recipients had no share, and this only five years ago.

What we note now is that a salient feature of the new system is compulsory education, going inseparably with the establishment of free and non-religious schools. It is too early in the history of this great undertaking to reckon on results, but it is a mark of the wisdom of the new order of statesmen, that they have planted their educational system so deep in the virgin soil of the popular government they have founded.

ANOMALOUS ATTITUDE OF ENGLAND.

We have already alluded to the anomalous attitude of England toward any participation on the part of the State government in school affairs.

"In other countries, education has gradually become a subject of

interest to all, and governments especially have deemed their interference essential. In England, on the contrary, the effort to educate has mainly arisen with the churches, and the State has, even to this day, obtained only a subordinate position in the management of the schools."

There is no national system of education in England, in any proper sense of that term, and no absolutely gratuitous instruction in elementary schools. England has been almost as slow in conceiving of responsibility of the State toward its uneducated masses as was France, and is even now so hampered by the religious difficulty as not to be able to participate directly in the management of the schools. The most signal advance made in this direction was in Mr. Foster's bill of 1870, which contained provisions empowering corporations to establish local school boards, impose rates, enact compulsory school laws.

This act was supplemented by the elementary educational act of 1873, in which further important changes were made in 1876, all looking to some efficient method of enforcing attendance on the borough and parish schools. Inquisitorial committees, and day industrial schools, were put within the power of these local boards as co-ordinate means of carrying the compulsory school law into effect. But then, as now, the attitude of the government was not mandatory but advisory, and so there is wanting the ubiquitous authority of the State in securing attendance upon the schools. Even State aid to the support of the borough and parish schools is not granted, except on the recommendation of an inspector who is appointed by the crown.

COMPULSORY EDUCATION IN GLASGOW—STATISTICS.

Nevertheless, under this clumsy and indirect system, some noteworthy experiments have been made in compulsory education in some of the larger cities, and we subjoin a significant table of statistics illustrating what can be done through the vigorous execution of a local law. The city of Glasgow, Scotland, is selected because the increase of population is not enough to affect the result, and the estimate is made between the dates of 1873 and 1882.

	1873.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
No. on the roll.....	53,796	66,538	65,287	67,869	70,202	70,943	70,702	70,807	74,024
Average No. in attendance.....	43,803	53,805	54,112	57,423	58,660	59,968	59,148	59,696	62,467
Per ct. of Av. attendance to No. on roll	81½	80½	83	84½	83½	84½	83½	84.26	84.30

In scanning this table we note the following particulars:

First. In the course of the twelve years the number enrolled has increased from 53,796 to 74,024, being an increase of 20,228 pupils, or 37.6 per cent.

Second. The average number in attendance during these years has increased from 43,803 to 62,467, making a difference of 18,664, or 42.6 per cent.

Third. The per cent of those attending to those on the roll has increased in the same time from 81½ per cent in 1873 to 84.39 per cent in 1882.

VISITATION—A MISSIONARY FEATURE.

This is a most creditable showing, and may be regarded as a test case, in circumstances in which the increase of population will not disturb the estimate. But we must consider the expedients resorted to in carrying the law into effect.

First. As a preliminary movement the officers were sent out on a kind of census visitation, from house to house, of every family in the city, to be kept up for two years and upward. The result was, they found more than 20,000 "defaulters"—parents and guardians who were not sending their children to school. The report of the inspector goes on to say, that about seventy-five per cent of these were easily got to school by simply having an officer wait on them, and in case that was not sufficient, sending them a printed form calling their attention to the requirements of the act.

Second. The recalcitrant ones were dealt with by the extreme measure of the law, viz.: Prosecution, fine and imprisonment, only when every other expedient had failed.

And in order that prosecution might be avoided, the board would go among the defaulting parents and hold meetings with them, hearing their excuses, and urging them to send their children to school. In order to awaken in the minds of these ignorant people some sense of the majesty of law, they circulated among them fly-leaves containing statements of the worst cases of prosecution with the penalties inflicted; and it was the opinion of the chairman of the attendance committee that these meetings, and the fly-leaves distributed there, or otherwise the repeated calls of the officer with words of earnest remonstrance and persuasion, were more efficient means toward the successful enforcement of the law, than would have been

the sheriff's warrant going directly to the mark. But this is missionary or philanthropic labor supplementing the rigors of the law, and it is an element which we can never safely omit from our most sanguine reckoning as to the practicability of any law coercing children to school. The good and satisfactory results of such a law are best secured by avoiding its execution when that can be done, by resorting to every method of getting the children to school short of coercion, but under the moral or admonitory incitements of such a law.

This important principle should never be lost sight of in discussing this subject. For unless these persuasive agencies go along with the effort to enforce a compulsory law, there is very little ground to hope for success. On the other hand, it would be an unpardonable oversight not to credit the law with these voluntary and philanthropic exertions on the part of school authorities, in their attempt to secure the end contemplated by the law, by recovering the offender rather than by punishing the offense.

The experiment in Glasgow furnishes an impressive illustration in point. That board resorted to prosecution only after repeated remonstrance, and in cases of the most stubborn and persistent refusal to comply with the law. And in a table of prosecutions which the inspector drew up it appears that, in the course of ten years, only 530 prosecutions were made; that two of these years witnessed no prosecutions, and in the others the number varied from 18 to 109. This in a city, next to London, the most populous in Great Britain, with a population in 1880 of about 600,000. So effective has been its work on the 20,000 pauper and neglected children, in its peculiar manner of operating its compulsory school law, that it is said there are not now more than 3,000 children of school age in that immense city who are not in attendance on their voluntary or board schools. A result so grand awakens a thrill of exultation in every philanthropic heart. But it must not be forgotten that it was the avowed policy of the school officers to prosecute defaulters only as a dernier resort, and then to use these with delinquents for their moral effect.

DAY INDUSTRIAL SCHOOLS.

Another feature of this Glasgow movement, and representing a kind of supplementary effort coming up naturally to the help of a compulsory law, was the establishment of what were called "day industrial schools," in which a class of children, not easily manageable

in schools of the other kind, were put under a regime suited to their special needs.

In all large cities, and in rural districts as well, there is a class of children who have been ushered into life with the moral damps of evil and criminal associations lying around them, and they grow up through infancy and childhood with the infection in their blood. The children of intemperate parents, of deserted wives or widowers without employment, or of families where disease and poverty and crime have thrown the little ones into the cruel mills of necessity to fight for their very bread on the streets—this class of children are neither morally nor mentally fitted to be classified in the ordinary school—not, at least, until some species of preparatory training has made them ready for the place.

The suggestion, therefore, of day industrial schools for children such as these, grew very naturally out of the effort to secure universal attendance upon the schools, and to have such school privileges as would be adapted to all. These schools, however, as being a part of a system of appliances intended to secure attendance upon school, are largely of a reformatory character, and tributary in this way to the certified schools—so that they must not be identified with what in this country are called industrial schools. They are simply an expedient for pressing the truant and the incorrigible into a willingness to accept the privileges of the other schools. They have, however, stimulated a fruitful line of inquiry and experimentation in Europe and in this country, looking toward the possible modification of our whole school system, by the introduction of some sort of industrial curriculum in our public schools. This is not the place for an extended discussion of a theme like that; but there are certain aspects of it as related to the subject of compulsory education which we cannot afford to pass by.

INDUSTRIAL TRAINING AND COMPULSORY SCHOOL LAW.

As distinguished from day industrial schools, and from reformatory schools generally, it would seem to be one of the valuable lessons to be gleaned from the history of compulsory education, that industrial training as a part of the organic school life, as having a large and definitely outlined place in all elementary instruction and routine, would be the final justification of a compulsory school law. Not for pauper and criminal masses alone would such a curriculum

come with power to redeem from idleness, and thereby from shiftlessness and crime; but there is reason to believe that, if such a curriculum could be determined upon, it would be practically serviceable for the great mass of all classes of children, in better fitting them for the kind of life upon which they will be required to enter. If the public could be assured of that point there would be little hesitancy in accepting a compulsory school law.

Perhaps the most valid objection that can be made against coercion in education, is that which finds in the school organization as it now is, too exclusive occupation of the head, and none of the hand, too long and too persistent drill in the sedentary habit, and almost none in the active exercise of the limbs. It is often complained that the process of passive acquisition absorbs almost wholly the routine of the school-room, going out in scarcely any channel of immediate and practical application of what has been acquired, and that this tread-mill is enforced upon pupils for so many years of the formative period of life, that when done they are disqualified, the rather, for the occupations in which they must engage. At least, it is claimed, they are made dissatisfied with the rough lines of labor that must in most cases fall to their lot, that, in fact, the schools as now organized educate the children above the mode of life upon which, both by circumstance and capacity, they are destined to enter. How far this criticism is well founded we do not now assume to say, but simply allude to it as furnishing the most plausible ground for the popular lethargy in this country on the whole subject of coercive attendance upon school.

COMPARATIVE ESTIMATE OF SCHOOL PROGRESS UNDER COMPULSORY SCHOOL LAW IN EUROPEAN STATES.

Before leaving the European countries we must attempt a comparative estimate of the general school progress among the leading nations respectively, with a view to the practical working of a compulsory school law. We subjoin the following table of per cents of (a) school population attending school, and (b) adults who can read. The countries in which there is some form of compulsory education are marked *.

	Per cent of school population attending school.	Per cent of adults who can read.
*Austria.....	68	49
*Bavaria.....	112	86
*Belgium.....	89	86
*Denmark.....	92	84
*England and Wales.....	68	84
*France.....	78	.....
*Hungary.....	73	49
*Ireland.....	66	67
*Italy.....	42	41
*Netherlands.....	81	86
*Norway.....	86	87
*Portugal.....	32	34
*Prussia.....	91	94
Russia.....	8	11
*Saxony.....	101	88
*Scotland.....	91	88
*Spain.....	54	34
*Sweden.....	78	87
*Switzerland.....	98	88
*Wurtemberg.....	91	88
Compare with		
United States.....	63	88
Mexico.....	12	7
New Brunswick.....	105	.....
Nova Scotia.....	86	.....
Ontario.....	97	.....

LOW PER CENT OF SCHOOL ATTENDANCE IN THE UNITED STATES.

A mortifying fact brought out by this table is, that the United States, in the matter of school attendance, stands with the lower and more backward nationalities of western Europe. We are below Ireland, and very nearly in the company of Spain and Italy in this respect. There is no one of the great powers except England and Wales to which we can make any sort of approach; and if this is without doubt respectable society it is none the less a forlorn comfort, when we reflect that England, great as she is as a commercial power, and far in the lead of all other nations in science, and letters, and economy, and law, has nevertheless been—to say the least—remiss in her care for the masses.

There is this to be said, by way of offset in our case, that while our percentage of school attendance is so low, the gross number of adults among us who can read, is such as to send us considerably upward in the scale. Here we are in the society of all the great educating powers of Saxony, Scotland, Netherlands, Switzerland and Wurtemberg. Prussia, as an educating nation, outstrips the world.

It furnishes a curious problem, however, how the percentage of school attendance with us should be so low, and the percentage of adults who can read should be so high. The figures for England tell the same tale. This is due, we are inclined to think, to the widespread prevalence of other educating agencies among the English-speaking people, aside from the public schools:—the press, for example, pouring its floods of newspapers and books of all kinds almost gratuitously into every home. The pulpit, the sabbath school, the unwonted activity of the English and American mind—the very atmosphere of our civilization breathing around the illiterate, forces them, in a manner, to pick up the rudiments of learning after their school-days are past.

Illiteracy is certainly not a thing congenial to English or American life. We are accustomed to say that it is largely an exotic in this country, being thrown in upon us by foreign immigration, from non-educating countries and from educating countries, where the after-blight of feudalism still keeps certain classes low down in the social scale, and shuts them away from the privileges of the schools. Coming to this country they find themselves invested with the prerogative of voting citizens, and are compelled to acquire some measure of the reading intelligence that is afloat.

If this is true, it only complicates the problem with reference to the practical operation of a compulsory school law. In deciding this problem, it makes very great difference as to whether our illiteracy is indigenous or not. There were no need of compulsion if the genius of our institutions carries our own children easily and unresistingly into the schools, and if the assimilating powers of our civilization rapidly absorbs the foreign illiteracy that is thrown upon our shores.

But the facts in the case as we may look upon them in any individual instance, as, for example in any of the large cities in our land, will not warrant our entertaining so optimistic a view. We shall find a tendency on the part of a large portion of our own population, when left to themselves, to gravitate away from the schools, and away from the moral and intellectual culture which the schools afford. And so, therefore, despite this relatively large percentage of those who can read among our adult population, we incline to the opinion that the general teaching of this table as a whole, should be accepted as indicating the ultimate value of a rigorously executed compulsory school law.

Thus it is a fact that every one of the great nations of Western

Europe has compulsory education. And it is a further fact that in those nations among whom compulsory education has been most rigidly enforced, there are most extraordinary results to show. Prussia, for example, has 91 per cent of attendance and 94 of reading population. Saxony has 101 per cent of attendance and 88 of reading population. Bavaria, Denmark, Scotland and Switzerland follow suit. Among these people there is scarcely any one found who has not been in attendance upon the schools; and in Prussia it would be rare to meet with any one who could not read and write. These are all countries in which the compulsory regulations are energetically enforced. If we should set up 90 per cent of attendance as our ideal standard to be attained, we have here cases in which that limit has been transcended, and we need have no hesitancy in saying that among no people on earth could that limit be reached without a compulsory law. Even if these footings are not absolutely correct, they are approximately so, and will fairly represent the general educational condition of the old world.

PROBLEMATIC CASES—ITALY, PORTUGAL, SPAIN—THE APPALLING CONDITION OF RUSSIA.

But there are some countries on this list, among whom education is obligatory, that have very meagre results to show; for example, Italy, Portugal and Spain. The reasons for this are not to be found wholly in the ineffectual working of the compulsory school law. In Italy, for example, in 1877, primary instruction was made obligatory, but the law was not executed, and remained almost a dead letter till 1884, when the minister of public instruction resorted to special measures to have it enforced. In the meantime, it was stated by M. Rivera, director of primary instruction, that the insuperable obstacles in the way of enforcing the law were the poverty of the people and the poor quality of the teachers employed. "As the parents cannot give their children proper food and clothing, they hesitate to send them to school, when by keeping them away there is a chance to pick up a little money in looking out for the flocks, and in other ways." There is here, as in Spain and Portugal also, the *debris* of decayed civilization, and an inveterate pauper class against which all educational progress must struggle. In Spain, the whole system of public instruction was reorganized in 1882, and some of the most radical educational reforms were set on foot. Portugal, also, is but

recently in the field of primary compulsory education, and her methods of supervision are as yet so imperfect that it is impossible to get from the official department any statistics that are at all reliable.

The most impressive lesson gathered from the table is the educational condition of Russia. Here is no compulsory education, and almost no primary education at all. An absolute monarchy, having sway over eight million and a half square miles, with a population of nearly one hundred and three millions, it had, in 1871, but one pupil in school out of every one hundred inhabitants, and has made very little progress except in higher education since that time. It is therefore no wonder that the Czar's dominions should tremble so often from center to circumference with the rumblings of nihilistic discontent, and that the menace of dynamite should so often waylay the affairs of state. With 89 per cent of illiteracy, and the little area of light centering in the universities pouring out upon a people half barbarous, a materialistic and communistic philosophy, what hope is there for good government or national stability in such a state of things?

COMPULSORY EDUCATION IN THE UNITED STATES—TABLE OF STATISTICS.

Having traced, somewhat in detail, the rise and spread of compulsory education in the European States, we may turn now to our own country, and see what has been done in this direction in the several States. And as our researches and reasonings on this subject must involve the whole question of the educational condition of our country, as to school population, and enrollment, and attendance, and illiteracy, we subjoin a table, in which these items are conveniently arranged for reference. Those States marked with * have compulsory laws:

STATES.	School age.	School population.	Per cent enrolled.	Per cent of daily attendance.	Per cent of illiteracy.
Alabama.....	7-21	419,764	61	32	43.5
Arkansas.....	6-21	316,356	49	17	28.5
* California.....	5-17	235,672	76	53	7.1
Colorado.....	6-21	56,242	67	41	5.9
* Connecticut.....	4-16	150,601	82	53	4.2
Delaware.....	6-21	40,569	77	53	18.3
Florida.....	6-21	66,798	87	54	38.0
Georgia.....	6-18	508,187	56	37	42.8
* Illinois.....	6-21	1,069,274	68	46	4.3
Indiana.....	6-21	722,851	70	45	4.8
Iowa.....	5-21	623,151	75	46	2.4
* Kansas.....	5-21	411,250	74	51	3.6
Kentucky.....	6-20	571,793	40	25	22.2
Louisiana.....	6-18	291,049	28	18	45.8
* Maine.....	4-21	213,524	69	47	3.5
Maryland.....	5-20	295,215	60	29	16.0
* Massachusetts.....	5-15	336,195	102	74	5.3
* Michigan.....	5-20	577,063	70	45	3.8
Minnesota.....	5-21	359,366	62	28	3.7
Mississippi.....	5-21	447,571	59	34	41.9
Missouri.....	6-20	785,122	66	51	8.9
Nebraska.....	5-21	209,136	69	31	2.5
* Nevada.....	6-18	9,593	82	54	7.5
* New Hampshire.....	5-15	60,899	106	72	4.2
* New Jersey.....	5-18	349,242	61	34	4.5
* New York.....	5-21	1,702,967	59	35	4.2
North Carolina.....	6-21	504,281	56	34	38.3
* Ohio.....	6-21	1,082,295	70	46	3.6
Oregon.....	4-20	73,867	58	53	4.1
* Pennsylvania.....	6-21	1,422,377	68	45	4.6
* Rhode Island.....	5-15	58,858	84	60	7.9
South Carolina.....	6-16	262,279	71	44	8.2
Tennessee.....	6-21	571,829	61	36	27.7
Texas.....	8-16	311,134	79	20	24.1
* Vermont.....	5-20	99,463	73	48	4.9
Virginia.....	5-21	555,807	52	30	34.0
West Virginia.....	6-21	228,185	73	45	12.1
* Wisconsin.....	4-20	528,750	60	35	4.0

The first thing to be noted on inspecting this table is, that only Northern States—sixteen in all, have adopted a compulsory school law; and that all the Southern States, together with six Northern States, are set down as up to this date, unwilling or unable to secure the enactment of such a law. Now, what does this mean?

So far as the Southern States are concerned, it is easy to find a reason for their lack of interest in popular education in the long years of retarded civilization under the blight of slavery, and in the race caste which that institution settled so deeply in their social life. Until recently a large proportion of their population was without citizenship, and it was not to the interest of the rest that they should be made sufficiently intelligent to desire it. After that order of things had been swept away by the war, there still remained the old race prejudice which has kept back that people from any impartial and aggressive measures toward rendering school privileges univer-

sal. There is a slow and steady advance of these States out of this unhappy condition of things, but certainly it is nothing to be surprised at that not a single one of them should have had any thought of resorting to coercive measures to get their children to school.

When, however, we are obliged to put into this list some of our most flourishing and cultured Northern States, Indiana, Nebraska, Minnesota, and our own Iowa, the problem becomes a little entangled with conditions lying deeper than what we should at first suspect.

IOWA—EDUCATIONAL STATUS.

Take Iowa, for example. We have no compulsory school law. Several unsuccessful attempts have been made to secure the enactment of such a law. There is always a strong advocacy of compulsory education in the teachers' associations and among the legislative bodies of the State, but the sentiment has never been persistent enough to put such a law upon the statute book. It cannot be from social environment or lack of interest, as in the Southern States, that Iowa has held back from this special mode of promoting the efficiency of the schools. It could hardly be that there is no felt necessity of a measure so uniformly resorted to by all the great nations of Western Europe and nearly one-half of the States of the American union, and all the Northern States except six.

It is, indeed, true that Iowa has the distinction of having the lowest percentage of illiteracy of any State in the Union, and singularly enough, Nebraska ranks next. Both of these States are on the non-compulsory list. But, this fact, whilst unquestionably complimentary to the general intelligence of these States, ought not to be accepted for anything more than it is worth. As already intimated, the percentage of illiteracy depends upon causes reaching back of the schools to the social standing of the original settlers of a State, and the kind of immigrant population that subsequently arrives. As to general intelligence, Iowa stands at the head of all the States of the Union, but this extraneous distinction should not blind us to the fact that certain other estimates have a damaging story to tell.

Thus, while it is true that 75 per cent of our school population are enrolled, there is only 46 per cent of that population in average attendance on the public schools. That is to say not one-half of the children that are of the requisite school age are found in the schools. This state of things is made to hint the more decisively toward the

necessity of a compulsory school law, when it is noted that nearly 76 per cent of the whole number of school children are enrolled, while the average daily attendance falls considerably below one-half. We are thus allowing more than one-half our school children to withhold themselves altogether from the schools, or, having entered, to fritter away their opportunities by truancy and neglect. If this be a fair statement of the actual facts in the case, what in a little time will be the result? Evidently illiteracy will very much enlarge its borders, and our reputation for general intelligence will speedily decline.

COMPARATIVE ESTIMATE OF THE LARGER STATES—NEW YORK, ILLINOIS, OHIO AND PENNSYLVANIA.

We may now proceed to a comparative estimate of some of the larger States where compulsory education is in force, to see if its practical workings are such as might be hoped. New York, Pennsylvania, Ohio and Illinois, are respectively represented by over a million school population, and at varying dates, and with provisions somewhat diversified to suit the special needs of the locality, have enacted compulsory school laws. Let us briefly inquire into the experience of these States with reference to the kind of law they have adopted, and the extent and manner in which they have carried it into effect.

New York struggles against the constant influx of the riff raff of the old world, and the sloughings of European pauperism and discontent as a kind of social sewerage, often deluging the whole system of municipal government in the metropolis. We shall not be surprised therefore that, notwithstanding the menace of a compulsory school law, there should be an enrollment of only 59 per cent out of a school population of 1,702,967, an average daily attendance of only 35 per cent, and that the illiteracy should be 4.2.

New York City in an especial manner should feel the need of such a law, and bring every agency to bear in coercing the children to school. From the report of the Board of Education of that city for 1884, we gather the following interesting items: (1) Under the amended law the board employed truant agents, whose entire time was devoted to the duties of their office, who were empowered to apprehend all children between the ages of eight and fourteen who might be found wandering about the streets and public places of the city during school hours, and bring them to school. During a single

year these agents returned to school 2,247 truants and placed in school 782 non attendants. (2) The board report that "the failure to send their children to the schools is confined almost entirely to the cases of very poor or illiterate immigrants and of the vagrant and criminal classes."

Illinois, with about the same school population, 1,069,274 of a school age, from 6 to 21, has a somewhat higher showing in per cent of enrollment (68, as against New York, 59,) and in per cent of attendance (46, as against New York, 35), and about the same illiteracy (4.3, as against 4.2). The Illinois law, passed in 1883, has none of the special provisions of the amended law of New York with reference to truancy and the employment of children under age, but simply requires every person having charge of any child or children 8 to 14 years of age, to send such child or children to a public or private day school for a period of not less than twelve weeks in each school year, unless such child or children be excused by the school officers of the city, town, or district in which the child or children reside, the penalty for violating the statute being \$5 to \$20.

Inasmuch as large cities are in the main to be benefited by a compulsory school law, and their success in executing it becomes the touch-stone of the practicability of such a law, the experience of Chicago as contrasted with that of New York, will be of interest to us in this connection. Information direct from the county superintendent, Prof. Albert G. Lane, assures us that "on account of technicalities, etc., the compulsory school law has not been enforced in Chicago;" and that "attempts have been made in several places to enforce it without success, and now it remains a dead letter." The reason of this doubtless is, that there is no adequate provision in the law for its enforcement. For non-compliance with the provisions of the act, any director, or member of any board of education, may bring suit for the recovery of fine and costs, and indeed the school officer is made himself subject to prosecution and a fine of ten dollars for neglect of his duty when his attention has been called to the offense. But what is everybody's business is nobody's business in the end. The provisions of the amended New York law, that especially in the case of the large cities, the board of directors shall be empowered to employ truant officers whose business it will be to bring the children to school, or otherwise see to the execution of the law, and that those employing, or causing to be employed, children of school age to the loss of their opportunities for instruction, should

likewise be subject to fine—provisions of this character are wanting in the Illinois law, and therefore it is a dead letter, as we are told.

Pennsylvania and Ohio have nearly the same school population. Pennsylvania, 1,422,377; Ohio, 1,082,295; the same school age, from 6 to 21; per cent of enrollment nearly the same (Pennsylvania, 68; Ohio, 70,); per cent of attendance nearly the same (Pennsylvania, 45; Ohio, 46,); per cent of illiteracy, considerable difference in favor of Ohio (Pennsylvania, 4.6; Ohio, 3.6.). These figures will render at once interesting a comparison of the main features of their compulsory school laws. Ohio has incorporated the following effective clauses in its law: (1) That no manufacturer, owner of mills or mines, agent, overseer, contractor, landlord, or other person, shall employ any child under 14 years of age during the established school hours of the locality, etc. (2) It is made the duty of the clerk of the Board of Education to prosecute every offense against the law brought duly to his notice. (3) Boards of Education are required to look after the matter of the employment of untaught children each February and September, and make provision accordingly. There is wanting the distinctive element of the amended New York law, a clause empowering boards of education to employ truant agents or some such officer, whose business it will be to see that the law is enforced. The Commissioner, in his last report, has therefore wisely urged upon the legislature an efficient truant law as necessary to secure the largest attendance upon the schools.

Pennsylvania, without having a compulsory school law after the customary form elsewhere adopted, has nevertheless since 1849 forbidden that any children from thirteen to sixteen years of age be employed in or about any factories, unless such children have attended school at least three consecutive months within the year of such employment, with heavy penalties affixed. It could hardly be expected that so meagre a law, with so feeble a grasp upon the evil of absenteeism, would work any noted result. And hence we hear the Superintendent of Public Instruction making this complaint: "Yet notwithstanding the law and its severe penalty to deter from its violation, we have convinced ourselves that it is in very many sections a dead letter, and requires far more care than it receives upon the part of citizens who have any deep interest in the matter." In other words, there is no adequate provision for enforcing the law already too feeble and hesitating in its grasp.

CONCLUSION.

To say the least, there must be a strong presumption in favor of an educational measure in which all the leading nations of the world are enlisted, and which has almost the unanimous advocacy of the teaching profession, and of those public officials who are best informed as to the necessities of the case. In face of this there is everywhere acknowledged difficulty in putting a compulsory school law into force. A close study, however, of this kind of legislation will make two things apparent, both setting aside any objection to the law on the score that it cannot be enforced.

First, wherever boards of education have been empowered to employ a special officer or officers, whose business it should be under some systematic method of search and report, to find out the defaulters and get the children to school, the end contemplated by the law has been gratifyingly attained. It has been suggested that this officer be partly police and partly missionary in his function, but mostly missionary, as being more in keeping with the kind of work he has to do. And this suggestion brings us to the second most important lesson from the study we have had in hand, namely that for the ends of public well being a proximate and provisional enforcement of a compulsory school law is all that should be desired. In the language of one of our most eminent educators, Dr. Welch, compulsory education should not be reckoned of value simply to the extent to which it can be rigidly enforced, but in the main it should be prized because of the "compulsory environment" it throws round the ignorant and the dilatory, and the general public interest it arouses in the cause of education as lying also at the very heart of the national life.

In retiring from the office of Superintendent of Public Instruction, which office I have held for the past six years, I desire to return my sincere thanks to the people of Iowa for the hearty co-operation and generous treatment which I have uniformly received at their hands.

I am under deep and lasting obligations to the county superintendents with whom I have been officially associated. I leave this work with increased confidence and faith in our school system, and a firm trust and reliance in the people to guard and strengthen it, to the end that education, thorough, effectual and free, may be the heritage of all generations.

I desire to acknowledge my gratitude to Hon. Geo. H. Nichols,

who has acted as Deputy Superintendent of Public Instruction during my entire administration. Also, to Mrs. Addie B. Billington, whose faithful services have been invaluable to me.

I congratulate the people of Iowa, in view of the election of Hon. Henry Sabin as my successor. It is a pleasure to transmit the trust I now hold to a man so worthy, so well fitted and qualified to receive it.

Respectfully,

J. W. AKERS,

Superintendent of Public Instruction.

REPORTS FROM COUNTY SUPERINTENDENTS.

ADAIR COUNTY.

BY M. W. HAVER.

Our schools are in a very prosperous condition, when we take into account all the surroundings. Many of the teachers are obliged to work under difficulties, from the fact that many of the schools are not well supplied with maps, charts, globes, etc. Our teachers as a class are faithful and earnest in their work, and appear willing to receive instruction in everything pertaining to their work.

TEACHERS' INSTITUTE.

The normal institute was organized in this county in 1874, with an attendance of forty-two. Since that time it has steadily grown both in interest and members. Last spring we had an enrollment of 220.

Am seeking to better prepare the teachers for the practical every day work of the school-room.

Have tried to adopt the latest and best methods, and to secure the best instructors.

Have divided the institute into four grades, adopted a course of study, and grant a diploma to teachers after having completed the course and passing a satisfactory examination.

Too much work of a general character has been done, without any special object in view, leaving the same work to be passed over year after year.

SCHOOL-HOUSES.

We have 137 frame school-houses. The buildings are all heated with stoves, but the windows of many of these are unprotected, having neither shades nor blinds. Very few of the buildings are provided with any means of ventilation except the windows. While a majority of our school-rooms are comfortable and convenient, yet quite a number lack both. Quite a number are without foundation and are not well protected.

GROUNDS.

Most all the school sites are pleasantly and conveniently located. The out-houses compare favorably with the school buildings. Where the school-houses are neglected, the out-houses are in the same condition. A majority of the school grounds are not fenced, although a few are well fenced and well kept.

Quite a number of trees have been set out, but on account of being unprotected, many of them have been destroyed.

SCHOOLS.

The average term in this county is eight months nearly. Male teachers receive an average of \$34.00, and females \$30.00 per month. All the branches required by law are taught. Penmanship is taught in all the schools, but perhaps not as a special branch.

Drawing is taught in the graded schools and in quite a number of the country schools. Vocal music is taught quite successfully in many of our schools.

I have made every effort possible to have my teachers comply with the school law of 1886. In many cases the school boards have neglected to do their duty in the matter, by neglecting to adopt any text-book on the subject. If we could have a compulsory law I think it would have a tendency to improve our schools. Too many parents send their children when they have no work for them at home.

BLACK HAWK COUNTY.

There has been a marked improvement in the scholarship of our teachers during the last year, and this higher scholarship has shown itself in our schools throughout the county. A teacher who does not make daily preparation for the work he has to do cannot expect to teach a successful school. I have considered it a duty to the children and patrons to subject the teachers to a rigid examination at least once a year, unless I have had *positive* proof that the applicants possessed a thorough knowledge of the common branches.

These examinations have created much enthusiasm and a desire on the part of the teachers to excel unlike anything else in this county, and this enthusiasm is carried into the school-room awakening the latent powers of every child. When teachers are aware that they are not held accountable for what they do in the school-room, or that their certificates will be renewed

when the year is up, pay very little attention to study and improvement. No profession needs more daily study and preparation than that of the teacher.

It always has been a mystery to me why so many teachers dread an examination, when in fact these very examinations make the teacher broader, more accurate, independent and self-reliant than any thing else in the teachers' profession. A teacher who has studied during the year, attends the institute, passes a thorough examination is in every way better qualified to teach a successful school than the teacher who does not study nor attend teachers' meetings or institutes, but simply has his certificate renewed before his school begins. It makes no difference how well a teacher is educated he must be a student, he must gather new material every day, he must store his mind with useful knowledge that he may interest his pupils. But where is there a place that a teacher can collect and garner more facts than in teachers' meetings and live institutes.

Every county is afflicted with these idlers and fossils whose exit every true friend of the schools would hail with delight. It is our duty to weed out these drones and antiquated teachers, and put in their place teachers who are willing to spend time and money to prepare themselves for the profession. There can be but little progress in our schools unless our teachers are scholars, and scholarship means study.

TEACHERS' NORMAL INSTITUTE.

The graded course has been adopted in the county and is giving almost universal satisfaction. Teachers who hold first-class certificates, who have taught successfully for at least three years, and have attended not less than three normal institutes, are admitted to the A grade. Certificates of attendance at a normal school or normal course in any of our best colleges are accepted for normal institute attendance.

Teachers who complete the work in this grade pass an examination in all the branches with an average of 92 per cent are awarded diplomas of graduation, but in no case will a diploma be awarded unless the applicant has had three years of experience in the schoolroom. The class of 1886 numbered seven; their average age, twenty-seven; with an average experience of five years in the school-room. The class of 1887 numbered eight, the average age was twenty-five with something over four years' experience on an average. Only the best scholars can pass the rigid examinations required for promotion and graduation.

All teachers holding second class certificates, averaging not less than 86 per cent, having had two years' experience and attended not less than two normal institutes, are admitted to the B grade. Those completing the studies in this grade and passing an examination in all the branches, and making an average of 90 per cent, will receive certificates of promotion to the A grade. But in no case can a teacher pass from the B grade to the A grade unless he holds a first-class certificate with an average of not less than 90 and not below 85 in either arithmetic or grammar.

Persons holding certificates averaging less than 86 per cent who have had one year's experience and have attended one normal institute are admitted to the C grade, also persons who have never held certificates but are graduates of high schools. Those who complete the studies in this grade, pass an examination and make an average of 85 per cent, receive certificates of promotion to the B grade.

The D grades includes all persons not included in the three preceding grades, and those completing the studies in this grade passing an examination and making an average of 80 per cent are granted certificates of promotion to the C grade.

The aim in this county has been to make teaching a profession, and that only thorough scholars can become professional teachers. A poor scholar may teach a good school, but if this same person had a good education he would teach a much better school.

The real aim in the last two years has been to make the institute more professional, to pay more attention to methods, yet much of the time must necessarily be spent in reviewing the common branches, and this cannot very well be changed as long as teachers are allowed to teach who are only seventeen years old.

This county has a large institute fund, and therefore can employ the best talent. I believe that many teachers in the State receive institute diplomas who are really not entitled to diplomas. It is my opinion that no teacher should receive a normal institute diploma who cannot pass an examination for a State certificate. In this county all the graduates have either been graduates of the Iowa State Normal or some college or high school, with perhaps one exception. Successful experience and thorough scholarship are the essential requisites for a diploma. The teacher who holds a diploma should at all times be ready to pass an examination for a first-class certificate in any county of the State.

If county superintendents would not issue a diploma unless they knew positively that the teacher to whom it is granted could pass a rigid examination in any county of the State and obtain a first-class certificate, then these diplomas would be recognized as something of real value. But when from thirty to fifty teachers receive diplomas at an institute it is patent on the face that there are some in the class who cannot obtain a first-class certificate in every county of the State.

SCHOOL HOUSES.

Three school houses were built during the last year, one of which is a fine two-story building in the village of Hudson. We have two school buildings in this county heated by steam, viz: one in West Waterloo and one in Cedar Falls.

The fuel in this county is soft coal, with a few exceptions where wood is used.

Two school houses, one in East Waterloo township and one in Bennington township, have windows only on one side and then on the ends, the

children facing the side where there are no windows. I like this arrangement much better than where the light comes from both sides and the children facing the end.

As a rule the teachers take much care to have the room well ventilated, yet many school houses are poorly arranged for ventilation. In our country school houses, windows and doors are the only means by which the school rooms can be ventilated. Nearly all of our school rooms are well seated, some few in the country even having single seats.

GROUNDS.

Many of our school grounds are much neglected, yet there seems to be a tendency on the part of school officers to keep the grounds in better condition than in years past. The same is also true of out-houses.

Fences are much dilapidated, and in many localities there are no fences. Cattle are not allowed to run at large in this county, which has created a sentiment against fences.

There are not many school grounds in this county where the required number of trees are in healthy condition. The trees as a rule have been planted, but through neglect or inattention have either died or been destroyed. If I am re-elected shall call attention to this matter of planting trees early in the spring. Very few trees were planted last spring on arbor day, as it was at least three weeks too late to plant trees. Deciduous trees should be planted very early in the spring.

SCHOOLS.

During the last year there has been a tendency in this county in some townships to shorten the terms.

There is only one township where they have nine months of school in the year. Seven months is generally the average in our county schools; four in the winter and three in the spring.

The drouth of this summer will have a tendency to lower the salary of teachers; in fact it has already done so.

All the common branches are generally taught, but of all branches language is neglected more than anything else.

Much attention has lately been given to penmanship and drawing.

Every school in the county substantially complies with the law in regard to the teaching of hygienic physiology.

Welch's Classification Register has been introduced into all the ungraded schools of the county. But there is some difficulty in getting reports from the teachers.

Teachers should be compelled by law to report to the county superintendent at the close of each term of school.

BUENA VISTA COUNTY.

BY CHARLES J. CONNER.

Educational interest and enthusiasm seem to be in a very promising condition in this county; our teachers, as a rule, are bright, progressive *students*, and take a live interest in everything in the line of improvement. During the past year six meetings of the Buena Vista County Educational Association have been held; two at Storm Lake, one at Alta, one at Newell, one at Sioux Rapids, one at Early, and the attendance at all of them has been such as to convince one of the abiding interest of our teachers and the general public in everything that has for its object the mental improvement of our pupils. Three joint meetings have been held with other counties, two with Sac and one with Clay, at which valuable programmes have been carried out to the mutual advantage of all parties. We are under lasting obligations to the superintendent and teachers of Sac county for the very cordial treatment we received at Early, and feel that we have been largely benefited by contact with them in the discussion of school matters. The meeting with Clay occurred just after a heavy rain storm, which prevented many of the Clay teachers from attending; about twenty braved the storm and muddy roads and made us happy at Sioux Rapids. We are following a graded course of study in our country schools, with fair success, nine townships using it in all of their schools, and it is in general use in the other seven. In connection with the course of study we use Welch's Classification Register, and endeavor to give pupils credit for all good work, as well as to put poor work on record; this acts as an incentive to better and closer application, and we are securing good results. Certificates of promotion are given to pupils completing the First, Second, Third and Fourth Reader grades, and county diplomas granted to those completing the Fifth Reader grade and passing an examination with a grade of 85 per cent., with no study below 70 per cent. Thus far we have granted 27 county diplomas. Second grade certificates are issued to bearers of diplomas without further examination, upon payment of the regular fee.

Teachers report to county superintendent all standings of pupils during the term, thus placing in our office a record of all pupils in school in this county.

Reports are also made to the parent at the end of each week, the leading features of which are, regularity, punctuality, grades, rank in class, and general behavior. Thus we unite parent, teacher and superintendent in the effort for the educational benefit of our pupils.

Professional, first and second grade certificates, are issued to our teachers. We have no use for third grades, deeming it best for persons who cannot obtain a grade of eighty per cent to attend some good school until they are better prepared for work.

In our institute work we endeavor to secure the same systematic arrangement of duties that is required in teaching. A graded course of study of three divisions is followed, and a fourth will be added as soon as possible. As a large number of our teachers come from the ranks of the common school pupils we endeavor to pay more attention to the teaching of methods than subject matter, and calculate to give the aspirant for pedagogical position as much professional training as possible under the circumstances. As a criticism upon the institute work we would suggest that too much time is wasted in preparing or attempting to prepare persons to pass the examinations, and would urge that they be allowed to do this work in school, rather than spend the time in the normal institute in doing what should have been a previous consideration.

Great improvement is being made in the plans of our school houses; many of the old ones were poorly built, ill lighted, and without any arrangement for ventilation. These defects are being remedied, and the little school buildings that are being erected now have good, solid foundations, handy halls and clothes rooms and comfortable assembly rooms. We are poorly supplied with apparatus, but directors are pretty generally yielding to the demands for more supplies.

School sites are usually as good as could be expected; care is taken to get good, high ground, and as near to the center of the district as possible; most of them have trees planted all the way around, and some few have ornamental trees inside of the boundary lines; still, others have no improvement in this line at all.

A general disposition is being manifested to lengthen the school term, and most of the townships are having seven and a half and eight months school. Teachers receive from \$25 to \$35 per month in our country schools, and from \$35 to \$125 per month in graded city schools. Our courses of study cover all of the common branches, and the elements of science, Latin and German being taught only in the High School of Storm Lake.

The law on special physiology is being pretty generally complied with, and as our county is so much in favor of prohibition, good work is being done.

The Hawkeye Business College, founded in 1884, is the only institution in the county that affords thorough practical instruction in the normal and business branches, and is doing a good work. Students are thoroughly drilled in all the common branches in addition to the work in bookkeeping, penmanship, business arithmetic and commercial law. Much attention is given to rapid calculation and actual business practice, thus giving pupils a good start on the road to success in life.

CALHOUN COUNTY.

BY J. F. LAVENDER.

I. CONDITION AND PROGRESS OF EDUCATION IN THE COUNTY.

During the last year the school work of our county has been a "path" rather than a "tread-mill."

Teachers, school officers and patrons have all been zealous in good works.

Our last institute was an eminent success in every respect. There was a gain in attendance of nearly 40 per cent over any previous year. Teachers are reading more of every kind of professional literature.

A course of study and a classification register has been placed in every school in the county. Teachers have heartily co-operated with the superintendent to improve the organization and classification of the schools of the county. Good results are already noticeable.

A want of uniformity of text-books is the greatest obstacle to complete success.

II. TEACHERS' NORMAL INSTITUTE.

a. Organization.

The course of study arranged by the "Advisory Council" of the State Department of Education was adopted two years ago. A class graduated at our last institute.

b. What we seek to accomplish.

Our aim is to not only give the teachers a broader scholarship and working models for the school-room, but to ground them in the principles that underlie all true methods of instruction and culture.

c. Methods.

Our method has been to teach the general principles of methods of culture, methods of instruction and school management, and vitalize them in regular class drill in assigned lessons in the "subject matter" embraced in the common school course.

d. General and special features.

Drawing, the rudiments of vocal music, and the school law of Iowa will receive special attention at our coming institute.

III. SCHOOL HOUSES.

a. Construction.

Fourteen new houses have been built during the year, all in the most substantial manner, on stone and mortar foundations, with double floors deadened with grout.

b and c. Heating, ventilation and lighting.

All have been well lighted, and nearly all have been heated and ventilated by the circulation of fresh heated air introduced into the room through a cold air duct and hot air furnace, the foul air escaping through a ventilating shaft built in connection with the chimney.

d. Furniture, black-boards and coal houses.

All have been furnished with comfortable patent furniture, all have had sufficient black-boards for the needs of the schools, and all have had coal houses attached to the rear of them with a door opening from the school room to the coal house.

IV. GROUNDS.

a. General condition.

There is a great improvement in the general condition of the school grounds. Many of them have tame grasses growing on them and otherwise presenting a pleasant appearance.

b. Out-houses.

These are in better condition, experience showing that it is necessary to build them substantially and anchor them deep in the ground to keep them in position against strong winds.

c. Fences.

But few of the sites in our county are fenced, the herd law being in force in our county.

d. Trees.

Much labor and pains have been expended in this direction, but the last year has not been favorable for landscape gardening. Not more than half of the sites have thrifty growing trees.

V. SCHOOLS.

a. Length of term.

The length of term has not increased, seven months being about an average.

b Teachers' salaries.

A slight reduction in teachers' wages was made in several townships last spring. Thirty dollars is about an average price per month.

c. Branches taught.

None are taught except those required by statute for a teachers' certificate except in a few schools.

d. Special branches.

1. Penmanship: Quite an improvement is seen in this branch, principally, we think, from the increased amount of graphic work demanded of the pupils by the teachers.

2. Drawing: This is becoming a regular exercise in most of our schools. It is used, however, as an entertaining exercise rather than a cultivation of attention, minute and close observation and a skillful use of the hand.

3. Vocal music: The rudiments of this branch are not taught in any of the schools. Singing exercises are had in a large number of them.

4. Hygienic physiology in compliance with the State law of 1886: This branch is receiving its proper attention. The teachers very willingly present this branch and the several boards of directors have complied with the law as explained in the circular letters of the State Department.

CASS COUNTY.

BY RUFUS H. FROST.

The educational situation and outlook in this county are in most respects very gratifying. An excellent school sentiment prevails among our people. Patrons of the schools generally appreciate the efforts made to better the condition of their children, and every movement set on foot to increase the usefulness of the schools meets the approval of the people and is given an honest trial. Our people do not look upon the school teacher as a public enemy, to be harrassed, or tortured, whenever opportunity offers. The exalted position of the teacher commands respect. The value of her work is rarely compared with that of the common farm laborer, and senseless criticisms are seldom heard. Our people have learned the admirable lesson that "the way I was taught" is not, necessarily, the best way.

School-boards, generally, are doing as well as can be expected under existing laws. They look after school interests with considerable care. While

in many sections teachers' wages have been lowered to a most unsatisfactory point, the boards of this county have, as a rule, paid fair wages. The teachers' pay ranges from \$30 to \$40 per month, in the rural schools, while in the towns it is \$40 to \$50 per month for subordinate teachers. Teachers in the high schools, principals and superintendents, receive greater compensation.

While school boards in one or two townships have followed the unwise policy of paying all teachers the same wages, regardless of experience and efficiency, most of our boards make a difference of five dollars per month between those who carry first class certificates (these being experienced teachers and of good scholarship) and those who carry second class.

The financial management, in the main, is economical and wise.

With few exceptions, our teachers appreciate their responsibilities. We have a wide-awake, progressive corps. The majority of our teachers buy and read professional books, and all read educational papers. The spirit of self improvement is manifest everywhere, and the practice of preparing each day's work in advance is almost universal here. The monthly teachers' meetings and the normal institute are well attended.

The normal institute has been graded for eight years, and a regular course of study is pursued. Four years are required for completion of the course. Teachers are promoted from one grade to another if they have attended fifteen days during the term, and pass satisfactory examination. Upon completion of the four years' work, diplomas are granted. The first class was graduated in 1883. These teachers are leaders, and exert a wide-spread influence for good.

As girls of seventeen years are permitted to perform the functions of teachers, girls of fifteen, who expect to make teaching their business, are encouraged to attend the institute and fit themselves, in some measure, for the discharge of the grave duties of the teacher, before actually entering upon the teacher's work. The wisdom of this course has been demonstrated.

The leading thought, in the management of the institute, is the improvement of teachers, by giving them such training, advice and instruction as seems best suited to their needs. The normal institute is a valuable part of our school system.

The school-houses of the county are, as a rule, very well built. They are comfortable and well lighted. There are blinds on many of the houses; the buildings are well painted and are kept in good repair. The interiors are fairly well arranged. Not enough care has been taken in the selection of seats, and there is, generally, too little blackboard surface. Most of the houses are supplied with Webster's Unabridged Dictionary, and many have charts, maps and globes. No attention has been paid to ventilation in the country school-houses, but most of those in the towns are reasonably well ventilated.

The school grounds, generally, are fenced, and trees adorn the yards. There are two privies on the grounds of nearly every school-house. These are generally kept in repair, are clean, and unsullied by pencil of poet or artist.

Seven to nine months' school is taught in the various districts. The branches taught are those upon which teachers are required to be examined, and, in addition, civil government and book-keeping. In some townships algebra and natural philosophy are required also.

Our teachers are making faithful efforts to comply with the law in reference to teaching physiology and hygiene. Few of them have been able to teach the subject in a manner that is satisfactory to themselves. In rooms containing but a single grade, there seems to be no difficulty in presenting the subject in an intelligent, interesting and effective manner; but in the rural schools, composed of pupils whose ages range from five to twenty-one years, and whose acquirements are necessarily greatly varied, and in which the daily recitations, before the law went into effect were already more numerous than was desirable, the matter is quite a difficult one.

As I am about to retire from the office that I have held so long, I would offer a few suggestions.

As improvement of teachers must precede the improvement of the schools, I think it would be wise for the State to establish and foster a system of normal schools. I believe that such an institution in each congressional district would be well patronized, and the results would be valuable. These schools should at least be accessible, and so numerous that teachers and others of small means may attend them with the minimum of expense. It is believed that the graded establishment of these institutions would not be burdensome to the people. The beneficent influences that would go out from them cannot be measured.

A great hindrance to our work is the fact that directors are elected for but one year. Every spring a new and inexperienced board takes charge of affairs. As a result, one board does not fully learn its duties before it is superseded by another, to the great detriment of the schools. Directors should be elected for three years, and in such manner that a majority of the board will always be old members. It seems to me that this is wholly in the interest of the people. Not only will the financial management be better, but boards will feel more disposed to study the school problem, and will be able to carry out plans for improvement of the schools.

I believe it is nearly the unanimous feeling among directors—especially in the rural districts—that they should receive compensation for their services. I share in that feeling. Directors spend several days for the public during the year for which they receive nothing. The public elects officers to do its work. It wants good work. It holds officers responsible, and is willing to pay a reasonable sum for their services. With assurance of moderate compensation, some of the best men in the various districts would serve as directors, while at present many of them decline to serve. In most cases, in the rural districts, "the office seeks the man," and in many instances canvasses a whole neighborhood before finding a man that will accept. As a matter of sentiment, the theory that every man should be willing to serve as school director, and to do it gratuitously, is all very good, but the practical fact is that comparatively few men are so inclined.

I think that provision should be made for stated meetings of school officers at the county seat. The meetings should be held once or twice a year, and should be composed of the presidents or other representatives of the boards, and the county superintendent. Districts not represented should forfeit some portion of their school funds. At these meeting arrangements can be made for all desirable uniformity of action by the various boards, officers will obtain a clearer conception of their duties, and plans for improvement of the schools may be discussed. Thus will be secured more intelligent action on the part of the boards, greater interest in the schools will be awakened, and a general improvement will result.

School visitation is a matter of great importance. No superintendent can personally supervise the workings of the schools in the most profitable way, and also attend to the duties of the office. Indeed, could he give his whole time to visitation, the number of schools in most counties is so great, and distances to be traveled are such that he cannot make the impression upon the schools that is desirable. In this county 178 teachers are employed, and they are scattered over an area of 576 square miles. To visit the schools of the county once the superintendent must drive more than twenty-three hundred miles. Were all these teachers in the schools of some city containing but a few square miles, where their work could easily be inspected, the authorities would employ not only a superintendent at a good salary, but, probably, an assistant superintendent. No one thinks such a course extravagant, and it is not. Our duties toward the children of the country are quite as imperative as toward those of the cities. Closer supervision is needed in the country, for there, teachers, as a class, have less experience and fewer opportunities for improvement. There is less stability in country school work, as most teachers change schools every term or two, and they labor under the disadvantage of having all grades in their schools, from the chart pupil to those studying higher arithmetic, etc. These are the teachers and schools that most particularly need counsel and assistance.

Probably all thinking persons agree.

First. That the schools need close supervision; they should be visited often, and

Second. That one person cannot do all that may profitably be done in this direction.

No form of supervision has ever been suggested that is so effective as visitation, provided the visits be made often.

After more than eight years experience in the office of county superintendent, I am quite convinced that, if it does not now exist, power should be given to school boards of two, three or four townships jointly to employ a superintendent for their townships. This superintendent should be made accountable to the county superintendent, to whom he should report as often as required. The expense of such sub-superintendency would not be great. The benefits to be derived from the employment of superintendents are manifold. I will not discuss them here. In all large enterprises, requiring many workers, the services of more than one supervisor is found necessary.

I do not think that educational work is an exception. It is no longer a question if the county superintendency shall be abolished; but rather, shall the superintendent's hands be strengthened, and his power for usefulness be enlarged.

CEDAR COUNTY.

BY MRS. A. N. FILSON.

For eleven years past Cedar county has honored ladies with the office of "County Superintendent of Common Schools." To refer to the progress of education it is necessary to refer to the chief agencies which we claim produced the progress. The first step taken to bring about an educational revolution was subjecting all the teachers of the county to a rigid examination. This reduced the number of teachers about one-third and raised them in value proportionately. This has been adhered to strictly, and it has not only raised the value of teachers, but has kept many boys and girls in school for more thorough preparation than they would otherwise have made. Five graded schools send out graduates, year after year, who are well prepared to take the places open to high school graduates, either in our colleges or University or in the different vocations of life.

Our rural district schools are nearly all using Welch's Classification Register and its accompanying "Course of Study, Revised." This is proving a great benefit in securing a degree of uniformity and system which was entirely absent previous to its adoption.

While we realize that much good has been accomplished by the introduction of this work, yet we see the necessity of constant supervision and earnest effort to bring about the best results that can be attained. Five district schools have sent out graduates who are now teachers. This proves conclusively that the common school branches can be completed in our district schools and it has a tendency to increase the attendance of our older pupils.

The teachers' normal institute convenes once a year and is organized on the plan of a normal or training school. We have adopted the State course of study for institutes and find that it is working wonders—teachers as well as pupils work better with an end in view. We aim to make each recitation a model one, and then give a few minutes at the close for questions and discussion. In the course of study outlined for the institute, each year we suggest work to be prepared before the beginning of the session. We also catalogue the names of all who attend normal, giving the

grade to which each student belongs. This furnishes school boards information regarding the qualifications of teachers.

To me it seems that the normal institute fills a place that cannot be filled in any other way until the law compels special preparation for teaching. That we attempt too much is probably the greatest mistake made by superintendents and instructors at these short terms of the normal institute, yet even a training school could not correct and remedy the defects found in many schools as easily as the normal institute can under the judicious management of a superintendent who is well acquainted with the condition of the schools and the teachers who teach them.

We are well provided with school-houses. On an area of five hundred and seventy-six (576) square miles we have one hundred and seventy-two schools. The older buildings are being supplanted by new ones of modern style and improvement. They vary in size according to the prospective needs of the district at the time of building. The interior of the best ones is reached through a door that opens into an ante-room at the end of the building next to the public highway. This ante-room is four feet wide and one-third as long as the end of the school-room. This leaves a recess on each side of the ante-room in the main room, and these recesses are provided with hooks for wraps, shelves for dinner pails and apparatus, and a table for water pail, basin, cup, etc. The rostrum occupies about four feet of width the entire length of the ante-room and adjoining it. The lighting is done by means of three windows on each side and is regulated by blinds or shades or both. The heating in our district schools is done by means of stoves heated with wood or coal. As to ventilation, the teacher is expected to devise means for ventilating the school-room. In the buildings used for graded schools ample provision is made for ventilation, but in the rural districts where the younger and inexperienced teachers are employed the matter is entirely overlooked by those who have had it in charge. Ample funds are provided for securing the ordinary comforts of the school-room, and in some districts conveniences such as sufficient black-board room, dictionary, charts, maps, globe, etc., are found.

The lack of these things is not for want of funds, but simply because it is neglected by those who have the power to purchase them, or through such frequent changes of officers the responsibility is shifted from year to year until we find it hard to convince our directors that such things are necessities.

Great improvement has been made in the general condition of the school grounds. Teachers and their pupils usually see to keeping them in order, and with a few exceptions the acre or more of land belonging to each district is neat, provided with two out-houses in good condition, well fenced, has shade trees to the number of twelve or more, and a good well of water.

The average length of time each district is provided with school is eight months yearly. This is divided into terms according to the needs of the district. Where a majority of the pupils are young the most time is given to the summer terms. We discourage the idea of having schools in session during the months of July and August, and favor beginning the fall term

about the 1st of September, with a teacher who can teach the winter term, and, with two short vacations, teach six months without change of teachers.

Teachers' salaries for the summer and the winter terms differ from ten to fifteen dollars per month. For summer the average salary paid is twenty-seven dollars, and for winter thirty-seven dollars per month. This applies to the rural districts only, as our graded schools pay from three hundred and sixty to five hundred dollars for school year of nine months, to teachers under the position of principal, and principals received from six hundred to one thousand dollars per annum.

The common school branches are all taught, and in a number of schools elementary algebra, physical geography, and civil government are pursued during the winter terms. Drawing and penmanship are taught in every school in the county. All the vocal music we have is what our teachers and pupils can furnish without professional instruction, as very few of our teachers are prepared to teach this subject. Hygienic physiology, in compliance with State law of 1886, is taught in every school, but not to all pupils. There is still some opposition to obeying the law in spirit while we insist on its being carried out to the letter, but in my opinion we have no more opposition than is necessary to keep up a lively interest in this subject.

We have six teachers in this county, this summer, that are not provided with schools, and at least twenty-five teachers from adjoining counties who were induced to come here by the salary offered. One township (Gower) has adopted a uniform series of text-books during the past year, and at least twenty-five new unabridged dictionaries have been purchased during that time for the district schools. We see a great many things that are not as they should be, but believe that we are bringing about a system of classification and gradation for the district schools that will lift them above the uncertain and unsatisfactory manner in which the work has been and is still conducted in many schools. It is a work not of a day or a year, but a growth that requires constant and earnest supervision. To this end, I shall employ my best efforts, and earnestly hope to see the day when a certain course of study can be completed in the district schools with as much benefit to students as the same work in our graded schools.

CERRO GORDO COUNTY.

BY A. W. WEIR.

Our normal institutes were organized in two divisions, one for beginners and the other for teachers of extended experience. In each we have aimed to include the essentials for teaching, for the majority of the members

would teach during the year following, and would need, therefore, help in all the various kinds of school work awaiting them. We gave more time to reading, language and arithmetic than to the other branches, because these branches are more extensively taught and needed in our schools. In the instruction given at our institute we have made *methods* the main object; for in that respect our teachers are generally most deficient, and we have applicants enough who have sufficient knowledge of the branches and have the academic training. The tendencies of normal institute instruction are away from the elementary work, and yet it is this that is needed almost exclusively in our rural schools, and that is often very poorly taught and understood. Our teachers need to be told more explicitly *what to do*, how to work for definite ends and results, and how to systematize their pupils' work.

Our school houses are mostly frame. Some are well built, some very poor; the average is of fair construction. The heating is very good, except that the heads are apt to be altogether too warm while the feet are uncomfortably cold, sometimes actually freezing. There is usually an abundance of light, but from both sides of the room. The ventilation of our school houses is deplorable. In the poorly-built ones the air circulates through the walls freely but not properly, especially on a windy day. In those which are well built there is apt to be an utter want of fresh air much of the time, the teacher not noticing the gradual vitiation of the air in the room. The windows and doors seem to be the only means for ventilation, and these are often unsuitable on account of drafts and sudden changes of temperature. The cheap appendages of windows, for ventilating purposes, are mostly a matter of theory only, promulgated at teachers' gatherings, and not generally put in practice. Most of our school houses are otherwise reasonably comfortable; some are really elegant; a few are quite uncomfortable and neglected.

The general condition of the grounds of most of our schools is very satisfactory—dry, grassy, clean, and well-kept. A good supply of shade trees is found on many of them. Fences are wanting in many instances. The out-houses are very often in so bad a condition as to be a matter of serious alarm. The teachers no doubt fail to look after this matter sufficiently, or fail to find a way to remedy the evil; perhaps because these are delicate and unpleasant duties.

Our school year consists usually of seven months, divided into two nearly equal terms, although the division into three terms—winter, spring and fall—is rapidly coming into favor. The salaries range from \$22 to \$35 per month. In most of the rural schools the common branches only are taught. In penmanship there has been a great lack of *teaching*, but we are moving forward. In regard to hygienic physiology, according to State law of 1886, I can report a general willingness and great effort on the part of our teachers and directors to comply with the law, but it took some time for them to understand fully how to do it.

It seems that the visiting of our schools by the county superintendent is insufficient, for want of time. But under the present arrangements and

multiplicity of duties, no great change in this particular can be effected. The usual teachers' examinations, too, seem inadequate to distinguish between successful teachers and others. The directors are not always careful to employ the best teachers at their command. But above all, we need uniformity of text-books in *each school*, so that we shall have, at last, not more than one kind of readers of the same number or grade in the same school. We sometimes have four or more fourth readers or third readers in the same school. If our next legislature would only give *permission* to our school boards to purchase and own the readers, if not all the text-books, needed in their respective schools, it would help our schools more than anything else could. The present law of *forcing* district uniformity has been thoroughly tried here and has signally failed. I fear that a *forced* county or State uniformity would not be much better.

CHEROKEE COUNTY.

BY H. B. STREVER.

CONDITION AND PROGRESS OF EDUCATION.

The educational work of this county is in a fairly prosperous condition. Parents generally manifest greater interest in school work than at any time in the past. Better teachers and better schools are demanded in many sections of the county. Our greatest drawback is the lack of thorough and experienced teachers. With a uniform series of text-books in general use, a course of study generally followed, and a growing interest in school work on the part of parents, pupils and teachers, the outlook for the future is not at all discouraging.

TEACHERS' NORMAL INSTITUTE.

Organization.—In the organization of our institute we follow as closely as possible the graded course of study recommended for normal institutes.

Aims.—The objects ever kept in view in this county are (1) to give teachers a thorough review of all the common school branches, and (2) to enable them to become well grounded in principles and methods of teaching.

Methods.—Especially primary methods have received considerable attention in the past.

SCHOOL-HOUSES.

Construction.—With only two exceptions our school-houses are built of wood. The majority of them are of suitable size and substantially built.

Heating and lighting.—All country school-houses are heated with stoves and lighted from the sides.

Ventilation.—But little attention has been given to ventilation, the doors and windows being the chief reliance for ventilation in nearly every school building.

Comfort and convenience.—In internal arrangements comfort and convenience have been considered.

GROUNDS.

Condition.—But little attention has been given to the improvement of school grounds. But little will be done till the grounds are fenced. One township only, Cherokee, has fenced school grounds. Many trees have been set out but in many instances they have not been properly protected and in consequence have been destroyed.

Out-houses for boys and girls have generally been provided and are as a rule in fair condition.

SCHOOLS.

Length of terms.—In village schools 9 months is the rule; in country schools the average is now about 7½ months.

Teachers' salaries.—Teachers' salaries range from \$20 to \$40 per month in country districts. First-class teachers receive from \$28 to \$40 per month; second-class, from \$25 to \$32; and third class, from \$20 to \$28.

Branches.—The common school branches alone are regularly taught in country schools. Drawing is beginning to receive some attention in nearly all our schools. Our school boards have made an effort to comply with the law in reference to hygienic physiology.

CHICKASAW COUNTY.

BY A. O. MC FARLAND.

The schools of Chickasaw county have never been in a more prosperous condition than at present. Our people have never before more fully realized the truth of Gen. Grant's terse statement made some years ago in our capital city than they do at present, viz, "the free school is the promoter of that intelligence which is to preserve us a free people."

Our schools were classified some six years ago and a "classification register" and "course of study" adopted by the school boards throughout the county. This has proved to be an excellent plan. Common school diplomas

have been granted to some ninety boys and girls, and we expect to have several graduating classes during the present term.

A teachers' library association was organized in August, 1883. We have at present eighty-four members of this association, and our library contains nearly ninety volumes. Much good has been accomplished by means of this organization. Many of our best teachers have read a large number of professional works.

In eight of the twelve townships of this county we have a uniform series of text-books, and a number of schools in the other four townships have adopted the standard series.

Applicants for teachers' certificates are required to secure an average standing of eighty per cent for a third class certificate, eighty-five per cent for a second class, and ninety per cent for a first class. This standard enables the superintendent to reject many who might reach an average of seventy per cent, which is the standard for third class certificates in a majority of counties of the State, and still have teachers enough to fill the schools. It has a tendency to make applicants more thorough before they attempt to secure a certificate.

The first exhibit of school work, in connection with our county fair, was made last fall, in 1886. Twenty-two schools were represented, and the sample work attracted much attention.

TEACHERS' NORMAL INSTITUTE.

The spring normal institute of 1886 was well attended, and our teachers showed a strong interest in the work, but the spring normal institute of 1887 was the largest in the history of Chickasaw county.

This increased attendance over former years I attribute largely to the plan of grading the institute, which was adopted during the last session. The interest was excellent and the best of feeling prevailed throughout the entire session.

In our institute work here we are seeking to advance our teachers in scholarship and to present to them the best plans of teaching. The methods employed are of practical value to teachers. A model school of primary pupils has been an important and valuable feature of our institutes.

SCHOOL-HOUSES.

Of the 117 school buildings in this county all but two are frame buildings. The rooms are all heated by stoves, except six rooms in the Nashua school, which are heated by furnace. In a majority of cases the arrangements for ventilating are very imperfect. The only means of admitting fresh air being the door and windows.

We have patent seats in perhaps ninety or ninety-five of these buildings. There are no district libraries yet, and in perhaps one-fourth of the schools there is not enough blackboard space.

GROUNDS.

Most of the grounds are fenced and trees have been planted. There are, however, a few of the districts that have neglected to set out trees.

The outbuildings are not at all what they should be, in perhaps half the schools of the county. There should be some means provided to compel school officers to furnish separate outbuildings for boys and girls. In some cases I have found it necessary to make urgent appeals to school directors in order to get them to repair these privies, and even personal appeals have sometimes failed.

SCHOOLS.

In the rural schools of the county the average time taught during 1886 was 6.8 months.

Teachers salaries are low. The average salary for 1886 being only \$28.20 for the entire county, and in the rural districts the average salary was \$26.60. The above figures, which are correct if the district secretaries reports are reliable, show that our people are not paying the teachers living salaries.

All the branches in which teachers are required to pass an examination, except theory and practice of teaching, are taught. In a few, not to exceed three or four of the district schools, algebra is taught, while civil government and word analysis are taught in perhaps some twelve or fifteen of these schools. In our graded schools a number of the higher branches are taught. Drawing is taught in a very few of our district schools.

Hygienic physiology, in compliance with the recent enactment of our General Assembly, is taught in nearly all of our schools; but in many districts the boards have taken no action in the matter, leaving the teacher to give oral instruction in this branch.

REMARKS AND SUGGESTIONS.

In my opinion a circular prepared by the Superintendent of Public Instruction, and showing the average salaries paid teachers in a number of the counties of our State, and also the average salary paid for the entire State, might, if printed in sufficient number to reach all school officers, tend to increase the wages in some of our counties.

I believe that the average for certificates throughout the State might be raised to eighty per cent for third class certificates and eighty five per cent for second class.

CLARKE COUNTY.

BY J. J. TAYLOR.

There is an increasing interest taken in education in this county, though it is by no means as great as should be.

The increasing interest is shown by a better attendance at normal institute, more and better school journals are taken by the teachers, same teachers are raising their grade at examination, more parents are visiting their schools, and teachers are attending higher institutions of learning to become familiar with the higher branches.

Before January, 1886, no classification existed in the country schools, pupils were allowed to pursue their studies with irregularity, making a hobby of one branch and neglecting others, no record was kept of standing and advancement of pupils, and each succeeding teacher was compelled to begin and organize his school as if it were the first taught in the district. Now there is a course of study, prepared especially for the schools of this county, and a classification register in every rural school in county.

Teachers (with exception of a few antideluvians) are much pleased with change, and are giving the work their hearty support. Fourteen completed the course and received diplomas at close of spring term; several of these are now attending the high school at Osceola and other places. Have also graded or normal institutes; two classes have finished course of study, one in 1886, the other in 1887, and received diplomas.

The change in the plan of normal institutes has also met with approbation of our teachers, shown by an increased attendance. Knowing more teachers fail in their work from poor methods than from any other cause, the instructors who were chosen were able to give the teacher the newest and most natural methods for imparting instruction. Particular attention was given to didactics and language. One feature of our normal institute was an "institute exhibit," the first ever held in the county. It consisted of all kinds of drawings, composition and language work, letters of all kinds, examination papers, topic books, sets of books from book-keeping classes in the rural schools, biographies, etc.

In rural districts in most places school boards and teachers are trying to improve appearance of grounds in different ways. "Arbor Day" was observed by a number of teachers by appropriate exercises.

Length of term in country schools about seven months. Teachers are not so well paid as should be, but in the near future the salaries of deserving teachers will be raised.

Teachers are giving all the common branches more attention and trying to have the pupils become regular in the course of study.

In several rural schools several of the higher branches are taught, but one or two of those who received diplomas but had studied algebra, civil government, natural philosophy and physical geography; several had studied book-keeping.

Teachers are required to give fifteen minutes daily drill in penmanship. But little attention is given as yet to vocal music, but most teachers have a song mornings at opening exercises and after noon.

Considerable attention is given to both map and physical drawings. The Electric system is introduced in all grades of the Murray schools.

The teachers are generally complying with the new school law requiring the teaching of hygienic physiology.

Most of the school buildings are in fair condition and a good many are being furnished with apparatus.

CLAY COUNTY.

BY G. S. MANN.

In entering upon the duty of making a report to you of "The Condition and Progress of Education" in Clay county, I do so with a feeling of inability to do justice to the subject. However I will give you a few thoughts upon the subject that may serve to give you some idea of our growth and prosperity during my residence in the county. I have been a resident of Clay county for sixteen years, coming to the county in the spring of 1871. At that time school-houses were few and far between. The few settlers that were then here were mostly of an intelligent class of people, and at once took steps to organize schools. Our first schools were held in the kitchen or bed-room of some enthusiastic settler, and consisted of the children of the former and perhaps those of one or two of his neighbors, and the teacher in many cases was the good wife of the settler, or perhaps his daughter. A table and a bench or two, or a few stools, constituted the furniture, and for books we used any kind that came to hand, several little lads oftentimes reading from the same book. With little money, grasshoppers and poor crops, for a few years the wheels of progress in education moved slowly, but by diligence and perseverance, and an undying interest in education we have lived to see our prairies dotted with fine school-houses, furnished with the best furniture manufactured. We have steadily grown and increased in wealth until we now have over one hundred schools in Clay

county, presided over by a class of teachers that will compare favorably with those of the older portions of our State.

We held our first normal institute in the fall of 1873. At that time the institute seemed an experiment, and our teachers did little more than listen to the oral instruction given by the instructor in charge.

The teachers did not know what was expected of them, and the instructor did not understand their needs, and so both worked at a disadvantage. Gradually we have improved upon the plan of conducting our normal schools, until they are now short training schools, in which the teachers are the pupils, and we assign them lessons daily. Thoroughly reviewing them in their studies, and doing some advance work each year. The normal institutes are a power for good in my opinion. They serve to unify the work throughout the county; bring teachers in contact with each other; broaden the idea of our teachers; give them an opportunity to exchange ideas, and create a desire on their part to reach forth a helping hand and assist a needy brother.

SCHOOL HOUSES.

Our school houses are all of wood, and though we have some old rookeries our houses are, as a rule, good commodious houses, supplied with fair out-buildings. Our country school sites all contain one acre of land, and many of them have been surrounded with trees, and the others will be as soon as the land can be suitably subdued and prepared.

Our houses are nearly all heated by coal stoves, and ventilated by dropping the windows.

We have two graded schools in the county: One at Spencer, with eight rooms, and one at Peterson, with two rooms. Our Spencer schools are heated by a furnace in the basement. No means of ventilation except by the windows.

We have ten months school in our graded schools and seven months in our country schools per annum. Teachers' salaries range from \$35 to \$45 per month in the graded schools, with \$100 per month to the principal of the school, to \$25 and \$30 per month for the country teachers. Only the common school branches required by law are taught in our country schools. Penmanship has been sadly neglected, drawing and vocal music also have not received the attention they deserve. We are making an effort to bring up the rear on penmanship this season, with fair promise of success. I think all our schools will cheerfully conform to school law of 1886, with reference to the study of physiology and hygiene, with special reference to the effects of stimulants and narcotics upon the human system.

GENERAL REMARKS.

The bane of our common schools is, we have no teachers that enter the work as a vocation. The salaries paid to teachers will not warrant any person of energy in entering the work for any length of time. Consequently, our best teachers are constantly dropping out, and their places are being

filled by young and inexperienced teachers True, we are paying out a vast amount of money for education each year, but at the same time we are putting forth a vast amount of effort and doing a vast amount of labor, and I claim that the teachers, as a class, are the poorest paid laborers—taking into consideration the time and outlay of money required to prepare them to perform their labor—of any class on the face of God's green earth. "How to be happy, *though married*," is the title of a recently published book, and which, by the way, is the best thing about it It might be in order for some experienced person to write upon the theme, "How to *live*, though a teacher." The great need of the hour is better teachers for our country schools, and better pay for their services.

CLAYTON COUNTY.

BY G. H. SMART.

The Clayton county normal institute was organized in August, 1874, with an enrollment of 169. A session has been held each year since its organization, and we could not well dispense with it without serious injury to our schools. Our aim is to improve our teachers and instruct them in methods of teaching.

The school houses in the county are, with but few exceptions, frame or brick, and are in very good condition. The buildings erected for school purposes during the past few years were built with a view to comfort and convenience, and each year some old stone or frame structures give way to neat and commodious buildings.

There are three school houses in the county, in which furnaces are used; others are provided with common stoves. Generally, there are no special preparations for ventilation.

The general condition of school grounds is good, and that of out-houses about average.

A majority of districts have their school lots fenced, and have complied with the law relating to shade trees and barbed wire.

The average length of school in the rural districts is about seven months in the year, and in town schools, nine months.

In the rural schools but little is taught besides the common branches. Some attention is given to drawing. During the institutes of 1885-86, instruction in drawing was given by an experienced teacher, and teachers are making good use of the knowledge gained.

Hygienic physiology is being taught in all schools in this county as well as possible. When the law was passed a large majority were not prepared to

comply with it; but to their credit it must be said that they have, as a general thing, tried to prepare for teaching the subject, and are now doing fairly.

In conclusion, I will say our teachers are improving and the schools advancing, and it is our constant aim to make them better.

CLINTON COUNTY.

BY GEO. B. PHELPS.

In response to your request for a report of the condition and progress of education in this county, I beg leave to submit the following: In this county we have 319 teachers actually employed in our public schools, beside several private institutions in which a number of instructors are engaged. Each year a four weeks session of normal institute is held. This time is divided between the three different sections of the county. Eastern, central and western. Our aim in Institute work is to educate the teachers in the latest and most improved methods of instruction and at the same time to refresh in their minds the leading points in the various branches taught. We endeavor to make this work in methods practical, and to give to the teachers such suggestions as can be put into every day use in the school-room I have endeavored in attaining this end to secure instructors familiar with the work of our country and village schools and not those who have only a theoretical and visionary knowledge of our needs.

Our school-houses in the main are comfortable and reasonably well constructed with reference to light and ventilation. We still have a few of the lingering relics of early days in the shape of the old time, wooden benched, and badly ventilated houses, but year by year the number grows smaller. In many districts the school grounds are all that they could be wished—large, well fenced, nicely shaded and well kept. In a much larger number of cases they are in a very unsatisfactory condition. I feel that the Arbor Day circular letter from the State Department did much good this year and trust it will be repeated each year in the future. Many districts have not complied with the law as to the number of trees on their grounds. Fences and out-houses are in very many cases in a dilapidated condition. I feel that in too many cases our directors pay but little attention to such matters and wish there was some advisable means of calling their attention to these facts

Eight months is the usual length of school year in our rural districts, yet in two townships the board have voted a ten months school and in three others they have nine. Nine months is the usual length of time for village

schools. Teachers salaries vary considerably. In the summer will perhaps average twenty-five dollars per month in rural schools, and in the winter thirty-three dollars. I believe without an exception our schools are complying with the new law as to the teaching of hygienic physiology.

During the past two years we have attempted a pretty thorough graduation and classification of our country and village schools. We have formulated a course of study for the smaller graded schools of the county, and have secured the use of a classification register for the rural schools. I have each year visited all of the schools of the county once, and many of them a second time. We have a county teachers' association, and have held several very interesting meetings during the past year. I feel that some progress has been made but much yet remains to be done.

CRAWFORD COUNTY.

BY M. M. MCALPIN.

NORMAL INSTITUTES.

The first institute held in this county convened in August, 1873, with an enrollment of 46 teachers. The enrollment of the present session was 196. We are seeking through the normal to awaken in the teacher a higher appreciation of the profession; also the adoption of all the best methods of imparting instruction. This year I employed a lady of experience in primary work to give special training to teachers in this work. I think primary instruction is something in which country teachers are quite deficient, normal institutes should give prominence to this work for several years to come.

SCHOOL-HOUSES—CONSTRUCTION OF.

Most of the school-houses of this county are well built. The average dimensions of the country school-house is about 16x26, well lighted and ventilated, and furnished with a sufficient number of modern school-desks for the comfort and convenience of the pupils. Many of the schools, however, are deficient in apparatus, and this deficiency has been very detrimental to the progress of our schools.

The school-houses in the towns are all fine, substantial buildings, supplied with all the modern conveniences and apparatus. The brick building erected in Denison, in 1872, cost \$17,000. There are 170 school-houses in the county.

GROUNDS.

One acre is the general allotment for school purposes, and is always selected at the corner of four sections which form the subdistrict. The school-house sites in this county are, as a rule, very fine.

OUT-HOUSES.

Most of the out-houses are well taken care of, but the condition of a few are a disgrace to the whole community. I see no remedy for amelioration of this nuisance only the election of the very best men in the community as subdirectors.

FENCES.

Some yards are well fenced, others poorly, and still others not at all. Hitching-posts should be placed outside of every school-house fence, at about a distance of six feet from the fence.

TREES.

Most districts have complied with the law in this matter, and there are from 8 to 25 trees in almost every yard in the county.

SCHOOLS.

The average length of terms for the county is about 8½ months for the year. The average salary is about \$28 for the summer term and \$33 for winter, in the district schools, and an average of \$45 for the year in the town schools. We employ 190 teachers during 8½ months each year. All the common branches are taught in almost every school, while algebra, natural philosophy, and some other of the higher branches, are taught in the graded schools. Every township reports a compliance with the law in regard to the teaching of the effects of stimulants and narcotics on the human system. Our schools are all in splendid condition. Teachers are beginning to take more interest in their work, and, taken all together, I think the schools of our county will compare favorably with any in the State.

DAVIS COUNTY.

BY R. M. ANDERSON.

I am glad to be able to report the educational interests of Davis county in a prosperous and thriving condition. Many districts have a pride in their schools and elect school officers who are school men and who understand

that it is the wish of the patrons to secure only the best teachers and assist them to classify the schools so as to obtain the best results

These schools have attracted so much attention to the work accomplished that the *good work* will, in time, spread uniformly over the entire county, and the "little leaven will leaven the whole lump," if properly cared for.

The work of classifying and grading has been successfully carried out in the districts where the best scholarship has been reached, and in the last three years about sixty pupils have completed the common school course of study from the country schools.

At first some objections were urged against classification examination, etc., expense of paper, and the old, old story, "examinations are too straining on the minds of the pupils—excitement too great, etc."

But since parents and school officers have observed the *wonderful* advancement made in penmanship, use of capital letters, punctuation, spelling in manuscript and ability to express thought in writing, brought about by this method of teaching, the expense of material is considered a trifling matter.

Practical *application* of principles and rules produce better effects than theorizing and memorizing and secure more lasting results.

The examinations have stimulated the schools to earnest work during the entire terms. The successful teachers have caused no undue excitement or strain upon their pupils in this work, and the embarrassed and timid pupils have been strengthened and encouraged by their use. Pupils who are inclined to being timid and nervous must sooner or later get over these faults, and the teacher who can not *avoid* the excitement thus produced falls so much short of a successful teacher. Reviews and examinations of some character are found in all successful schools.

Our teachers' normal institute has been organized on the graded plan for three years. The course of study runs through four years, and is similar to the one recommended for use throughout the State.

Those teachers who complete the course with satisfactory results and hold first-class certificates are given diplomas.

Since this organization in the institute work, the attendance has been much increased and much more regular.

Nearly every teacher has worked to complete the course, and the instructors have been better able to give suitable work to each division, owing to the more uniform ability of the teachers in each division

The greatest objection to the institute work is the short term and want of compulsion in attendance by law.

Nearly all our school buildings are frame—size of sufficient capacity to comfortably accommodate forty to sixty pupils, lighted from each side, window sash constructed to be raised and lowered. Blackboards across one end of building, and in many buildings are made also between windows on side walls.

Lately the buildings are being lined and ceiled, as plastered walls last but a short time.

Our best blackboards are made of well seasoned broad boards, and when dressed and well painted make a lasting and good surface.

The school buildings are generally well supplied with seats and teacher's desk; but I am sorry to note that but few of our schools are supplied with maps, charts, globes, etc. However many of our teachers have supplied themselves in this direction and go to their schools prepared to work.

Since the law has required the planting of shade trees, most districts have fenced their school grounds and have thrifty groves that add much to the beauty and comfort of the school house sites. A few boards have neglected to comply with the law. The school boards have given attention to condition of out buildings and see that they are decent and free from obscene and improper language.

But a few districts maintain more than the six months term of school in each year.

Teacher's salaries range from twenty-five to forty dollars per month in the rural districts. In some instances wages are paid according to the success of the teacher, but most generally are established by the board without regard to applicant.

The course of study in our country and village schools includes no more than the common branches, that is, those upon which teachers are required to pass for certificates.

Since an effort has been made to grade the country schools, more attention is being paid to taking the regular course of study, and the law requiring the teaching of the effects of alcohol, stimulants, narcotics, etc., is being generally observed, and will assist in breaking up the *old idea* that "reading, rithmetic and riting" are the only necessary branches to be taught.

I said in the beginning that our schools are in a prosperous condition. I mean that the school feeling is good. We have many excellent schools distributed throughout the county that are doing their work in educating the disinterested, and school boards have learned that the best teachers are essential for the best schools, and in many districts the successful teachers are retained several terms in succession, or are sought for instead of waiting for applications.

The interest in school work is growing more general, and although our county has suffered on account of wet and dry seasons that have influenced the wages paid teachers, yet the parents are interested in educating their children, and the feeling is strong for good schools.

DECATUR COUNTY.

BY JULIA B. HOADLEY.

There is so much that needs improving in the educational work of Decatur county that my report may not give full credit to the really excellent work which has been done. There is a very healthy sentiment among our teachers for better preparation for their work and the majority are doing faithful service.

Educational meetings have been well attended and much interest manifested.

An attempt has been made to grade the rural schools. As we might expect, there is opposition; but we believe that system is necessary to the welfare of the schools and shall continue to urge the matter until we can prove our position by actual results.

Indifference in school matters is the great sin which breeds many deplorable results.

A normal institute has been held every summer since 1873 and last year the course of study recommended by the State Department, was put in operation with most gratifying results. The teachers like it.

We seek to accomplish fitting our teachers for doing more efficient work in the school room. Promotions are based on scholarship and attendance.

I think there should be a uniformity throughout the State in regard to requirements for promotion and graduation. A normal diploma, granted on the basis of attendance is of little value. I think a normal diploma should be an instrument of sufficient worth and dignity to entitle the holder to a certificate in any county of the State.

Several school buildings have been erected in the past two years. Convenience is not always taken into consideration in their construction. Too little floor space for the number of seats used, is a prevalent fault. Grounds, out houses, fences and trees are somewhat neglected.

The school year averages about seven months and is usually divided into two terms. The wages paid are not such as to induce the most enterprising to remain in the profession. Grammar is most neglected of the common branches. Hygienic physiology is very gradually coming into use.

Intelligent supervision is the great need of our schools and one person is wholly unable, under the present management, to carefully supervise 135 schools. I hope the time will come when we will have independent township organizations and a township superintendent in each such organization.

DELAWARE COUNTY.

BY H. G. MILLER.

Delaware county has from the beginning of her history been active and progressive in all matters educational. The people who settled upon her fair prairies and along her woodlands have from the first realized that neither a county nor a State can be such in the fullest sense of the term nor continue long to exist even in name unless her pillars are set firmly upon the basal rock of education.

At the present time the interest in education on the part of patrons, officers and teachers is gradually increasing, and in consequence the conditions for the prosecution of school work are improving, until our schools may, we believe, without boasting, be classed as equal to those of the sister counties of Iowa.

There have been no revolutions in methods or means of education here, but a steady forward movement has throughout our history been maintained.

NORMAL INSTITUTE.

In 1873, before the State law providing for Normal Institutes was passed, Supt. W. H. Merten held an institute of two weeks duration at Delaware. The methods employed in conducting it were somewhat similar to those in vogue at the present time, and that, with several others held in different parts of the State at the same time, became the forerunners of the present normal institute, so successfully conducted in every county of the State. Through the normal institute in this county it has ever been the aim to better prepare teachers and those intending to teach for their great work. Also to inspire a professional ambition in the minds of all, and to rally and organize the educational forces of the county. To the above ends, teachers have been urged to spare no pains to be present at the institute, and study throughout the year has been advised. The work at the sessions of the institute has been upon both the subject matter of the branches and methods of instruction. Many who attend these institutes are not sufficiently proficient in the branches to make professional knowledge possible. To this class the subject matter has been made the more prominent, on the ground that *what* to teach must be known before a knowledge of *how* to teach the same can be made intelligible. With those of experience and sufficient attainments, professional knowledge has been made the more prominent and subject matter incidental. Our institute is divided into

four classes, according to the experience in teaching, number of institutes attended, scholarship, etc. Recitations are so conducted as to make the work instructive in both subject matter and in methods of teaching. The work done in the various classes is also modified to suit their several wants and attainments, and in the "fourth year class" some branches not taken up in the ordinary public schools have been added, such as geology, algebra, history of the world, drawing, literature, etc.

SCHOOL-HOUSES.

Many new school-houses have been recently built, and the old property is being replaced by that constructed upon modern plans. Greater attention is being paid to the proper lighting and to the healthfulness of the buildings. The ceilings are much higher than in the old buildings, being in the houses recently built from twelve to fourteen feet. The windows are large, giving ample light, while the black-boards and other conveniences are more plentiful. However, in several of our districts, there yet remain the old and inconvenient houses and furniture, that long since ought to have given place to that better suited to school purposes.

GROUNDS.

Until recently the public have been altogether too lax in their care of school grounds, and undoubtedly this is manifest in other counties than our own. Too often in neighborhoods made up of people of wealth, where the houses and grounds surrounding them are tastefully ornamented, presenting every evidence of refinement, the school houses and grounds are neglected, and are not in keeping with the taste displayed elsewhere in the community. It has seemed that in many districts, utility, without one thought of taste and ornament, is the sole object sought in building the school house and in selecting the grounds. Little do such people know of the educational value of every rod of fence, every walk and of every foot of the school ground, the trees, and all the surroundings. Little do they realize the value, morally, of pleasing and attractive school rooms and grounds, as contrasted with those unattractive and repugnant.

As we have intimated, the people are coming to realize that children learn more while at school than is comprehended between the covers of the text-book, and that physical surroundings exert a powerful influence over susceptible youth; and hence school grounds are being chosen with reference to beauty and desirability of location, and are being made commodious.

The law requiring trees to be set upon school grounds has been generally observed, and this has led to fencing and otherwise ornamenting the grounds. The taste of our teachers is being manifested in the improvement of the appearance of the school grounds, as well as in the decoration of the school rooms, some very marked changes having been made.

Out-houses, in many cases, are not kept in that condition that modesty and healthfulness require. A change may profitably be wrought in this

respect, and will be, no doubt, as soon as the public shall be apprised of the need of this reform.

SCHOOLS.

My annual report for the year ending September, 1886, shows that the average number of months taught in the whole county, was 7.9, and that the average compensation per month, for males, was \$40.82, and for females, \$27.10.

In the country schools, reading, writing, arithmetic and spelling are universally taught, while language, geography and history are pursued by many pupils.

Language, it is a pleasure to say, is receiving more attention than formerly, teachers being encouraged to give much work in this branch to pupils not supplied with text-books, in connection with other studies.

Temperance physiology is being generally taught in the schools of Delaware county, yet, in a few instances, through ignorance of the law, neglect, or opposition to the study, there has been only a partial compliance with the provisions of the statute.

Drawing is also pursued successfully in many country schools.

In the graded schools of the county, drawing, botany, geology, German, natural philosophy, and other high school studies, according to the grade of the schools, are pursued, in addition to the common branches. Vocal music is taught in a few schools of the county.

There still exist many hindrances to the successful prosecution of the educational work, which time and an intelligent public alone will remove.

The people demand relief, and it will soon come, from the evils of the present mode of supply of text-books, from the retarding power of the lack of system in the prosecution of the rural school work, from the low percentage of average daily attendance as compared with the total number of school age. These and other hindrances of lesser note will all receive attention from our legislators in the near future, and the sooner proper remedies are applied the sooner will our school system be purged of its weaknesses, and be made to measure up to its full requirements.

DUBUQUE COUNTY.

BY N. W. BOYES.

I think that I can truthfully report reasonable progress all along the line in the school work of this county. We are not accomplishing miracles, nor are we making any very remarkable strides forward; but still I can see that

we are advancing slowly and surely from year to year. As our old guard of teachers, who began their labors years ago, when less was required of them, and when normal institutes were yet unknown, drop out of the ranks after a long and honorable service, their places are generally taken by those who have had greater advantages in preparing for the work, and who are enabled to begin at a point which their predecessors reached only after much experimenting and years of study after school hours. Then, too, some of our teachers of earlier days have kept fully up with the times, are still in the ranks and are to-day among our most efficient workers.

Probably the one thing more than any other that has enhanced the usefulness of our schools, is an unwritten rule of action among our boards of directors regarding the teachers' tenure of office. It is generally understood among them that when a teacher is once employed in a district his claim for reappointment shall take precedence of all others, in case he gives reasonable satisfaction. This is pre-eminently true in the city of Dubuque, in which a goodly number have been annually reappointed for from ten to thirty times; and among the teachers of our ungraded or rural schools, I could mention many cases where the same teacher has been employed continuously for five or more years.

Another element of no mean value is the entire divorcing of our schools from political influences. In the city of Dubuque, for example, where the democrats are in the majority, and where they might control the schools if so disposed, they have always acted on the obviously just principle that the management of the schools ought not to be a partisan matter, and they have therefore conceded to the republicans the right of naming one half of the members of the board of education. The two committees meet in joint caucus a few days before each school election, and each party names one of the two directors to be elected. The only contest in the case is to see which party can nominate the best man; and the two candidates thus nominated are always unanimously endorsed by the electors at the polls. I make this statement in no boastful or partisan spirit, but simply mention it as a method which has been conducive to harmony and efficiency in the administration of our schools, and as one which I believe should be adopted everywhere.

The interest in our normal institutes has not abated. The attendance at the last one was larger than ever before, and the general interest was fully up to the high standard of former years. We have continuously used a four years graded course of study, which includes the branches required for a State certificate, since 1880. Professional certificates are granted to those who complete the course and show corresponding ability in other points by successful experience. During the eight years 110 such certificates have been issued. Of those receiving them, two are dead, seven are married, twenty-two have chosen other occupations, twenty-one are teaching in other counties, fifty-eight remain here and are all, except two, employed. We also have about seventy five teachers holding first-class certificates, and employed in the county; these with some good "seconds" give us a very able corps of instructors.

Within the last few years several new and commodious school houses have been built, and many of the old ones thoroughly renovated and re-furnished, affording better light and ventilation.

The necessity for useful apparatus, such as maps, globes, charts, clocks, etc., is better understood by the directors, and more liberally supplied. The grounds are more generally fenced and shade trees protected or planted; the condition of outhouses considered, buildings painted, etc. Teachers' salaries have not changed very much, but in some cases they have been increased. The teachers of our city and village schools are engaged in August for the ensuing school year of nine or ten months. The practice of hiring the teacher for the whole school year is becoming quite general throughout the county. Every school in the county outside the city of Dubuque (and it has a special one) has been supplied with "Welch's Classification Register," and reports are made regularly to the county superintendent twice each term.

Every district in the county has complied with Chapter 1, School Laws of 1886, by having the effects of stimulants and narcotics upon the human system taught in each school. The boards of directors furnished two grades of text-books for each school, and also instructed the teachers to give oral instruction to all primary pupils. We have succeeded beyond our most sanguine expectation in making the work general and thorough.

We have no workshops in connection with any of our district schools, but what in my judgment is infinitely more practical, most of our teachers are, I believe, honestly endeavoring to inculcate, in connection with the rudiments of a good English education, habits of industry, honesty and sobriety, and the principles of strict integrity among the ten thousand boys and girls entrusted to their care, and we hopefully trust that we can stand the test of favorable comparison with other sections of the country.

EMMET COUNTY.

BY E. H. BALLARD.

In answer to your published statement of April 30, 1887, in regard to the progress of education in Emmet county, would say:

The condition or standing of education in this county is probably all that could be expected in a county as new as Emmet. It has been, until recently, somewhat neglected. Teachers not thoroughly competent. This latter is being obviated by requiring teachers to attend the county institute and raising the grade in examinations. The progress, we are glad to report, has been very rapid. The qualification required for a first-grade certificate,

a few years since, is barely sufficient for one of the second grade to-day. And as the proficiency of the teacher, so is the progress of the pupil.

Chaos is rapidly giving way to system. Every effort is being made to have an established course of study in every school in the county. The one great fault is lack of uniformity of text-books. Parents are being actuated to a higher interest in the schools and the educated welfare of their children. Progress at present is perceptible, and in the future Emmet county will not be lacking.

The normal institute of Emmet county has been thoroughly organized and placed on as good footing as circumstances, financially, would allow. We hope to do better in the future.

We are seeking to accomplish the primal object, viz: *How to impart knowledge*, while not a little attention is given to academic work, yet most to the subject of didactics.

Teachers may be, as a rule, well enough qualified to teach a common school, yet fail in their effort to impart the truth. We strive to instil the idea that self culture is a duty and will be remunerated.

The methods employed are various. We aim to instruct the teachers how to impart knowledge to the pupils, and *insist* on same. We call on the teacher to present the subject according to his method, and then judge as to its utility. In didactics the subject matter is not only discussed thoroughly but the teachers are required to take notes of same, and any special points of the subject matter properly explained by diagram illustrations, or otherwise, by instructor or teacher.

The institute is always looked forward to as a time of general improvement, mentally, socially and physically. Special attention is given to morals and manners, believing that self government is the *sine quo non*. This government establishes itself, and, furthermore, advances most rapidly toward the primal object—that of a good citizen. We make a special feature of vocal music, elocution and reading, confident of the fact that teachers are less competent to teach these branches.

We are not competent to offer any criticisms upon normal work, but would suggest that the work is not practical enough. The teachers are told to follow natural methods, but they are not told, or it is not explained sufficiently, *what those methods are*.

In regard to the schools of this county, can say that they were never in better condition than at the present time. The school houses are in good condition, well taken care of. Five new school houses have been built within the last year. The out-houses are in good shape, and the people seem to take pride in repairing same.

Welch's Classification Register has been introduced, and every teacher reports monthly.

Our aim has been to elevate the standard of the teachers, and I am pleased to state that the object is partially accomplished.

FRANKLIN COUNTY.

 BY T. H. HACKER.

In reply to your letter of the 30th of April I beg leave to make the following report:

We have adopted the State course in our institute work, and follow it as closely as we can. We have conducted our institute of late with just as strong and systematic an organization as is found in an ordinary high school or academy, and held the teachers to as strict account for the good use of their time, and also for punctual attendance.

The majority of institutes seems to me weaker in the matter of organization than in any other part of their work.

The instruction may be ever so good, and the attendance ever so large, yet, without proper organization the institute will fall far short of what might be accomplished.

For one, I believe the teachers need the discipline that can be secured by attending a thoroughly organized institute. Last year we kept a complete record of attendance in every recitation room, and no teacher was excused for absence without giving good reasons for such absence. The result was that the teachers were more regular in attendance, better attention was secured, teachers better satisfied with the conduct of the institute, and consequently better results were secured than under a more loose or weaker organization.

So far we have undertaken to combine methods with academic work, with a view of giving the younger teachers the requisite amount of information in the several branches taught in the common schools, and then build them up as teachers by giving them the best of instructors in methods of presenting these subjects.

We have made primary methods in reading, language and number work special features of our institute work, and pride ourselves with the thought that much has been accomplished in these lines.

We cannot say that any perceptible improvement has been made in the construction of school houses during the past few years.

In former years, when this county was new, and the townships divided into sub-districts, the tendency was toward building good, roomy school houses, more so, we think, than when independent districts are organized, yet in the majority of districts we find accommodations for more pupils than attend the schools. The tendency, however, is toward better plans, and where the county superintendent has good plans matured for a school

house he can, under the law, accomplish much toward securing good, comfortable buildings.

Little had been done toward beautifying the school house grounds until after the passage of the law, making it the duty of the boards of directors to plant trees. Since then many of the school grounds have been decorated with trees which are beginning to have a beautifying influence.

Several of the district schools celebrated Arbor Day last spring, the children bringing the trees and planting them with their own hands.

In the majority of the rural districts a summer term of three months and a winter term of four months are held, making seven months of school in the year, though many have two months summer term, two months fall term, and four months winter term. The tendency is toward beginning the summer term earlier in the season, so as to have the schools closed during the hot months.

Of the branches taught we have paid special attention to reading, language and number work, not so much because these subjects are of more importance than others, but rather because the work done in those branches is inferior to what we might reasonably expect. Drawing has also been a special feature in our normal institute, and the fact that over one half of schools I visited this summer were having regular exercises in drawing, or have used drawing in their other school work gives proof that the county institute can be made a power in educational work.

The teachers have taken hold of hygienic physiology in compliance with the new law, with a great deal of earnestness, proving that their sympathies are with the law, so that no doubt much good will be accomplished by their efforts.

While boards of directors have paid little attention to the law, yet they have sustained the teachers in their work.

On the whole, we think it but just to say that the teachers are earnest, faithful workers, and deserve the thanks of the community for their efforts in advancing the educational interests of the county.

GRUNDY COUNTY.

BY MRS. J. B. KINGSBURY.

Educationally considered, Grundy county is not behind the times, but compares favorably with other counties of the State, when taking into consideration the number of years in which she has been building up her educational interests. Much has been done during the past ten years in this work and although much remains undone, such progress has been made in

the past in this direction as to leave no doubt for the future of this cause.

The valuation of school property in the county is \$69,640.00.

Grundy Center has a fine, commodious building containing eight rooms, two of which are yet unfinished. The citizens were wise enough at the time of its erection to look to the future needs of the town. The schools here at present have six departments all supplied with good and efficient teachers. The principal, J. W. Kelsey, has had some twenty-five years' experience in the work and has done much good here.

The Reinbeck school contains four departments, and under the supervision of a principal they have retained for six years showing how worthily he fulfilled his trust by graduating a class of nine last year.

Grundy Center, in 1886, enrolled 346 pupils. Reinbeck enrolled 233.

Conrad, Morrison, Holland and Beaman have each a good school of two departments, and these are in the hands of good teachers who faithfully fulfil their trust.

The grade of school work is advancing, many of the schools having done excellent work the past year. Much attention has been paid to orthography, writing and language lessons, with results that are most satisfactory. One of the greatest drawbacks here, is the failure of teachers to properly classify the work and this failure is caused by the innumerable number of text-books which the teachers are obliged to use, because of the inability of those who would control this evil to convince the patrons and board of directors that it makes any difference whether a teacher hears fifteen or thirty-five recitations a day. (This latter number is not uncommon. We are, of course, speaking of ungraded work.)

Fortunate is the district which secures one of the few teachers who can instruct without a book, but to the teacher who does not possess this happy faculty, has not experience and that aptness which will enable him to adapt himself to the work in all its phases, this multiplicity of text-books is an almost unsurmountable barrier to progression; but the day is advancing when our people will see the necessity of having proper tools to work with, as much in the school room as in the field or work shop.

Formerly school-houses seem to have been built with an eye to economy rather than comfort, many of the buildings being mere sheds, very cold at the floor, poorly ventilated and having but few conveniences. But if any one thinks Grundy non-progressive in this matter let him take a day's ride over the county, examine the new buildings put up in the past two years, together with a number of old ones that have been repaired and repainted, presenting quite the appearance of being new, and they will find the contrary true.

If a man wishes to purchase a home in the country, he should visit the schools there, and locate where he finds a commodious, comfortable building, with all its surroundings pleasant to look upon, having clean walls, clean floors, and black-boards upon at least three sides of the room, together with maps, charts, etc.

The normal institute in this county is a success. In 1880 the enrollment of teachers was 93. In 1886 there was an enrollment of 176, making an increase

of 83 in six years. Two hundred and four teachers received certificates for the school year ending October 5, 1886. Of this number 72 held first-class.

There are 120 ungraded schools in the county and 18 departments in the grade work. But as many teachers took two examinations, we think probably that there were not certificates issued to more than 150 different parties. What this county is seeking to accomplish for her schools through her institute work is to imbue her teachers with a spirit of earnestness in their school work. To impress upon their minds the necessity of a special preparation for the duties devolving upon them; to make clear that the only true education is the full development of all of the faculties, and also by making didactics a special feature, endeavor to systemize the work throughout the county.

The county also reported last year 550 trees in thrifty condition for school grounds, and school apparatus to the value of \$1,420.

The Grundy Center school reports a library of 100 volumes.

If Grundy does not pay her teachers as good wages as some of the adjoining counties, neither does she fall so low as others, but will probably make a fair average between the two.

The average compensation per month is \$30.00 and in graded work \$56.00, the largest salary in graded work being \$100.00 per month and in ungraded work \$40.00.

Number of pupils enrolled in 1886, 3,781; number of children in county of school age, 4,608. This report shows that 827 children of school age received no benefit from the large amount of money expended during the year for educational purposes. If there is one thing for which fair Grundy needs to blush it is this. Would it not be well to have compulsory education?

GUTHRIE COUNTY.

W. L. MILLER.

We are not making as rapid progress in educational work in this county as we would like, yet we have many things for which to be thankful. We are advancing and not standing still. There is a good feeling existing throughout the county toward the cause of education, and harmony prevails among teachers and school officers. There is an increasing demand for better teachers and better schools, which is evidence of healthy growth in public sentiment.

Our town schools of Stuart, Panora, Guthrie Center, Menlo and Casey are thoroughly organized and graduate a class each year.

In our country schools the instruction is becoming more general. Something is taught besides the "three R's."

Our county high school forms a head to the school system of the county. Its usefulness is seen in the fact that from one hundred and fifty to two hundred of our best young men and women attend it regularly.

TEACHERS' NORMAL INSTITUTE.

We have a good live session every summer. The attendance is good and excellent work is done. An established course of study, which conforms closely to the one recommended by the State Department is followed. The work for each day is outlined and sent to teachers in time for them to make preparation before coming to the institute. The work is so arranged as to review all the common branches. In the recitation-room more attention is given to methods than matter. It is not possible in a two or three weeks' normal, to teach persons *what* to teach and *how* to teach; but they can best be taught how to teach in connection with what to teach.

SCHOOL-HOUSES.

Stuart has three fine brick school buildings, Panora two and Menlo one. Guthrie Center and Casey have comfortable frame buildings. Our rural school-houses are arranged for the comfort and convenience of the pupils, and with a very few exceptions are well taken care of.

GROUNDS.

The general condition of the grounds is good. Substantial fences are being put around school-house sites in the country, and trees are being planted every spring. People are beginning to take pride in the appearance of their school property. Out-houses are not kept in good repair.

SCHOOLS.

The length of term in the country is about seven months; in town, nine months. Teachers' salaries in the country range from \$25 to \$35 per month, with a difference of \$3 to \$5 per month in favor of first-class teachers. In town schools the pay of the principal is from \$60 per month to \$1,000 per year in the Stuart schools and county high school, and lower teachers receive from \$35 to \$40 per month.

The common branches are taught in the country, and occasionally algebra. Considerable attention is given to penmanship. Drawing and vocal music are taught but little outside of the town schools. Hygienic physiology is taught in nearly every school in the county. Where no books have been provided, the subject is taught orally. Some townships have furnished books, and in those schools the teaching of this branch is more satisfactory.

Our agricultural society will admit the schools and teachers of the county to the fair one day this fall free. The schools are contributing money for the erection of a suitable building on the fair grounds for the display of

school work. We have a large amount of work prepared. This work has not been gotten up for a show, but is the every-day work of the schools. Whenever any written work was done, it was saved until the close of the term and then sent to me. The object of this is to secure more uniform and thorough work throughout the county by comparing that done by different schools. No premiums are given and nothing done for a "show."

If we had fewer changes in school boards—teachers who would stay at least one year in a school—and free text-books, the people would be astonished at the advancement the schools would make in five years.

HAMILTON COUNTY.

BY G. F. RICHARDSON.

It is very gratifying to be able to present a favorable report of the condition of the educational interests of the county. All the children in the county enjoy school facilities within the meaning of the law. Every home is within reach of a school that *measurably* "performs its functions wisely and fully."

A common school course of study was outlined to the end that uniformity of aim throughout might be reached. The plan meets with general favor and many are now intelligently working to complete the course.

Public sentiment has largely kept pace with the progress of our schools, and the people are now demanding better educational facilities, and the school management readily complies to the extent of ability and means.

The first teachers' institute was held in 1873, and the first normal institute was held the following year.

In 1883 an institute course of study, based on the four years' course recommended by the State committee, was adopted, and in 1886, fifteen teachers completed the course, and the year following, 1887, twelve completed the course—all receiving diplomas of graduation.

The institute aims to afford the best attainable advantages for professional culture, and, further, it stimulates teachers to a higher ideal of scholarship. It tends to elevate public sentiment. It is a powerful agency in bringing our schools up to the highest attainable degree of excellence. We are glad to say that our institute is wisely and fully doing its appointed work. The success of the institute lies in the line of method work.

The school-houses in the villages and rural districts are wooden structures, with windows on the north and south sides, mostly, admitting the light to the right and left sides of pupils. Coal and wood are used for fuel. Much attention is now given to the matter of health and comfort in the con-

struction and repair of school-houses. Ventilation is effected by means of doors and windows. Webster City has a well appointed, three story, twelve-room brick building, steam-heated and supplied with water from the city water works. Patent ventilators are used. The grounds, out-buildings and fences are in good condition.

Much interest is taken in tree planting, and the observance of Arbor Day will soon become general throughout the county.

In the township of Scott, and one independent district only six months school in the year. All other schools run from seven to nine months in a year. Teacher's salaries in the rural districts range from twenty-five to thirty-eight dollars per month. All branches required by law receive due share of attention in the schools, including drawing and hygienic physiology. The law is very generally complied with.

This year in the institute, special instruction was given in vocal music, so that teachers would be better fitted to meet an urgent demand throughout the county for instruction in that very essential branch of popular education. Too frequent changes of teachers and school officers very materially retard the progress of our schools.

If politics could be eliminated from the selection of the school management, and the people all unite in matters pertaining to school interests, fifty per cent better results would be reached with the same expenditure of time and money.

HANCOCK COUNTY.

BY S. STURGEON.

The schools of our county have had a gradual advancement in number, usefulness and efficiency. Our teachers of to-day, as a class, are more imbued with the spirit of progress than in former years. This is to be attributed largely to the influence of the normal institutes and the various educational journals of the country. An increased interest on the part of parents in the work of the schools is evidenced by their frequent visits to the schools, as well as their co-operation with teachers in their work. One of the most unsatisfactory conditions is found in the poor attendance at the summer schools. The attendance during the winter term is all that could be desired. While the judgment of parents in requiring their children to remain out of school to work upon the farm is certainly open to criticism, the fact remains. The school terms should be held at such seasons of the year as will insure the most general attendance.

TEACHERS' NORMAL INSTITUTE.

The work of our institute is both academic and didactic. We are following the course of study prepared by the committee that was appointed by the State Teachers' Association. The institute of 1887 will be organized into A and B divisions, the A division taking up the third years' work in the course of study, and the B grade commencing with the first. The limited length of time to which institutes are necessarily limited renders them inadequate to accomplish the work expected of them. It appears to me that it would be well, in this county at least, to establish four or five schools of a higher grade, distributing them through the different centers of population throughout the county. This would relieve the institute of academic work, and allow the time to be devoted entirely to methods. Most of the counties in this part of the State are entirely unprovided with academies or normal schools, which renders something of this kind an urgent need, in order to properly equip that large element in our teaching force that is without preparation other than that received in our district schools.

SCHOOL-HOUSES.

The increase of population in this county has necessitated the building of quite a number of new houses the past year. The character of these buildings has been uniformly good. They have an average seating capacity for about thirty pupils; have double floors, coal-houses attached, and are built with special reference to comfort. The only means provided for ventilation is by means of lowering the windows, and even this provision is wanting in some of the older buildings. The buildings are uniformly well lighted, but in some instances they are inadequately provided with blinds.

GROUNDS

The school-house grounds, except in the towns, uniformly consists of one acre in square form. The buildings are all provided with out-houses, but these are not always looked after as carefully as they should be. Not only sanitary consideration, but the moral well being of the pupils as well, demand that these should be carefully looked after. In most cases the school grounds are uninclosed by fences. Where fences have been constructed there has been a uniform compliance with the law prohibiting the use of barbed wire in the construction of such fences. There has not been a uniform compliance with the law requiring the planting of trees on school grounds, by boards of directors. In a majority of instances, however, the law has been faithfully observed. The Britt school board, ably assisted by the teachers and pupils of the Britt public schools, observed Arbor Day by planting a large number of trees of different varieties on the school grounds. The afternoon was devoted to literary exercises appropriate to the occasion. The plan of setting apart a day for this special purpose is a most excellent one, and is meeting with popular favor in this county. It will give popularity, and consequently efficiency, to the law relating to the planting of trees.

SCHOOLS.

As to length of term, teachers' salaries and branches taught, my annual report, which is embraced in your biennial report, will furnish the desired information. The subject of penmanship and drawing is taught in nearly all of our schools. Vocal music is not taught scientifically, although it is quite generally made use of for opening and general exercises. The teaching of hygienic physiology, as provided for in school laws of 1886, is quite general. This branch of the subject was taught in the institute last year.

All things considered, our schools are in a satisfactory condition. While we are laboring under some disadvantages that are peculiar to a new country, these are gradually being overcome, and we confidently expect to take rank with the best of our sister counties in the near future.

HARDIN COUNTY.

BY J. C. HADLEY.

The general condition of our high schools is improving. Four have regularly adopted courses of study and graduating exercises. The academy is in live condition. These facilities keep our supply of teachers quite full.

The country schools are in fair condition. The work is not so thorough however, as it should be. Reading is very imperfectly taught. Order has been overlooked to such an extent as to show some neglect in the schools.

In the normal institute work we are trying to overcome defects in teaching as shown by our teachers in the school room. We give special attention to methods. We shall, this year, give very prominent attention to reading, mental analysis, government, penmanship and phonics. Physiology shall still receive prominent attention.

Our school houses are generally in good order; about one-fourth of them, however, are too small, and of country school houses but one has proper ventilation. Nearly all have double desks; new houses are being supplied, however, with single seats.

I would suggest, in regard to treasurers' reports, that the line directing that they should not report unpaid warrants be changed to "shall report all warrants." It makes a great deal of confusion with us if they are not reported. It will better show the real financial condition of the district. Furthermore, the treasurer should be held responsible for the warrant, as he can dispose of it under certain considerations. Some will report them any way, so we decidedly prefer to have all reported.

If you had a blank for sub-directors' reports to secretary, it would help us.

The grounds are generally well located; out-houses in fair condition; fences poor or none. Young trees generally growing, although many have died.

Terms usually four months in summer and three in winter. Salaries, \$25 to \$35. Penmanship is being worked up now.

There has been a general compliance with the law on hygienic physiology.

We have felt that the State Superintendent should spend more time in our schools and institutes.

HARRISON COUNTY.

BY H. A. KINNEY.

Condition at present not very flattering, but schools improving rapidly. From what I have seen of other counties I believe we are at least in as good a condition as others around us.

Teachers' normal institute was last year instructed exclusively by the principals of our own county, and was admitted by all to be the best ever held in the county. Attendance the largest ever known in the history of the county. The same men will conduct the institute this summer.

We are seeking to bring about a uniform system of working in the county and a general improvement in the methods of instruction. To this end outlines of the common studies have been issued to the teachers.

The institute is arranged in three divisions, each instructor taking the same study in the different divisions. The methods taught are such as are believed to be available to the country teacher, and are prompted by the experience of the instructor. No one author is taken as the standard.

We make a special effort to suggest such plans and teach such principles as are within the comprehension and ability of the teacher to use.

The writer believes the instructors are often chosen by the superintendent for other reasons than their known qualifications. While the normal institute does much good, better results would obtain were better instructors appointed. In my opinion many of the institutes in this county have failed to accomplish what they should.

SCHOOL-HOUSES.

Usually well constructed. The poor ones are being replaced by better. Heating by large stove in center of room. Usually ample light, but in many cases lack of curtains.

No arrangements for ventilation except open doors and windows.

Usual, fairly well furnished with good seats. In many cases not a sufficient amount of black-board. No apparatus. In many cases no dictionary, although probably more than one-half of the schools are supplied.

GROUNDS.

General condition—In a state of simple nature.

Out-buildings—Usually a disgrace to the community.

Fences—Ground usually fenced with boards or ribbon wire. In a few cases barb wire is used; in a very few cases no fences.

Probably in 80 per cent of the school yards the number of trees required by law are growing. Many trees were set out last Arbor Day—probably one thousand. The time was so late in the season, however, that many of them died. Many school yards have fine groves.

SCHOOLS.

Six to ten months. Average about seven months. Average salaries in country schools about \$35. Male and female the same. Common branches. Penmanship is taught to the first reader classes and continued through the course.

Drawing is taught in a crude manner in a small per cent of the schools. Vocal music in none. Hygienic physiology in nearly all the schools, usually by oral lessons and as supplementary reading.

HENRY COUNTY.

BY JOHN F. RIGGS.

School work in Henry county for the past year has been progressive, and in the main satisfactory.

The normal institute for the year 1886 was the largest in the history of the county, the enrollment reaching 249. The institute is well graded, able instructors are employed who give much attention to practical methods of instruction in all departments of work, the attendance is regular, and altogether the institute is a growing power in the educational work of the county.

The school-houses on this county are usually located on pleasant sites, and, with very few exceptions, are surrounded with beautiful groves. The houses are in general well lighted, but poorly ventilated. There is usually a large stove in the center of the school room, while the windows and doors

are the only means of ventilation. Ninety per cent of the houses are well supplied with approved desks and benches. The school-house sites are usually well fenced. About 40 per cent of the out-houses have been found in bad condition.

In districts where I have found the surroundings uninviting and neglected, I have addressed personal letters to the boards reminding them of needed improvements. These reminders have in many instances operated to secure speedily the needed repairs. The average term of school for the county is a little over seven months. I have called for teachers' term reports during the last year in the hope to establish a basis of comparison from term to term. About 80 per cent of the teachers have reported. By continuing this plan we expect to be able to make supervision more effective.

I have introduced into the county a *course of study* for common schools, and the results of the first year under this course have been most gratifying. Grading the country schools cannot be exact, but it will bring system and order where before was confusion.

During the past year I have conducted a local educational journal, which has been very helpful to teachers and valuable to those preparing to teach.

We are endeavoring to raise the standard of the profession in this county by requiring some professional training as one of the conditions for a license to teach.

The teachers' association meetings have, during the past year, been attended with gratifying success.

HOWARD COUNTY.

BY J. C. KELLOW.

We feel justly proud of the advanced and growing condition of our schools and school work. From year to year such additions and modifications are made to the different departments thereof as seem best calculated to secure the results most desirable to greater usefulness and efficiency.

Our teachers' normal institute is now fully organized on the graded plan, and is accomplishing much good. We have given up the old hap-hazard way of dealing in technicalities, and are endeavoring to direct the work of our teachers in the way of leading the pupils of our common school up to a worthy manhood and womanhood. We believe that there are three distinct kinds of knowledge which every teacher should possess, that he may be able to do intelligently the work to which he is called, viz.: a knowledge of

the being to be taught; a knowledge of the subjects to be taught, and a knowledge of some of the best methods of teaching.

The methods in use in this county are, to study and discuss every topic in the light of cause and effect, using as a basis this belief: that every result has its cause; that each event is (or may be) a part of some greater event; and that any cause may also be part of some greater cause. Believing that the reasoning powers are of greater value in the struggle of life, we are endeavoring to develop them, rather than to cram the memory with bare facts, many of which will never be of practical use, while many others will be soon forgotten.

We feel gratified with the growing interest in professional work as manifested by nearly every teacher employed.

Our school-houses are generally neat frame buildings, durable, well lighted, heated by wood or coal stoves, and usually comfortable and convenient, the greatest fault in construction being a lack of ventilation, except by means of windows.

School grounds are not as well kept as they should be; some are not fenced, and very many have not a tree or shrub by way of adornment, or protection from sun or wind; and very rarely no out-houses are provided, though they are generally neat and commodious.

Schools are in session, usually, from six to nine months during the year. Teachers' salaries vary from twenty to thirty-five dollars per month, depending upon the qualifications of the teacher and the time of year; a good teacher having better wages than a poor one, and more being paid in winter than in summer.

The common branches, with penmanship, are usually taught, and in some cases, German, algebra, philosophy, physical geography and drawing.

Hygienic physiology, in compliance with school laws of 1886, is taught, invariably.

REMARKS.

Our teachers are an earnest, intelligent class of people, fully determined to do well the duties devolving upon them, and to press onward to a higher professional rank. More than a hundred are doing some professional reading, and about sixty belong to organized classes for the purpose of united effort for mutual improvement.

Gradually, but surely, we are attaining a degree of proficiency never before equalled; and while we are well aware that "there is still room at the top," we are rapidly nearing a state which it is difficult to surpass.

SUGGESTION.

There is one difficulty which teachers invariably have to deal with, viz.: either non-attendance or irregular attendance. This condition works injustice in three ways: first, to the child, in that he is deprived of the provision made for him, and to the school, in breaking the regularity in decreasing the efficiency of its work; second, to the teacher, in having to bear blame

for which he is not responsible; and third, to the taxpayer, in compelling him to pay for that which is never made use of. This injustice to the taxpayer is based on the theory that the State cannot take private property for public use, unless there is some just return; and this return can only be realized, in this case, by an improved condition of citizenship, growing out of the proper use of the facilities provided for in our common schools. Believing this, I would suggest that a law be enacted compelling pupils to attend school at least three consecutive months, from the ages of seven to fourteen years; and making it a penal offense for parents or guardians to fail in compliance therewith.

HUMBOLDT COUNTY.

BY JOHN M'LEOD.

As to our educational condition and progress, we see no cause for boasting, "as the manner of some is." We are not looking for the immediate advent of an educational millenium. We have little faith in hot-house processes. We believe that real, lasting progress in educational work can come only like "growth in grace," like growth of mind or body, like the growth of civilization, like *all healthy* growth in the realms of matter or spirit. It cannot be forced. Like the kingdom of heaven, to which it belongs, and of which it is a part, it "cometh not by observation," that is by "pomp and circumstance," by parade, fanfaronade or flourish of trumpets. It is like leaven which a woman took and hid in three measures of meal. It is the "still, small voice," in which Elijah recognized the presence of God, as he did not in the strong wind, the earthquake or the fire. Our part of the work is to furnish favorable conditions for growth. We may plant, transplant, prune, stir the soil, destroy noxious weeds; then the dew and the rain, the air and the sunlight of God, operating through the hearts and minds and consciences of trained and faithful teachers, will do the rest. We believe and teach, with emphatic reiteration, that the "school of the prophets," by which I mean, speaking as a teacher, a body of well trained teachers, is the chief agency in God's hand for the regeneration of the world, and the amelioration of life and its conditions. "These truths we hold to be self-evident," fundamental, essential to the well-being of society, and the security of our national life; and we do foster and promulgate them with what intensity and persistency we can command. In our endeavor to maintain this position and give it a practical realization, we are greatly handicapped, as were the Israelites in Egypt, when they were denied straw for their bricks. This confession, painful though it is, loyalty to truth claims

from us. So long as we are satisfied with shows and shams and empty forms we cannot prosper. As we sow, so shall we reap. We are sowing a good deal of wind. I mean, in many of the waste places throughout the country districts of our State, and if we do not reap the whirlwind, we shall assuredly reap nothing better, until we awake from our false security and put ourselves in harmony with truth. When the conviction that has taken "fast hold" of the few, shall have crystalized into public sentiment, and become formulated into law, then we shall "strengthen the things which remain, that are ready to die," rebuild the waste places, rehabilitate and properly garrison the posts along our frontier, and so be able to repel the incursions of the Goths and Vandals of ignorance into the fair domain of our schools. This is now the one thing needful to the prosperity of our schools. The evil to be remedied is not confined to this county, or to any particular county, but is co-extensive with the State, and until we secure some guarantees of law against it, we would better stop crying "Peace, peace, when there is no peace."

It must be admitted, however, that we are making progress, notwithstanding the "many hindrances we meet." We are approaching that "consummation devoutly to be wished," when law and an enlightened public opinion shall "work together for good" to our educational Zion. Progress is in the air, and it is "catching." Where there is a correct ideal, a higher standard is held aloft, public attention is drawn, thought is provoked, inquiry is made, discussion is aroused, the public mind is agitated, and the tone of public opinion regarding the teacher's character and preparation, and the value of his work, is elevated. Teachers are improving in their work, and the improvement of their work in the schools consequent on the improvement in their own minds, is known and read of all men, and this reacts upon the public mind. These remarks apply only to some teachers, those that *are* teachers, who began with a reasonable amount of preparation and some general fitness, who have the spirit of progress in them, capacity for it, and a love for their work. We have many dead-beats that must be weeded out, and this cannot be done until we get stronger legal sanctions, a different system of examination, and different other things not to be mentioned just now. May God speed the time when the ax of authority shall be "laid unto the root of the trees," and "every tree which bringeth not forth good fruit" shall be "hewn down."

As to the outward signs of progress, something may be said for this county. Our area is small, but we are making some healthy growth in population, in wealth, in schools and churches, and in knowledge. Since 1882, when the present Superintendent began his public duties, not to go back farther, there have been built in this small county thirty-four school-houses, ten have been moved to better locations and improved; others enlarged and improved. As to construction, they are just the common country school buildings, small mostly, but respectable, convenient, well-lighted and well-furnished with modern styles of furniture. The only provision for ventilation in these is through doors and windows; but such as it is, we watch it with jealous care, and see that it receives such attention as the health of

children and teacher demands. In the four town schools built within the period mentioned, attention was given to ventilation in the construction of the buildings. All are well lighted. The heating is done by the ordinary stoves, good of their kind, except the school building in Livermore, which has ventilating flues connected with the stoves.

The sites are now all pleasant and the surroundings healthful. The public interests are now carefully guarded by a stricter watch over the school property. Out-houses are kept in a tolerably decent condition, and, where new ones are built, more attention is given to their relative position as well as their condition.

Every year since the enactment of the law requiring the planting and protection of trees in every school yard, attention has been called to it by circulars and newspaper articles addressed to school officers. Some have not yet regarded it, many have, and good, substantial fences have been built around the school yards.

As to length of term, in the town schools we have nine months; in one township, this year, provision has been made for eight months school; in two they limit themselves to six months; in all the others they provide for seven months.

The lowest wages paid is \$20 in summer and that only in a very few schools, as a bar to third grade certificates. The least paid in most of the country schools in the summer is \$25. The highest paid in winter in the country is \$35. In Dakota and Livermore \$40 and \$50 are paid in the two departments. In Humboldt \$45 to one, \$40 to each of four, and \$80 to the principal.

Only the common English branches are taught in the country schools, which includes book keeping in a very few, and to which is added elementary algebra in one or two. In the towns additional branches have been taught; in Livermore, algebra and literature; in Dakota, book-keeping, physics and algebra; in Humboldt, the work embraces all the above and in addition Latin, German, geometry, chemistry, civil government and physical geography are taught. The last named is also taught in Dakota.

Penmanship is taught in all the schools with more or less success. Drawing has been taught but very little in a few schools, and that mostly for "busy work," for the little folks.

Vocal music is not taught except to the extent of a few songs sung by rote. This is done in nearly all the schools. No regular instruction is given in musical notation, however, in the country schools, though some work has been done in that direction, nearly every year, in the institute.

Hygienic physiology, in compliance with the School law of 1886, is taught to some extent in all the schools, and it shall be taught in them so long as the law requires it.

The teachers' normal institute is a source of inspiration and strength to the teachers and growing in favor with the people.

Our fund being small we have been unable to follow the State course for institutes, because as it requires four years for its completion, it would seem to require four divisions and as many teachers, and this we cannot af-

ford, since institute workers, the successful ones, demand high wages. So we have heretofore worked in two divisions, uniting in some of our work and adapting our work to what seemed to be the most pressing needs. This year, however, we shall try the State course, working two divisions at a time, and alternating them. I see no reason why such an arrangement would not work. Yet I cannot say that I am enthusiastic over the State course, or very hopeful of great good to accrue from it. So far as knowledge of the branches taught in the common schools is concerned, those intending to teach should have that before they apply for certificate or school. The end and aim of the institute is not, in two or three weeks, to do the work of years in the schools, but to teach something of the philosophy and the history of education, and to exemplify the best methods of teaching, using the common branches as the means and the instruments for the accomplishment of this work.

The best teachers, I observe, go to the institute every year, as the tribes of Israel were wont to go up to the annual feasts at Jerusalem, to renew their spiritual strength for the struggles of life before them.

But I am not disposed to criticize our institute work at all. I see nothing better that we can do than to go right on with it, as we are doing, until we can get training schools enough to serve the purpose. Just now it seems to supply a pressing need, and we cannot dispense with it. This is what we are trying to accomplish by the institute, to teach where teaching is needed, but, in all cases, to give inspiration and uplift for the great work of training the youth, and so determining the future of the race, to hold up a higher standard of professional excellence, and to exhibit the most approved methods of the best teachers.

JACKSON COUNTY.

BY W. M. WELCH.

I. CONDITION.

a. *In general.*

The schools are far from my ideal. As a rule they are fair; many would be termed good. Weak spots are found occasionally. These are due to (a) indifferent patrons, (b) indifferent school officers, and (c) incompetent teachers, licensed under protest for lack of better material and occasionally in deference to the wishes of communities that ask "a teacher of their kind." While the foregoing is true compared with what my ideal of what they

ought to be even in this "conditional age of imperfect work," yet I believe our schools will compare quite favorably with those of the leading counties of Iowa.

b. System and supervision.

All the rural schools of this county are pursuing a uniform course of study. Every teacher leaves a record of the amount of work accomplished by each pupil during the term, together with a complete report of the organization and plans of her school to her successor. At the close of the first week of each term the teacher sends a complete report of the organization and classification of her school to the county superintendent, showing him what every pupil is doing, the programme of study and recitation, the number of classes, and the number of minutes for each recitation, etc. The superintendent is thus enabled to have supervision over the organization of each school and the work of each pupil. On receipt of this report the superintendent immediately notifies the teacher of defects in organization of school, suggests combinations to lessen number of classes, names of pupils who are not pursuing the proper studies, and has generally a close supervision over the work of each school. All defects are noted by pencil marks on these reports, and are referred to by the superintendent when he visits the school. This work is surely reducing the country school work to system, increasing the efficiency of the work and leading the people to realize that the county superintendent has really something to do with the supervision of each school, of each teacher's work, and of each pupil's work. The process is slow but sure. We have graduated classes from a few schools, and we hail the dawn of a better day for our country schools.

II. TEACHERS' NORMAL INSTITUTE.

Here, as in the country school work, we have classified and graded. We have an institute course of study of four years, based upon the outline of the State department. We follow the same course from year to year with only slight modifications. Teachers are thereby enabled to study the work of their respective divisions during the year and come to the institute prepared on the work of their respective grades. Every teacher in this county knows the division of the institute course to which she belongs. Their names, as classified, are published two or three times each year, and changes and promotions are made known to each teacher interested.

It must not be inferred from the above that each division is promoted in toto each year. On the contrary, all promotions are individual, the best advancing, the poorest remaining. Neither must it be supposed that each teacher is confined to the work of her grade. Every teacher's peculiar needs are considered and large range for selection of particular work in other divisions is permitted after first consulting the superintendent and deciding that such outside selection is for the best interest of the teacher. Here, too, as in country school work, an institute record of classification and work is kept, and the entire institute is classified and organized and

ready to begin work at eight o'clock A. M. on the first morning of the institute. There is no day or so to organize and get things to running.

It took the first year to get this plan matured, so we had no graduating class in 1884. In 1885 we graduated eleven professional teachers, and in 1886 we graduated twenty-one. Instead of ceasing to attend institutes these graduates are among the most progressive teachers we have. They even exercise an influence for better work over the whole teaching force and tend to improve it. I call the alumni my "Home Guard."

III.—SCHOOL-HOUSES.

a and b. We have the average country school-house, which is about the same thing all over the State.

c. Since we cannot secure improved methods of ventilation we are pushing for having windows hung on weights so as to ventilate easily from top of window, a few inches of aperture in each window.

d. School seat men are fast improving the comfort and convenience of school-houses.

e. The chief lack in country school-houses is an insufficiency of black-board. There should also be more closets for apparatus, as hundreds of dollars worth is lost annually because tossed about, no place being provided for it.

IV.—OUT-HOUSES.

a. Often in bad condition, even in districts where one would not expect it. Repeated circulars to several officers are calling their attention to this matter and many are improving things.

b. No fences usually.

d. Trees enough as a rule.

V.—SCHOOLS.

a. Length of term, three or four months.

b. Wages \$20 to \$35.

c. The common branches; German also in a few schools.

d. Penmanship, drawing, hygienic physiology. We are doing something with all these studies, but only in a crude, rudimentary way.

VI.—IMPROVEMENTS SUGGESTED.

1. Give us the township system, with a board of three to five members acting for the whole township, as city board acts for city.

2. Fewer school officers, elected for at least three years and properly paid for the services they render to the public.

3. Extend superintendent's term to at least four years, as is now the case in Illinois. Elect him in the spring with other school officers, because he is a professional educator (not because he is a professional politician), or let him be elected in a manner similar to that of the superintendent of

city schools, by a board of education consisting of the presidents of the various township boards.

4. Let us have a normal school in every county, or a normal department in every graded school, to educate the material we have in the county.

5. Let the school-books be owned by the district.

6. Let teachers be allowed pay for one day each month, or at least two days each term, for attending teachers' associations called by the county superintendent, provided teachers attend. A similar law has passed the present Illinois Legislature on second reading.

JEFFERSON COUNTY.

BY S. N. HOPKINS.

Education is known to be a most prominent feature in the progress of a people. The common school is the foundation of intellectual development. Among the things which contribute to the welfare of society, the school receives its share of attention by the average citizen of Jefferson county. It is viewed as the "channel" through which the child is guided to useful manhood. Yet, our tax-payers look well to money expended in this direction. "Schools are expensive," they say, and in too many cases the motive which prompts the stand taken is the saving of dollars and cents, and for this the schools suffer.

Jefferson county is not the rule in this matter, neither is it the exception. Notwithstanding the above hindrance, we are pleased to say that our schools show a marked change for the better in many things with each succeeding year. Our teachers are willing, and each in her way contributes her mite toward the general welfare of the school. To show this growth of interest one needs only to mention the gradual increase in the promptitude and regularity of attendance; however, special interest has been taken in this feature during the last five or six years. The per cent of attendance for each year was greater than the preceding year. At the close of the last spring term, three reports from country schools were sent to this office showing that there had been *none* absent nor tardy during the term, and a good number showing the average attendance to be less than two below the total enrollment. On comparing the total report in the county of the winter terms closing March, 1883, with that closing March, 1887, we find an increase in the average attendance of 7.43 per cent. These facts give some idea of school work in the county.

NORMAL INSTITUTE.

The records in this office show that the first normal institute was held August, 1874. The enrollment that year being 91, and the following year 139; this latter number being an average institute for the county up to 1882. I have no personal knowledge of the work in the county until 1879.

In 1882 the graded plan was first begun in our county normal institute by N. Rosenberger, county superintendent at that time. The measure met with the approval of the teachers and many of our people from first introduction; it has steadily gained and now meets with universal sanction. The plan has done much to improve the educational interests of the county. Before taking this step, 140 was an average institute for Jefferson county. Since its adoption, our numbers have increased with each succeeding year. Last year our enrollment was 261; being 120 more than the average institute before the introduction of the graded plan. All concerned, are impressed with the importance and necessity of the plan. Our course of study consists of four years or grades, with rules of promotion from grade to grade. A number of teachers have graduated from our institute for each of our last four years; making an alumni of thirty-nine. Members of the alumni are entitled to a professional certificate on application without taking the teachers' examination, after once having complied with the requirement for a first-class certificate.

It has been our purpose to employ the very best available instructors, and to insist upon the practice of the best methods in all class work.

Each member of the institute is required to keep a book for recording notes and suggestions of the instructors; the matter to be of a nature that will aid the teacher in practical school-room work. These books are collected, marked and returned to the owners at the close of the institute; the marking being made a part of the institute record. A normal certificate is given to each member at the close, showing their standing in all work done at the institute.

SCHOOL-HOUSES.

There are six brick and ninety-one frame school-houses in the county. As a rule, they are in fair repair. Two or three are built each year to take the place of buildings that have become unfit for use. The average school-house of Jefferson county is 24x26 feet, with three windows of twelve lights each, on each side of the room, a door in the center of the end of the building, a black-board across the entire end of the building opposite the door, seats facing the black-board, a twelve-foot ceiling and a coal stove at or near the center of the room. The ventilation being only such as is afforded by the windows and door. The room being comfortable and conveniently arranged.

GROUNDS.

The school-house site usually consists of one acre of ground, and about five out of six are enclosed by a pine or oak-board fence. Many of our school yards appear naked and bare, owing to a lack of shade trees; yet, there are a very few yards in which trees have not been set out, but in many the trees have perished. A new supply is put out each season, and we hope that within a few years the school yards of this county will be well shaded. Many of the out-houses in our school yards have been neglected. A good deal of pains has been taken to bring about a remedy by reminding our school officers when meeting them, and by circular and private letter.

SCHOOLS.

The gradually increasing zeal on part of our teachers and patrons tends toward keeping our schools fully abreast with the times. Grading our normal institute in 1882 was followed by the grading of our common schools in 1886. Our graded course of study consists of six grades or years, each grade to be completed by the average pupil in ten months, making sixty months for the common school course. The course of study gives the branches that should be taught in each grade, with the nature and extent of the instruction for the same. It also contains rules for promotion from grade to grade, a few sections of the school law, and makes provision for graduation and diploma. The grading was begun in sixty-four schools of our county during the fall and winter of 1886, and at present eighty-one out of the ninety-four common schools of our county are working upon the graded plan. The teachers and patrons are taking great interest in this measure, and we firmly believe, even at this early date, that it is a decided success in Jefferson county. The number of months of school in each district, per year, vary from six to nine months, with an average of about eight and one-third months. The average summer wages for teachers was a trifle more than \$23.00 per month, and the winter, \$32.50. This was for the year closing July, 1886.

All the common branches receive due attention in our schools, usually; in a few instances they do not. Drawing and vocal music are taught to a limited extent, and, so far as known, special physiology is taught in all schools of the county.

COUNTY TEACHERS' ASSOCIATION.

Our County Teachers' Association is a source of much good in our school work. The association was organized at the close of the normal institute in August, 1882. A constitution and by-laws were framed, adopted, and officers, consisting of president, vice-president, secretary and treasurer, elected. From four to six of these meetings are held each year in the towns and villages of the county. They are well attended by teachers, school officers, patrons and pupils.

The credit given these meetings as a help in school work has increased with each succeeding year. They are beginning to be looked upon as a necessary thing to successful and progressive school work.

JOHNSON COUNTY.

BY O. A. BYINGTON.

Considering Johnson county as a whole, the conditions of our schools is not discouraging, and fair progress has been made in advancing our educational interests. The general public seem to be giving an increased attention to our public schools.

The attendance at the normal institute of 1886 was the largest in the history of the county, and the prospects are favorable for an increased attendance this year. There seems to be a more general disposition on the part of the teachers to attend, and its importance seems to be more fully appreciated than formerly. We are attempting to make the sessions of the institute what the law contemplates they should be—a normal training school. In arranging our courses of study we are seeking to give more attention to the study of methods. However, it is still necessary to embrace some academic training in our Institute work. We are making a special effort to impress upon our teachers of experience the value of an annual study and discussion of the most approved methods. Our aim is to make the institute an annual meeting of all the teachers of the county for the study of normal methods.

There is such uniformity in the construction of our school-houses, and in the character of the school-grounds, that little can be said concerning them. Our school-houses are nearly all frame structures, with no attempt at architecture; painted white; with a seating capacity of perhaps fifty; about thirty by twenty feet in size; heated by coal or wood stoves; lighted by windows on both sides, and with no special means of ventilation other than the doors and windows. Except in extreme weather they are reasonably comfortable and convenient. The grounds generally comprise about one acre. Many of our school-houses are located in natural groves, others have numerous planted trees, while a few are without shade. Many trees have been planted of recent years, and in the near future our school-grounds will be much better shaded.

The average length of term during the year is about eight months. The wages of the teacher have been unusually low during the past year, but they were frequently thus fixed because of the prevailing low prices of all articles of produce.

During the past year a greater number of educational meetings were held

in the county than during any previous year. Meetings were held in various localities, and thus local interest was enlisted. As a general rule the meetings were well attended and productive of good results.

During the past year the board of supervisors, at the request of the county superintendent, purchased a classification register for each school in the county. We anticipate excellent results from its use. The object is to make a record of the school work of the term. It enables a new teacher to classify the scholars without difficulty.

In conclusion, the educational interests of the county are not being neglected. It can confidently be said that our schools are improving. The qualifications of our teachers are better and the standard of education is raised higher each year.

KEOKUK COUNTY.

BY NANNIE TORRENCE.

The normal institute of 1886 was a grand success in point of attendance, numbers, enthusiasm and work accomplished; the enrollment being 265, the largest in the history of Keokuk county. The one object kept steadily in view at our institute was the elevation of the schools. We endeavored to inspire the teachers with a love for their work and to rouse such an enthusiasm that it would be felt in their schools. In 1883 a course of study conforming with the State course was adopted, which has been adhered to ever since with but few changes. That year a class of eighteen completed the course. In 1884 there were thirteen graduates, in 1885 seventeen, in 1886 twenty-one.

As a supplement to the normal institute we have a teachers' association, which is doing good work. We have township meetings each month and county meetings twice a year. They are well attended, and much interest manifested by teachers and patrons.

Three new school-houses have been built during the past year, two in the rural districts and one in Sigourney, costing \$18,000. It is a beautiful, commodious building, heated by the Ruttan system. The lighting is excellent. The greatest attention was given to the arrangement for the comfort and convenience of the pupils. The grounds of a majority of our schools are well cared for, being well fenced, and shade trees in good, thrifty condition. Am sorry to state, however, that in quite a number of our districts the reverse of this is true. We are doing all we can to better the condition of affairs by calling the attention of the directors to this neglect.

The length of term, as well as the salary of the teacher, is steadily increasing.

The school boards of our county, with but one or two exceptions, have taken what steps they could to comply with the law in regard to teaching the effects of narcotics and stimulants.

An effort (which we think will be successful) is being made to grade the country schools. We are blessed with earnest, hard-working teachers, who are doing all in their power to further any object they believe will benefit the schools. Welch's Classification Register is used in some of the schools, but has never been adopted and provided by county board.

The Teachers' Library Association is in a flourishing condition. The library, which is kept at the county superintendent's office, and of which he, by virtue of his office, is librarian, consists of nearly one thousand volumes. It is increasing constantly in membership and number of volumes, and is well patronized by the teachers.

The Reading Circle is doing excellent work. We have ninety-two members, an increase of fifty per cent over last year.

The circulation of the School Visitor, a county educational journal, is rapidly increasing. Nearly every teacher in the county takes it in addition to other journals. It is sent free to all school officers.

While there is much yet to be done for the schools, and many places where they can be improved, we feel that the cause of education is making rapid advancement in our county.

KOSSUTH COUNTY.

BY B. F. REED.

In submitting this report I feel that I am fully justified in stating that the educational interests of this county are advancing. A majority of our teachers are the ambitious and persevering daughters of pioneer farmers. They exhibit a fortitude and courage seldom witnessed in any other profession—many of them walking a mile and building their own fires during the winter term. In their tact and ability to govern, our teachers, even in the lowest grades, have reached a standard of rare excellence; out of the one hundred and twenty teachers employed during the last winter term only seven showed a weakness in this important qualification, but, owing to the fact that many of them entered the profession before they had strength of intellect or force of character to render effective school work, I regret to say that I only found about fifty who showed any marked degree of superiority in their aptness to teach. I am convinced that they are too limited in their

general knowledge, and found wanting in mental discipline and depth of education. I have done everything I could to have them realize their situation, and it is encouraging to know that they do. As our last institute examination, in which all of the teachers participated, was ten per cent more difficult than any previous one, it left many of the teachers on probation with a lower grade of certificate than usual. But judging from the way they are studying and working, I know it will not be long before they will overcome this deficiency. At present there is a general educational awakening all along the line. They are thirsting for methods, and are pursuing courses of study and seeking light wherever it can be found.

Notwithstanding the rigidity of the examinations and other exacting requirements, my teachers consult me as a friend and treat me with all the courtesy that I could desire.

Most of our village schools are in charge of experienced instructors, and very favorable reports are coming in in regard to their excellence.

Our city schools were never under the control of a better corps of teachers than they are at the present time, and now, that we are fully established in our commodious \$19,000 school building, we have a system of graded schools that is a credit to our county.

In this county we have 125 teachers employed at the same time; although we have only 104 regular school buildings, and these contain all together but 745 volumes of library books and \$3,270 worth of school apparatus. It further appears that these buildings were erected at a total cost of \$47,650, and are surrounded by only 78 shade trees. During the past year over \$29,539 were paid for the services of our teachers, in addition to nearly \$6,500 that were paid for rent and repairs of school buildings, fuel, dictionaries, apparatus, insurance, salaries for janitors, secretaries and treasurers, and for supplies, brooms, chalk, etc. We have 3,846 pupils of school age; but for some reason 943 of them were deprived of free education, as only 2,903 became enrolled, and the average daily attendance in the county sank down to 1,736.

The average cost of tuition per month for each pupil in the county is about \$3.40. The Independent District of Algona comes to the front with an average cost of only \$1.15 for each pupil per month, while some of the townships have reported an average cost of \$5.95 for each pupil during the same length of time.

The Northern Iowa Normal School, located at Algona, under the efficient management of such an able and well known educator as Prof. J. C. Gilchrist, has already done much to inspire a spirit of educational activity among our teachers. This prosperous institution having attracted the attention of many of our sister counties, bids fair to be the leading seat of learning in this part of the State.

Our last normal institute was a decided success in many ways. Although we had an attendance of one hundred and seventy-four teachers, being the largest number ever enrolled in this county—and I think the largest in the State, in proportion to our population—we avoided the monotonous lecture

system by creating separate departments, a feature that met with universal approval.

In regard to the affairs of the office, I will say that so much territory is embraced in big Kossuth that the adjusting of differences between the township boards and other interested parties as to the removal and location of school-houses, the boundary lines of sub-districts, the establishing of granted schools, etc., occupies nearly one-half of my time. But, notwithstanding these encroachments, by the aid of special deputies which I have employed at my own expense, I have been able to attend to the office details and visit nearly all the schools once each term since I have held this position.

The Kossuth School Journal, published monthly in connection with this office, which circulates among all the teachers and school officers, is a potent factor in my work, and of more assistance to me than a regularly appointed deputy could be.

LEE COUNTY.

BY J. J. DOFFLEMYER.

The educational interests of Lee county are advancing. The schools in the cities and towns have closed an unusually successful year's work, and the teachers, generally, have a great reserve force of enthusiasm for next year's duties.

I have this year discontinued the third class certificate.

We expect a large attendance of teachers and students of the profession at our normal institute. It will be divided in two parts: a graded section, and an ungraded section. The former will include those who teach in first, second or third grades of public school work; the latter all others enrolled. Each section will have instruction adapted to its needs, and will be separate from the other as a body. The ungraded section will be further classified on the basis of the qualification and experience of its members. It will be thus sub-divided into three parts: A, B, C.

We shall this year endeavor to accomplish much that shall be of immediate value to our teachers. To this end the work attempted will be such as has been proven necessary, and will be so arranged that it may be immediately given a place in the teacher's outline of her own work in her next school.

I believe much is lost in our institutes by not duly regarding the pressing needs of the schools. Too often the work attempted is purely academic. In

such instances it is far too ambitious for the usually short session of the normal, and is barren of good results. Teachers expect that which will prove helpful to them in their urgent needs.

This county has very many pretty school-houses. A large number of them are brick or stone; others are neat and substantial frame houses. Most all are properly heated and well lighted; but few are wisely ventilated. As a rule, comfortable and convenient furniture is found, and some money has been expended for apparatus for country schools. In some few schools there is no apparatus worthy the name, and the furniture is the most crude.

The general condition of the grounds around the country school-houses is that of neglect. The out-houses generally are monuments to the low thoughts of those barbaric vandals which invade and debauch most schools. Around most, the fences are well kept, and there has been a generous provision for shade in the planting of trees.

The city school-houses and grounds are in splendid condition. These schools are also amply provided with the very best furniture and the most useful apparatus.

The length of term for our schools varies from six to nine months.

In most instances salaries are fair; but we have a few who would almost teach for nothing and board themselves beside. These, I need not add, are not our best teachers, and we have our official eye on all of them. All of the common school branches are taught in the schools of that grade, and our high schools, in this particular, rank with those of any county.

In the city schools, penmanship, drawing and vocal music are taught by special teachers. This is found to be the most fruitful method of instruction. In the schools of Keokuk and Ft. Madison, vocal music has proven itself a great blessing in the way of general discipline as well. The law concerning physiology has been very generally observed in Lee county, but I am not now able to make a full report of the manner and extent of instruction in the same.

LINN COUNTY.

BY F. J. SESSIONS.

The schools of this county are in a fair condition, and are making substantial improvement in many directions. As a rule, I find each community having as good schools as the people intelligently and persistently demand. I have labored earnestly and constantly to awaken a more lively interest on

the part of patrons in the cause of the public school, to the end that the demand for better schools might be imperative. In the past year there have been organized a county teachers' association and three district associations, each of the latter embracing from two to five townships. There have been held three county meetings and thirteen district meetings. The interest and enthusiasm of teachers in these association meetings have been most hearty. The patrons of the schools have attended in fair numbers, and have taken part in many of the discussions in a way which has been profitable to all. The results have been very gratifying. Already I see a tendency to hold good teachers in place for longer terms of work, and I think there is a desire to re-elect faithful directors. There is also a growing disposition on the part of school boards to replace old mixed lots of textbooks with books modern and uniform. There is also a tendency toward the payment of better wages for good teachers.

The people of Brown township have just voted to organize their nine schools on the independent township district plan; thus cutting down the number of directors from nine to six.

At the last meeting, in March, the board of directors of the district township of Fairfax elected Mr. C. E. Bonner as principal of the township high school and made him township superintendent of schools. The plan is working finely, and is resulting in good to the schools. The boards of two other townships are considering the plan, and I hope in a short time each will elect township superintendents. The plan, briefly, is this: the board appropriates \$100 to pay a township superintendent; then selects the teacher of the township best qualified for the work, and arranges his term of schools so that he has one month or more to devote to inspection and supervision of the other schools; when he is teaching he devotes as much time as possible to assisting his teachers and advising directors. He does not do the work of the county superintendent, but supplements it by looking after many details which it is impossible for the latter to attend to in his necessarily hurried visits. The county superintendent plans and directs the work in general, and the township superintendent sees that the plans are carried out in detail. The results are, system and uniformity in the work of the schools.

The schools of the county are being graded or classified according to Welch's scheme as rapidly as possible. Before the close of the next fall terms I hope to have all rural schools working up to this plan.

It is not necessary to speak, perhaps, of the work of the city and town graded schools in detail. It is sufficient to say that we have seven graded schools which fit pupils for entrance to the freshman classes of most of the colleges of the State. Some of them do work still more advanced than this. All are in excellent condition.

There are fewer district quarrels now than when I first came in office, and I have had but one appeal case come to trial.

NORMAL INSTITUTES.

The teachers of this county are divided into four classes for institute work, and follow substantially the plan outlined by the State Department of Public Instruction.

I seek to have my institute instructors impress best methods of teaching by following those methods in their classes at normal. I do not have as much academic work done in institute as some superintendents do, but aim to have much of didactics and normal methods.

Last year I organized the primary teachers of the county into a class by themselves, and gave them a teacher specially fitted to instruct them in best primary methods. The results were such as to warrant me in doing the same this coming institute. I also formed a principals' section for the discussion of topics of special interest to principals and high school teachers. This feature was a success and I shall re-organize the section again this year.

SCHOOL-HOUSES.

Of the 197 school-houses in the county, 170 are frame; twenty-five brick, and two stone. Country school-houses are, with few exceptions, built of wood. They are all heated by stoves and ventilated by means of the windows. As to comfort and convenience little can be said in their favor, though most of them are well seated and fairly well supplied with charts, maps and black-boards.

The city and town buildings are more pretentious, notably those recently built in Cedar Rapids and Springville. In the past four years three fine buildings have been built in Cedar Rapids, all of which are heated and ventilated by the best air system and provided with dry closets. The Marion high school building is heated and ventilated by a steam system.

GROUNDS.

Generally the county school-houses are pleasantly located on good roomy grounds, which in too many cases are indifferently fenced, they are, however, mostly surrounded by few or many shade trees. A few school-houses have no trees and there seems to have been no attempt to grow them. I am pleased to report that generally I find the out-houses in fair condition, a few are in filthy, obscene condition. There are but few double privies, and at many schools the entrances to the out-houses are screened by high fences. In the main I can see some improvement in the condition of out-houses in the past year.

SCHOOLS.

The average length of the school year for the country is 7.2 months, for the whole county is 7.5 months. Terms of school vary from two to four months in length. Our schools enrolled seventy-one per cent of the school population last year. Two good colleges, a business college and an academy

in the county drove a good many of the older pupils from the public schools. Average salary paid males last year, \$40.05; females, \$26.88 per month. All the common branches are taught in schools having pupils old enough to take the higher ones. Penmanship is being taught in all schools. An effort is being made to have more attention paid to the teaching of this branch. At the last institute a special instructor in drawing gave impetus to this work, and now in many schools drawing is being taught in a limited way. The schools of Cedar Rapids, Marion, Springville and Mt. Vernon, each have drawing in the regular course, and do good work. The law in regard to hygienic physiology is being very generally complied with. I do not know of a single school in which instruction is not being given in this branch either orally or from a text-book.

GENERAL.

While the schools of the county are not all that I should like to have them, yet I have many reasons to feel encouraged and filled with hope for their future. Among the many things needful to assure their more complete success are the necessity of a more compact and wieldy district organization, with the township as the unit. A longer tenure of office for the director, longer terms of employment for the teacher, and the entire removal of the county superintendency from the influence of politics.

LOUISA COUNTY.

BY MRS. L. G. MURDOCK.

The condition of education in this county compared with adjoining counties, is fair, with a perceptible degree of progress in every department of it. The normal institute is steadily growing.

a. From two ungraded classes four years ago, we now have three large graded divisions, with work suited to each grade.

b. I have sought to make teachers, not scholars; have tried to abolish the idea that the normal is a place wherein to freshen the memory or "cram" for an examination, but a school for the purpose of learning to teach.

c. The methods employed to accomplish this have been largely practical school-room work, the presenting of subjects to teachers, as they should be to the school.

d. The special features of our normals have been the primary methods with actual classes, and the exhibit of work brought from all the schools in the county, and displayed after the manner of a fair.

SCHOOL-HOUSES.

a. The majority of the houses are frame, constructed without any special plan, being mostly of the same size, 20x24 feet.

b. One fine brick building at Lettsville is heated by furnace; all others with common wood or coal stoves.

c. But three or four houses in the county have any means of ventilation, except by the windows and doors.

d. About 75 per cent are comfortable and convenient, with entry way, shelves and hooks for dinner pails and wraps; the balance need repairs to make them truly comfortable.

a. The general condition of grounds is very good; a few yards are uncared for.

b. But a small proportion have good, clean out-houses. There is generally one in a passable condition, but it is rare to find two in good repair, and there are several districts in this county without any whatever.

c. The greater number of yards are enclosed by good fences; a few are without, and two or three still cling to barb wire in lieu of an upper board.

d. In many districts there are natural trees; in others, where not already growing, Arbor Day was generally observed, and from fifteen to twenty trees planted.

a. The average length of school term in this county is 7.7 months. About 50 per cent hold nine months of school, 20 per cent eight months, and the remainder six and seven.

b. The average salary paid male teachers is \$43.37; females, \$25.40.

c. In the country schools the common branches, and sometimes algebra, are taught. In the graded schools, algebra, botany, ancient history, geometry, astronomy, etc.

SPECIAL BRANCHES.

d. (1.) Writing is done in nearly every school, but penmanship seldom taught. (2.) Drawing is not taught, except by merely copying patterns of objects as a recreation from study. (3.) All schools learn songs and sing, but vocal music is not presented as a study, as a rule. (4.) Hygienic physiology is generally taught, and both teachers and directors are doing the best they know to fulfill the requirements of the law regarding it, although in many districts the patrons, and oftentimes the directors, are not in sympathy with it. In some instances, parents have refused to furnish text-books on the subject, and the instruction has been entirely oral.

On the whole, the schools in Louisa county are doing good work. In some cases the want of proper text-books, maps, etc., is a great drawback, but in some way the teacher manages to go on. As a rule, the patrons need to be awakened to greater interest, and this I have made effort to do, in school and social visitation.

The question of having good, clean out-houses on school grounds, needs more attention everywhere. I have urged this necessity upon directors, teachers and the people, on every opportunity, and shall, so long as there is

cause. As a suggestion, if vocal music was made one of the common branches to be taught in the schools, the result could not be otherwise than for a good and moral effect.

LUCAS COUNTY.

BY J. M. HANLIN.

In compliance with your request of April 30, I herewith submit a statement of the condition and progress of education in Lucas county.

CONDITION AND PROGRESS.

Our schools present a pleasing record of increase during the year in nearly all the items which indicate effective school-work; marked improvement in country school-houses; greater attention given to the sanitary condition and the general care of buildings and premises; a greater demand for better qualified teachers; more attention given to primary instruction; an increase in the enrollment and average daily attendance.

Reasonable efforts have been made to increase the interest of the people in education; to bring before the directors the responsibility of their office, and to induce teachers to seek a higher standard of preparation for their profession. We have a fine educational library of several hundred volumes, well patronized by the teachers, while ninety-five per cent of our teachers read good educational journals.

NORMAL INSTITUTE.

Our normal institute has been steadily growing in popularity, interest and influence. In 1876 there were fifty-four members, in 1886 one hundred and seventy-four. Our aim is the improvement of the teacher in everything that pertains to the discharge of his professional duties. We seek to increase his scholarship by presenting higher standards of attainment; to inspire him with clearer conceptions of the nature and objects of education, and to acquaint him with those principles and methods of teaching and management which are the basis of success in his work. In my visits to the schools I note the defects and errors observable, and in the normal institute try to reach and correct the greatest and most prevalent. We also seek to establish a bond of sympathy and interest between teachers and the people.

SCHOOL-HOUSES.

School-houses built the last ten years are commodious, comfortable, convenient, well lighted, with better means for ventilation provided. The usual dimensions are twenty by twenty-four feet, and ten to twelve feet high, for thirty pupils. This gives sixteen square feet of floor surface and from 160 to 192 cubic feet to each pupil.

GROUNDS.

The grounds are very generally high and rolling, securing good surface drainage, and well removed from swamps and stagnant waters, where malarial and miasmatic vapors would endanger the health of pupils and teachers. In almost every instance the houses face the south or east. Nearly all the grounds are surrounded by substantial board or smooth-wire fences. Many of the grounds have natural groves of oak and hickory, and on most of the others, maple, oak, elm and box-elder have been set out. A number of schools in the rural districts observed Arbor Day in an appropriate and very beautiful manner, the patrons in many instances participating.

SCHOOLS.

The length of the school-year, the enrollment and attendance, and the increase of teachers' salaries, have increased the present year. Orthography, reading, writing, arithmetic, geography, language, history, and hygienic physiology as required by session laws, 1886, are taught in all the schools. Drawing, algebra, elementary physics and rhetoric are taught in a number of the schools. American and English literature, geometry, book-keeping and English history are taught in the schools of Chariton and Lucas.

GENERAL.

There is no open hostility to the law requiring instruction on the effects of stimulants and narcotics. While, in some districts, it has not been as fully enforced as it should have been, there has been a very general effort on the part of all to observe its provisions in good faith.

LYON COUNTY.

BY B. H. PERKINS.

Replying to your inquiries regarding the condition and progress of education in Lyon county, I would say:

Our schools are finely organized with the course of study found in Welch's Classification Register.

We have been working to secure the unity of the rural schools and place them on equal vantage ground with town schools.

Our methods proceed primarily from the teacher's enthusiasm. By this we seek to enthuse directors and people. Through them we endeavor to present to the people all reforms.

No special features prevail. In general our work is done by correspondence and reports. We make annual visits and are able to reach some districts oftener.

As to normal institute work of the State we do not venture to offer criticism. In our county, however, we have endeavored

1st. To secure professional distinction to scholastic work.

2d. To foster the social and fraternal element among teachers.

Our school houses are of the ordinary old fashioned gable roof style, ventilated often by broken windows, and heated by rickety stoves and with poor fuel. We have, however, some model of comfort and convenience to which we are constantly pointing for emulation.

Grounds generally fair. No fences. Trees according to statute generally.

The annual term is generally seven or eight months. Salaries range from \$25 to \$35 per month.

Common school branches taught with occasional algebra, botany and zoology. Penmanship receives considerable attention.

Drawing is neglected, save in map drawing. Vocal music is practiced but not taught scientifically. Physiology taught according to law.

MADISON COUNTY.

BY E. R. ZELLER.

The graded four years' course was adopted for our county normal institute three years ago. The teachers and those about to enter upon the business were divided into four grades. An average standing of ninety per cent is required of the A grade for graduation, and the same per cent of the other grades for promotion. In addition to this the A grade is required to have an experience of nine terms in successful teaching before diplomas are granted. Two results are hoped for from this plan. First, regular attendance through four consecutive sessions by those who expect to make teaching their business, and to discourage and hinder those who would make of teaching a temporary expedient. Second, the gradual closing of our school-

houses to all teachers who have not completed the course, and offering greater inducements for those to enter who have.

Since adoption of the graded course regular study and recitation in the staple subjects of common school work has been the special business of the lower grades, while algebra, rhetoric, civil government, general history and natural philosophy, are added in the higher grades. Penmanship, drawing and didactics are treated incidentally and in a general way.

No attempt has been made at gradation in our country schools. Other objects to be accomplished are more essential while the circumstances are unfavorable. Uniformity in text-books, in length of school year, in ability of teachers, in attendance of pupils, and in a quickening of an educational interest, is what we seem most in need of. With this, uniformity of school work will be easily accomplished; without it, gradation only in name, is impossible. We hope for much in this direction from our county normal institutes. When a certificate of attendance for four consecutive terms at the institute and a diploma of graduation shall become a test of a teacher's qualification, there must inevitably be a uniformity of methods, of interest, and of teaching and ability. The want of uniformity in text-books is a great obstacle to uniformity of work. It is a great evil, and all the more annoying because easily remedied. Give us free text-books or statutory prohibition of the text-book traffic.

During the past two years a persistent and systematic attempt has been made to arouse interest in the public school. Schools have been visited and revisited, township and neighborhood meetings have been held, in which directors and parents have been induced to participate. These meetings have been growing in interest and results have been far reaching, enduring and most gratifying.

During the past year an effort has been made to bring out a special school exhibit at the county fair. We were successful far beyond our most sanguine expectations. There were over five hundred entries. Specimens of school work were classified under four heads as follows: Arithmetic, penmanship, map drawing and industrial work. This exhibition of school work has had the effect of wonderfully arousing the minds of pupils, teachers and parents on the grand possibilities of our common schools. Without awakening a vain hope for better school-houses, better teachers and better methods, the people can nevertheless be made to believe that now as formerly the "public school is the hope of our country."

MAHASKA COUNTY.

BY M. HEDGE.

Our normal institute is divided into a course of four years, embracing instruction in all of the branches required to be taught by law in the State. The last year of the course is given to the study of elementary algebra, American literature, botany, the history of education and civil government of the State and Nation. Where teachers have finished this prescribed course and passed a satisfactory examination, they are awarded a diploma with the standing in each branch marked. The promotions made each year are based on attendance and class records. The instruction aims to enlist close thought and observation to principles to be taught and the most approved methods of presenting them.

Last year we asked the teachers to preserve a note book outline of the instructions given, which was examined by the county superintendent, marked on neatness and accuracy, and made a part of the institute records. It proved to be beneficial in many ways. While visiting the district we found many of these note-books doing service in the schools. In this way the enthusiasm and spirit of the instructor is carried into the schools.

No one is granted a diploma who has not obtained a first class certificate and had successful experience in teaching. As long as teachers holding these diplomas show themselves to be progressive and awake to the best interests of the schools, we have encouraged school officers to give them special consideration. It is an incentive to others to become members of the post-graduate class. The usefulness of the institute would be greatly enlarged if there could be greater uniformity in its course of study throughout the State. The diplomas awarded should be recognized outside of the county where they are given.

Our school houses are generally well lighted, comfortable and tolerably well supplied with apparatus, but the out-buildings need attention. The average length of term for the year in the entire county in 1886 was seven and one half months. The average salary was, males, \$35.44; females, \$29.23.

There is a good interest in penmanship and drawing, and a few of the district townships have authorized algebra to be taught in their schools. The one thing receiving special attention just now is the classification of

the country schools. Welch's Classification Register has been purchased by the board of supervisors and is now in use in all of the districts. A course of study has been adopted, and when adhered to closely has always given a new impetus to the school. These measures for better organization have been well received by the people, and the teachers are in hearty accord with their object and design.

Acting on the suggestion of the State Department, we have held township meetings in the district townships and some of the independent districts with good results. At these meetings the educational interests of the district were discussed in an informal way.

Compliance with the narcotic law has been, with a very few exceptions, heartily and universally responded to. Most of the instruction has been given orally, but books are slowly working their way into all the grades. Taken all in all, the school work in this county is advancing, and will be more encouraging as we become better organized.

MARION COUNTY.

BY C. B. BOYDSTON.

We think it can be truthfully said that the condition both of the schools and the teachers of this county has been largely improved in the past year, and in general the educational work in this county is in a more satisfactory condition than at any previous time. We do not wish, however, to be understood as saying that *every* condition of educational work is flatteringly good. This would not be true if said, nor do we think it eminently true in any portion of our State. Our code of school laws is so barren of good results in many particulars, lacks in force to carry forward the work successfully in so many ways, that the highest and best results of the free-school system are practically barred.

In 1886 the normal institute of this county was thoroughly graded on the course laid down by State authority. The result has been of great value to teachers of this county. Notwithstanding the lack of force in our law to require attendance, eighty-five per cent of our teachers were enrolled at the normals of 1886-7. It was our chief object in the normal instructions to secure uniformity of work among the teachers in the best and most approved methods. In this we were largely successful. We venture a criticism upon the normal institute work in many places where it seems to be the chief object to enroll large numbers, rather than benefit those who constitute the teaching force. It is nonsense in the highest degree—worse, it is criminal neglect of the interest of the teachers for a county superintendent

to put in his time canvassing his county with a brass band, bass-drum and cymbals included, to enroll an army of three or four hundred in his normal, who when assembled he can neither manage, nor benefit. Normal institutes should be run *solely* for the benefit of teachers, and not for show, or for advertisement in *cheap* school journals or county newspapers.

As the old school houses wear out they are replaced by new ones of modern style, with better means of heating, ventilation and light. Several of this class have been erected, in the last two years.

During the last year Welch's Classification Register and course of study for common schools has been purchased by our board of supervisors, and placed in every rural school in the county. At our last normal thorough instructions were given in classification and grade work. The out look at present is very promising of success in the introduction of this system. All the teachers are pleased with this "new departure," and take hold of it with a commendable zeal that is worthy of success.

Hygienic physiology as contemplated by the enactments of the Twenty-first General Assembly, is being taught by every teacher in the county. In many cases it is not taught with the best results, for the reason that boards of directors, through indolence, willfulness or parsimony neglect to provide the necessary means.

We venture a few suggestions as to the needs of further and more definite legislation. The duties of school boards as set out in section 2, chapter 1 of the acts of the Twenty-first General Assembly, providing for the teaching of the effects of stimulants and narcotics, are so meagre and indefinite that boards of directors construe anything, or nothing done on their part as "observance of this statute and making provisions therefor." This statute should be so amended as to specifically point out the duties of boards in furnishing supplies, such as charts, etc., for the use of teachers.

We ought to have a law that would secure to us a uniformity in text-books.

A law that provides for a closer supervision of the schools by the appointment or election of township supervisors, would be of incalculable benefit. As it is at present, the field is so large and the work so varied that it is impossible for a county superintendent to do all the work necessary for the best interests of the schools in his county.

It would be a wise provision of law that would compel teachers to attend normal institutes, and prohibit the enrollment by the superintendent of any who are not teachers.

In order that the highest and best results of a free school system may be attained, we must have some form of compulsory education enacted that will not allow one-third of the school population of our great State to refuse or neglect to attend the schools provided for them.

MILLS COUNTY.

BY W. M. MOORE.

In educational matters Mills county seems to compare very favorably with her neighboring counties. The county is a small one, and consequently we cannot report so large a number of teachers employed or so many school-houses as many others do, but were there any way of estimating and comparing the item "interest in education," which so seldom finds a place in statistics, we believe that Mills county would not be behind. Our country schools are not so well graded as they should be, but the teachers are learning the value of reducing classes in number, laying out a line of work for each term, and of leaving a complete record of the work accomplished during the term, for the benefit of the succeeding teacher. We find the Classification Register, which our board of supervisors so kindly furnish to all the schools, a very valuable aid in this work.

In district organization we have sixty independent districts and five district townships containing twenty sub-districts. The interest in school matters seems to be greater in the independent district than in the district township. These districts usually pay better wages, have longer terms and consequently secure better teachers. The county is unfortunate in having many large and very irregular districts. The result of this is that many children are almost deprived of school privileges, the school-house becomes the "bone of contention," and the school suffers from the neighborhood quarrels which are sure to follow.

Education, here as elsewhere, suffers from the constant change of teachers, but we can realize that teachers are growing in professional zeal and knowledge, and by constant and careful supervision and school visitation we have been able to discover the teacher's weak points, and by remedying the same to improve the teaching force of our county. There is not a teacher at work in the county whose work has not been personally inspected by the county superintendent.

The teachers' normal institute is the principal lever used in elevating the teacher. At the institute and our teachers' associations they gather their zeal and gain most of their professional knowledge. The institute of this county is organized on the basis of the State course of study for institutes. The first class graduated in 1886, and there are prospects for a large class in 1887.

We aim to plan our work so as to hold as many of the graduates as possi-

ble in the institute, believing that although they have finished the course of study, they will still find much that is new and profitable in the work of the institute. It has always been our aim to make our institute better rather than larger than the one last year or the one in the adjoining county.

While our actual teachers have been regular in their attendance at the institute, and we have tried hard to induce all who desired to teach to attend, yet we have never encouraged anybody to attend the institute merely to swell the number enrolled, and who could be of no benefit to the institute other than to deposit a dollar in the fund. The attendance has varied, for the last ten years, from 81 to 136. The methods used are about the same as throughout the State, and the objects aimed at are to make better teachers, cultivate their habits of study and reading, and thus improve our schools.

The county contains eighty-five school-houses, six of which are brick and the remainder frame. Outside of Glenwood there have been no provisions made for heating, lighting and ventilating, other than the ordinary doors, windows and flues. The school-houses are very plain, but usually comfortable. The equipments, such as maps, charts, etc., are rather meager, and it seems that the average school director cannot or will not appreciate the value of a black-board, judging by the condition and amount usually found in the county school-house. Our towns are well supplied with comfortable and commodious school-houses. As a rule the school grounds receive but little care. They are nearly all enclosed with good board fences and contain the required number of trees. Many of our houses are situated in natural groves, while others are surrounded by nice shade trees that have been set out for some time. The out-houses are usually kept in fair condition, but there may be found a few that are in very bad condition and appear as a stigma upon the reputation of the school.

The term of school varies from six to ten months each year, the average being about eight months. The wages paid vary from \$30 to \$45 in the country, to \$40 to \$100 in town, the average being \$41 for males and \$34 for females. All the branches required by law are taught, nearly every school in the county having complied with the new law concerning physiology and hygiene. Drawing is taught in most of our town schools and a few country schools. Penmanship is the neglected study, not but that teachers try to teach it, but the poor provisions for teaching it, and the inability of our teachers to create an interest in this work, produces very poor results.

It is in this line particularly, that we need all supplies furnished by the school authorities, and free to the pupils; but we hope that at no distant day our schools may all be supplied with text-books, writing materials, and all useful apparatus, free to all pupils. Then we may hope to realize such results from our schools as will be consistent with our expenditures and the labor of the teachers.

MITCHELL COUNTY.

BY R. C. BARRETT.

I believe that Mitchell county stands high among the sister counties of the State in educational work. Her prominence has however been attained, not by spasmodic effort but rather by an onward movement which bids fair to continue and develop.

Our normal institute has been steadily growing in interest and continues to gain in favor with teachers and people, generally. From an enrollment of 123 in 1882 it has grown to 207 in 1886.

The institute is divided into four grades and a course of study similar in many respects to that recommended by the Superintendent of Public Instruction is followed. At least twenty-five per cent of the teachers of the county have completed the course of study but each year finds them again in attendance. Diplomas have not as yet been given but teachers are granted optional studies after having finished the course.

We believe that few counties can show a better class of teachers than we can, but we are seeking for still higher qualifications on the part of teachers and working to remedy the defects noted in school visitation as well as to present better methods of instruction. The normal institute is doing a grand and noble work in this county and in words similar to those of Sancho Panza we say, blessed be the man who invented the normal institute.

During the past year four new school buildings have been erected and a number of others have been put in good repair. Nearly all of our buildings are reasonably well provided with necessary school apparatus. We regret that our boards of directors have given so little thought to ventilation, heating and lighting; but these important matters are beginning to receive the attention their importance demands.

School grounds are, generally speaking, kept in very good condition. A large number of them are well fenced and provided with trees which in a few years will afford an abundance of shade. I do not hesitate to say that in many cases little or no attention is given to the condition of our out-houses and the evils arising from these places of pollution are allowed to continue through the false modesty of school officers and teachers.

School work has been carried forward the past year in a peaceable and prosperous manner, teachers in many districts have been retained throughout the year. On an average seven months school have been taught during

the past year and the tendency now is to divide the school year into three terms instead of two as has been customary.

The question of teachers' salaries has been frequently brought to the notice of school officers as it well needs be when a difference of nearly fifteen dollars per month is allowed to exist between the wages paid male and female.

The schools of the county are well classified and organized, each now having a definite line of work to pursue. Aside from the regular branches, under which is included physiology in compliance with State law of 1886, word analysis, civil government of Iowa, drawing and English literature are taught in many schools.

The best of interest still prevails in our teachers' associations and I cannot but believe that much of the enthusiasm that exists in our work can be traced directly to these meetings.

Our reading circle is yet in its infancy, but our teachers are enthusiastic in the cause and the indications are that the circle will be largely increased the coming year.

A teachers' library association, the object of which is to supply choice reading matter to its members, was organized at the last session of the normal institute. It already has a membership of fifty.

While we are well pleased with the results thus far achieved we hope during the coming year to eclipse all previous efforts and with the hearty cooperation of teachers, school officers and patrons success will crown our endeavor.

MONONA COUNTY.

BY F. P. FISHER.

Our schools are improving and educational interest is increasing. Our teachers, as a rule, realize the importance of the work in which they are engaged, and are striving to improve in scholarship and in methods of teaching. No third grade certificates have been issued since the first day of July, 1887.

TEACHERS' NORMAL INSTITUTE.

We had the best institute ever held in Monona county. The teachers were wide-awake and attentive. We enrolled 130, which was the largest attendance we ever had. We are seeking to raise the grade of our country schools by giving the teachers instruction in methods. We had special work in

reading and physiology. The only criticism I have to offer is, that the work of our normal institute is not practical enough.

SCHOOL HOUSES.

Most of our school houses are frame structures. A few brick or log. They are heated by stoves and lighted by windows; ventilated by doors and windows; fairly comfortable and convenient.

GROUNDS.

Some are well fenced and set out with shade trees; others have a wire fence or none at all. The out-houses are in a bad condition.

SCHOOLS.

The length of term is usually three months. The teachers receive from twenty-five to thirty-five dollars per month. The branches taught are those required by law. Drawing and vocal music are taught in some of the schools. Physiology, with special reference to the effects of narcotics and stimulants, is taught in all of the schools. We need better houses, more blackboards, maps, etc.

MONROE COUNTY.

BY H. J. BELL.

For many years the tendency in this county was to encourage pupils in advanced studies, to the great neglect of those engaged in elementary work. It was no unusual thing to find the common school programme burdened with such studies as advanced geography, advanced grammar, higher arithmetic, algebra, and even geometry and natural philosophy. The elementary work was hurriedly and very imperfectly done to give place and time for the advanced work.

Ex-superintendent W. E. Elder did a valuable service in calling attention to the importance of more careful elementary work, and in teaching better methods of instructing primary pupils. And the present incumbent has earnestly labored to eliminate from the common school course all higher studies, to confine the work to the purely elementary and practical, and to improve upon his predecessor's methods of primary instruction.

In these efforts, the almost universal co-operation of the teachers has been experienced. Of course, opposed to these efforts have been those of many advanced (?) pupils and their parents; but the great mass of patrons and

pupils are thoroughly in accord with the theory that the work of common school should be confined within the limits designed in the organization and maintenance of the system, furnishing the masses an elementary and practical education.

In 1884 a course of study for the country schools was prepared; teachers were instructed as to its meaning, and the use designed to be made of it.

Many schools have been organized and conducted in accordance with the spirit of the course. But owing to the frequent changes of teachers and the neglect of many to leave an intelligible record of the state of the work at the close of the school, comparatively little progress has been made in the direction of systematic conformity to the course of study. Yet nearly every school in the county has been much improved in point of graduation, classification and instruction, in consequence of the hold the spirit of the course has taken upon the whole teaching force of the county.

In 1885 a careful inspection of the school registers revealed the fact that about three-fourths of them were not correctly kept. As a consequence, at least that ratio of reports to district secretaries must have been incorrect. What reliance, then, can be placed in the school statistics of the whole State, if those from Monroe county are an average in point of correctness?

Effort has been made to correct the defects noted. Some improvement is noticeable. But the constant influx of new and inexperienced teachers is an insurmountable barrier to complete success in this direction.

Attention has been called to the educative force of the child's surroundings. If a love of, and a taste for the beautiful, should be cultivated, the child must be brought into contact with, and under the influence of the beautiful. If the child is accustomed to the unsightly at home and at school his taste for the beautiful can not develop. He grows up coarse and rude with the spirit of destructiveness unduly developed.

School officers have been urged to put and keep the school-house, grounds, fences, and out-buildings in proper condition. Teachers and pupils have been encouraged to beautify the school-room by polishing the stove, curtaining the windows and adorning the walls with pictures and mottoes; and in the summer season they have, in some instance, cleared the grounds of rubbish, and planted, and cared for, varieties of decorative plants. Much has thus been accomplished in the cultivation of the aesthetic nature of the pupils. Much remains to be done, but the way is now open, and in this particular, the prospects are promising.

Great care has been exercised in the issuing of certificates. The standard of qualification has again and again been raised; and yet some incompetents succeed in meeting the letter of the requirements.

The following are the present demands:

1. For third class certificate: (a) Of four months; a minimum standing of 65 per cent, and an average of 75 per cent.
- (b.) Of six months; a minimum standing of 65 per cent, and an average of 80 per cent. Those who have taught one term must average 80 per cent, or be refused.

2. For second class certificate: (a.) Of eight months; one term's experience, a minimum standing of 75 per cent, and an average of 85 per cent. Those who have taught two or more terms must meet these requirements, or be refused.

(b.) Of ten months; the same requirements as for eight months, except that the average must be 90 per cent.

3. For first class certificate: Two or more terms' successful experience, a minimum standing of 85 per cent, and an average of 95 per cent.

The questions used in examination are those furnished by the Department of Public Instruction. The making of answers is very carefully done; the applicant is credited with all his MSS. are worth, but with no more. The course pursued in the issuance of certificates has, of course, improved the quality of the teaching force; but the general standing is still comparatively low, owing to the brevity of the teacher's professional life. Teachers are constantly dropping out of the profession, and their places are being filled by persons of inexperience. By this process the body of the teaching force is composed of those who have had but three or four terms' experience. And while in scholarship and in theory of instruction and government, the teachers of to day are much superior to those of ten years ago; yet, in practice there is not discernible so great difference. But in the midst of so many discouragements, that there is any perceptible improvement is certainly ground for encouragement.

TEACHERS' NORMAL INSTITUTE.

Organization.—The Iowa graded course of study is the basis of the institute work. The members of the institute are arranged into four classes, named respectively, "first-year," "second-year," "third-year," and "fourth-year." Those who have never attended institute compose the first-class; the other classes are composed of such as present normal certificates of promotion showing them entitled to position in the class into which they seek entrance.

Design.—The purpose of the institute is to instruct teachers in right principles and methods of education; to inspire in them high ideas of their work; to develop in them a greater love for, and a deeper zeal in, their work; in short, to produce good teachers.

Methods.—Instructors of extensive and successful experience are employed. These are expected to become model teachers in the presentation of their several subjects. The subject is presented, not so much for the matter of it, as for the illustration of right principles and methods in teaching. The instructors are expected to give, in addition to good models, preceptive instruction in principles and methods of instruction.

Special feature.—Each member of the institute is expected to provide himself with the text-book in didactics designated in the course of study as the basis of the work in the class of which he is a member. And the instructor in didactics is expected to conduct his work in such a manner as that each member will experience the necessity of as carefully preparing his

didactic work as he prepares any other work assigned him in the institute. Particular attention is to be given the elements of mental science and the application of its principles to the work of education.

Criticism upon the institute work of the State.—1. The general tendency of institutes, as shown by their courses of study, is to furnish academic, rather than didactic, instruction. Too much attention is given to the "What to teach"; too little to the "How to teach." It may be said, and truly, that there is great need of the academic work. But, while admitting that fact, we should not lose sight of the true design of the institute, nor relax our efforts to limit it to its own proper sphere.

2. A course of reading in full harmony with the institute course of study should be prepared. Evidence that one has done the reading required should constitute part of the basis upon which a normal certificate of promotion is issued.

SCHOOL-HOUSES.

Construction.—Nearly all the school-houses in the county are one-story frame buildings. The material used in building is medium in quality. The workmanship is very ordinary.

Heating and lighting.—Every country school-house is heated by a stove located near the middle of the room. In cold weather, those seated near the stove are uncomfortably warm, while those in more remote parts of the room are suffering from cold.

The light is, in most cases, admitted through three windows on each side of the room. In some instances, the degree of light may be modified by means of shutters, and in others by means of curtains or shades.

Ventilation.—In the construction of country school-houses, no provision has been made for ventilation. Many teachers who appreciate the importance of pure air contrive ways and means by which to secure it. Many others can tell how to ventilate, but fail to ventilate.

Comfort and convenience.—Aside from the features of discomfort already noted, many rooms are comfortable and convenient. In many ample provision is made for the proper disposition of maps and lunch-baskets; and the seats are comfortable. In many others, no adequate conveniences are provided.

GROUNDS.

General condition.—A few grounds are well cared for; very many are greatly neglected. With few exceptions, the grounds are well located for the general purposes of the school, and would admirably serve those purposes if properly cared for.

Out-houses.—Not one in the county properly constructed. In many districts, there are no such things; and in many districts pretending to have them, the moral and physical results are manifold worse than if there were no such pretensions. Again and again, the attention of patrons and officers has been called to the importance of properly constructed, and properly

cared for out-houses. Some seem convinced, but none have as yet acted up to the necessities of the case. True, some have moved in the right direction, and the future may reveal a bountiful harvest from the seed sown.

□ *Fences*—Some grounds are not fenced; many are poorly fenced, and a few are nicely and substantially fenced.

Trees.—Quite a number of grounds are adorned by native groves. In about one-third of the districts, trees have been planted and cared for. In some districts, trees have been planted and allowed to die; and in others, no attempt has been made to comply with the requirements of the law concerning tree-planting, although the attention of officers has frequently been called to the matter.

SCHOOLS

Length of term.—The average school year is less than seven months. A few districts keep school open eight or nine months each year, but many others would keep open *less than six months* annually if they could devise any reasonable excuse for so doing.

Teachers' salaries.—The discussion of this topic furnishes a key to the whole situation, deplorable as it is in this county. The wages of teachers are so low—less than \$200 annually—that men and women cannot secure a livelihood in the business. Let the advocates of, and the apologists for, low wages writhe under this statement; they *cannot* figure out of \$200 a year a decent living for any *one person*, to say nothing about the support and education of a family. Young persons who cannot understand the situation on the basis of a mathematical calculation, after a few terms' experience, realize it upon the basis of a practical demonstration. And about the time they become valuable as teachers, they are forced to abandon the occupation and to seek a business that will afford a livelihood. As a result, our schools are constantly in the hands of those who have had little if any experience. A young person without experience has little influence in moulding public opinion in matters pertaining to the best interests of the schools. Because of their inexperience and consequent weakness, much property is destroyed and irreparable loss is sustained by the children entrusted to their care. But looking no farther than to the property loss, patrons and officers excuse themselves from their obligations to furnish, and keep in repair, conveniences, upon the plea that "it's no use to provide, they'll only be destroyed." Too true, too sadly true; they'll only be destroyed if entrusted to the care of inexperience and incompetency. But is there not a wiser economy? Is there not a remedy for these ills? Certainly; employ as teachers men and women of mature minds; persons of successful experience and consequent power in controlling and instructing. But, it may be said, no such persons are applying for the schools. True; but because there is no demand for them. Let such salaries be offered as will enable live, wide-awake men and women to live decently and comfortably, and keep abreast the times in educational thought and methods; and plenty of good, unselfish, zealous, enthusiastic teachers of experience will offer them-

selves, glad of the opportunity to devote themselves unreservedly to the work that transcends every other in importance, and in its influence for good to the race. Let this line of economy be pursued and see what a transformation will take place in our schools! A few districts in the county have tried this policy in a measure, and it has worked charmingly.

Branches taught.—Reading—including spelling and language, writing, arithmetic, geography, English grammar, physiology—in compliance with school laws of 1888, and United States history are the regular studies pursued in the country schools. Drawing is taught the primary pupils in many schools. Vocal music is not taught scientifically in any school in the county.

GENERAL REMARKS AND SUGGESTIONS.

To the educator with high ideals of common school work, Monroe county is, along with many of her sister counties, in a truly deplorable condition. There are, it is true, some bright spots, and these encourage to continued, persevering effort.

The general stringency in monetary affairs, and local shortage of crops for a series of years, are, in many instances, made the pretext for that economy in school expenditures that is properly denominated niggardliness. Whenever the necessity for economy—retrenchment—is felt, the pruning knife is first applied to the school branch of government. Teachers' wages are cut down; contingent expenses are reduced below the point of providing conveniences; school-houses are allowed to crumble to uselessness; and the little that is expended in the school work is largely wasted because of the weakness of the force it secures.

Nearly all the teachers are earnest, and willing beyond their capabilities, to serve the public good in their respective spheres. But in very many instances they do not receive that sympathetic co-operation from officers and patrons that would enable them to work with lighter hearts and stronger hands, and consequently produce better results.

Brief, pointed, pungent tracts from the department of public instruction, distributed through county superintendents and by them through the schools to officers and patrons would certainly be productive of good. Let each tract discuss some one phase of the common school problem. Let two or three be sent out during each month that schools are generally in session. This course would greatly strengthen the county superintendent and render his work much more efficient.

The law should be so amended as to provide for the election of the county superintendent at the meeting of district, township and independent district electors on the second Monday of March of every alternate even-numbered year. Qualification, certified to by the State Board of Examiners, should be the only test of the eligibility of a candidate for the county superintendency. Such provisions would remove the office from the arena of politics, and would make the term four years instead of two.

The law should be further amended to abolish the office of district treas-

urer, and provide that district orders be drawn upon the county treasurer, who shall keep a fund account with each district and shall pay all district orders from the funds belonging to the districts severally. This would prove, in Iowa, an annual saving of thousands of dollars in the shape of salaries, to say nothing of other losses that are annually occurring under the present plan.

The foregoing facts, criticisms and suggestions are submitted in the hope that they may prove of value in showing the educational standing of Monroe county.

MONTGOMERY COUNTY.

BY J. F. SAYLOR.

INSTITUTE.

Our institute has been organized upon the State course of study for three years. This graded work meets with much favor among the teachers, yet it must be admitted that it is yet an experiment and will require time and experience to bring it to a standard where it will be thoroughly practical. The interest in the teacher's training school in this county has always been especially marked.

We have endeavored as much as possible to make it a training school as against the strictly "review" school, *i. e.*, a review of text-books. We make professional principles a prominent factor, and especially that period covering the first six or seven years of the child's school life. In our rural schools we find this work—oral teaching—too much neglected. Hence we proceed on the principle that the institute should supplement the demands of the public school.

CRITICISMS.

- 1st. Not uniformity enough throughout the State.
- 2d. Too many of the so-called graded institutes are only so in name.
- 3d. There is no way to guide and control inexperienced superintendents.
- 4th. Rules for promotion are often very untrustworthy.
- 5th. They are frequently too much of a "review" school.
- 6th. The attendance should be compulsory.
- 7th. Too fancy prices are paid for instructors.
- 8th. There should be more legislation touching the control and conduct of our institutes.

SCHOOL-HOUSES.

We have the one type of school-houses familiar to all. They are loosely constructed too often, cold, and with little attention paid to ventilation. But little thought is given to light, cloak room, convenience, nor black-board accommodations. We speak more particularly of the rural schools. The buildings in our towns have been constructed with special care and thought as to the above points. Nature has given us good school-house sites as a rule, but out-houses, fences and trees and the school building itself does not always receive the care that it should. We have no more reason to complain than our neighbors in this respect, in fact the patrons of Montgomery county are thoroughly alive to their educational interests in the usual acceptance of that term, but we feel that too much money is spent without a full knowledge of the ends to be obtained.

SCHOOLS.

We are liberal in the number of months allotted to school work, ranging from seven to nine. Teachers' salaries, however, are not as encouraging as one would wish. A very general compliance has been observed in the matter of teaching narcotics and stimulants.

GENERAL REMARKS.

Notwithstanding the fact that our district organization, and the haphazard way of running our rural schools have been exposed and condemned by school men generally, yet it seems to be so thoroughly rooted in the customs of the people that it is a most difficult task to uproot it. The people are aware that their children do not progress as rapidly nor as thoroughly as they should, yet they fail to diagnose the case thoroughly. The failure is usually ascribed to inefficient teachers, etc., where in fact the failure must be placed primarily upon the board of education. The importance of a fully officered board is not generally understood. Our rural boards stop when they have elected a president, secretary and a treasurer. The most important officer is left out. The people place the schools in the keeping of the boards, and hold them responsible for knowing what the schools are doing and knowing what to do for them. The above two functions have never been fully met by rural boards because lack of experience on the part of their members, and lack of time to visit schools. Experience has given us but one successful way to accomplish this, *viz.*: school boards find it necessary to elect a fourth officer, usually called a principal, upon whom these responsibilities are placed. This man is usually selected because of his experience in these matters. By his meeting with the board making regular and frequent visits to the schools it is impossible; (*a*) to keep the board informed as to the workings of the schools; (*b*) efficiency of teachers; (*c*) to put in a course of study; (*d*) rules and regulations; (*e*) records; (*f*) conduct promotions; (*g*) keep uniform books, in fact meet any and all needed improvements and changes. Until our rural boards employ this principal or super-

intendent to enforce its rules, inspect the schools, and counsel with them, I know of no sure and safe way to lift the country school out of its present inefficiency.

A year ago we began the agitation in this county. We conducted over fifty meetings, besides using other methods to get the matter before the people. We are more than gratified with the success. Enough sentiment has been worked up to insure its adoption sooner or later. There is scarcely a man in the county who does not rapidly fall in when the actual facts to the proposed changes are submitted.

SUB-DISTRICTS.

The sub-district organization too is a most harmful agency. It fosters local strife, favoritism and discord. We wish the time would come when each township could be made independent, and with a board who act as one man upon all questions, and not one man acting as a board upon most questions as we now find it. The cutting up of townships into independent districts makes too many officers, does not cure the local strife drawback, and is in fact a failure.

ELECTION OF COUNTY SUPERINTENDENT.

Is it not a strange condition of things that the position of city superintendent should be filled with men averaging twenty-five per cent more in ability than our county superintendents over the State? and this too in an office of less responsibility. It all comes from the pernicious manner of election. City boards choose from school men any where in the United States. The county chooses from party lines inside of the county. The former hunts for ability, the latter for availability. The one goes into office free to act, the other weighed down with party prejudices. I realize that I am saying nothing new on these points, but to bring about these changes it is necessary to keep talking. You must excuse this lengthy discussion, but as a matter of fact there is more room for discussion under the head of "general remarks" than under the specific points given to discuss.

MUSCATINE COUNTY.

BY G. W. COVERSTON.

In reply to your request I beg leave to submit the following report of the schools of Muscatine county:

I. The schools of Muscatine county are in a fair condition, and gradu-

ally improving. The people are becoming more interested in the work. The Muscatine, West Liberty and Wilton schools were never before up to their present standard. The indications are that the coming year we will make great advancement "all along the line."

II. a. Organize August 8th, and continue two weeks. (I have no record to show when the first institute was organized in this county.) b. We are not seeking to make the scholars, but are seeking to make teachers from scholars. c. Teachers will do the work in institute that will be required of them in the school room. d. General, forms and methods; special, great effort will be put on the primary work. e. 1, too much subject matter taught; 2, too often the instructors shoot over the teachers; 3, the work done in institute is not that required in the schools; 4, the teachers take these difficult things—these exceptions to rules, and try to teach them before their pupils know the simple things. (We have ten failures in the primary work to one in the more advanced. We are going to try to strike at the root of the evil.)

III. a. Wood in most rural district; brick in all others. b. Heating in Muscatine city is done by steam; in all other schools, is done by furnaces or stoves; lighting, by windows at back or sides of room. c. Larger buildings have ventilators in the wall; others ventilate by stove, door and windows; d. The old desks are giving way to the best patent seats.

IV. a. As a general thing our school-houses are well located as to ground, and have fine school yards. b. Out-houses not generally well cared for. c. Fences generally in fair condition. d. Plenty of trees in nearly all yards, except where the soil has not been favorable to their growth.

V. a. From six to ten months; average, eight and one-half months. b. Salaries from \$20 to \$150 per month; average, about \$38 per month. c. In the ungraded schools all the common branches, and frequently bookkeeping and algebra. d. 1, 2, In Muscatine, special teacher in penmanship and drawing is employed; in other schools, the teachers are paying considerable attention to this part of the work; 3, vocal music is not taught as it should be; 4, hygienic physiology is taught, in compliance with school laws of 1886.

VI. I think that we need a course of study for the State; that pupils should do a certain amount of work before they are promoted. Our great effort next year will be in the primary grade. I want to have the work for that grade definitely outlined.

O'BRIEN COUNTY.

BY DAVID ALGYER.

O'Brien may be considered as one of the youngest counties of Iowa, and little was done on the line of school work until 1873. Then the county was visited by the grasshopper scourge, and as a result a changing, moving population made it impossible to have our schools organized with any degree of permanency or system, until about the year 1879, when the county began to be settled by a class that "came to stay," and a healthy growth from that time to the present has developed an earnest demand for a thoroughly organized school system for the county.

A course of study for the ungraded schools was prepared by the present County Superintendent, and has aided very materially in systematizing the school work of the county, which now employs one hundred and ten wide-awake, enthusiastic teachers. We are striving to make the schools of our county as efficient as possible.

Our teachers' normal institutes are always organized according to a carefully prepared course of study, and we try to so classify and arrange the work as to meet the requirements of every teacher. We are seeking to make the normal institute a thoroughly practical school of methods, and to arouse a deep interest and hearty enthusiasm among teachers and school officers. Every teacher is required to perform a certain amount of class work daily, and we have no use for the instructor who wishes to occupy the time in what is called the "lecture method." There can be no development of the faculties of the teacher without individual effort. We have no hobbies in institute work, but believe that the study of the English language ought to be emphasized.

The normal institute, if not properly controlled, becomes a vehicle that carries many damaging influences, and one incompetent instructor can make the work of an institute a failure.

Our school-houses are constructed according to the latest and most approved plans, very well arranged for heating, lighting and ventilation, but in some cases not properly seated, the seats not being of the required height. Our school grounds are very fine and kept in good condition, but not generally fenced, and some attention is given to the planting and culture of trees.

The length of term is generally seven months in ungraded schools and nine months in the graded schools.

Teachers' salaries as a rule are not sufficient to induce good talent to remain in the work, and hence each year a large number of inexperienced workers are employed. In addition to the branches required by law, we have bookkeeping and primary algebra taught in some districts. More time ought to be given to penmanship, drawing and vocal music. We are making special effort to have hygienic physiology taught in a thorough manner.

The crying evil of our Iowa school system is the disjointed relation of school officers. There must be a county board of education in every county, composed of one representative from each district, township, and independent district, before we can expect anything like system in our school work. All school officers, including county superintendents, should be elected at the spring elections, and for longer terms. I hope that our legislature will see the necessity of amending our school laws next winter, and trust that Iowa will continue to be the banner State for common schools.

OSCEOLA COUNTY.

BY W. J. REEVES.

I will call your attention to a few statistics compiled from the several secretaries' and treasurers' reports.

The number of ungraded schools in the county is 62. Number of graded schools 2. Number of teachers 99. Females 76. Males 23. The average compensation of the former being \$32.56 and \$41.36 of the latter. I wish to state here that there is no difference in wages between male and female teachers in our country schools. The apparent difference is owing to the fact that, most of the male teachers only teach during winter when wages are advanced from \$3 to \$5 per month in most townships. The high salaries paid the principals of our graded schools also help to make this difference.

Number of persons between five and twenty-one years is 1,522. There being 756 males and 766 females.

The total enrollment during the year was 1,163, or only about 76 per cent of our school population.

The total number of school buildings is 63, valued at \$39,260.

The value of apparatus is estimated at \$2,464.

The number of trees planted on school-grounds is 482, of which 331 are in Sibley and Ashton.

The expenses of the several townships and independent districts is given below:

DISTRICTS	Contingent expenses	Teachers.	School-house and sites.
Baker.....	\$ 533.20	\$ 1,090.70	\$ 253.75
Fairview.....	134.72	668.65	22.25
Goewey.....	491.70	1,395.50	400.00
Gilman.....	602.35	1,483.65	123.16
Horton.....	373.63	889.65	156.29
Holman.....	1,487.55	2,831.60	1,754.46
Viola.....	262.69	897.85	.....
Wilson.....	419.49	1,440.00	148.40
Ind. Dist. Sibley.....	1,114.61	2,797.87	1,444.34
Ind. Dist. Ashton.....	256.65	767.00	295.10
Ocheyedan.....	693.90	1,757.19	1,558.10

Making a total in the county of \$6,570.49 for contingent expenses. \$13,990.62 for teachers and \$6,156.26 for school-houses, grounds, etc., which gives us the grand total of \$26,717.37 as the cost of our schools for one year.

I notice the salary paid secretaries and trustees varies from \$45 in Wilson township to \$140 in Ocheyedan township.

OUR COUNTRY SCHOOLS.

I am pleased to report these schools steadily on the advance. The teachers, as a class, are live, progressive and conscientious, seeming to realize the importance of their work and determined to do their best. Many of our summer schools are taught by young, inexperienced teachers, yet very satisfactory work was done. With one or two exceptions our winter schools are being taught by teachers of three or more years' experience in the work. Already the most flattering reports reach me of the efficiency of their work. In my visits I have endeavored to correct the impression that the superintendent is to be dreaded as a critical stranger whose chief object is to find fault.

The superintendent should be looked upon as a friend, with whom all school matters should be freely talked over, that he may better point out errors, and suggest improvements. The attendance in our county schools has not been what it should be, but the teachers are trying to correct this as much as possible.

OUR GRADED SCHOOLS.

While our country schools have been progressive, this is especially true of our graded schools, where a sufficient salary is offered to secure the best teaching talent. Sibley may well be proud of her schools. It is no flattery to say they compare very favorably with any similar schools in the northwest.

The work of the fall term just closed has been thorough and very satisfactory. An excellent course of study with rules and regulations for the

government of the schools, has been adopted by the board, which has done much to systematize the work. Thus benefiting both teachers and pupils. The school was never in a more prosperous condition than at present.

I am sorry to report that much of the work done in the Ashton school has been lost on account of the frequent change of principals. There having been three changes during the year. The present outlook for the school, however, is very encouraging. Mr. Roth, the new principal, appears to be a gentleman of superior teaching ability. We shall look for many good results from his labors.

UNIFORMITY OF TEXT BOOKS.

The text-book question has been disposed of for three years to come, by the almost universal adoption of a uniform series of text-books in all the county schools of the country.

The wisdom of this action on the part of the school boards will be apparent to all. Our teachers have long been hampered by the endless variety of text-books. While this uniformity of books is very desirable in many branches taught, teachers should not forget that they should endeavor to rise above and become independent of text books. In many subjects that can be taught topically a diversity of books will be found advantageous.

THE CLASSIFICATION REGISTER.

Each school in the county has been supplied with a copy of the classification register furnished by the county board. These registers have not been in use long enough to make their usefulness apparent to all.

There surely is need of more systematic work. With our constant change of teaching the good results of one term are almost lost through each teacher's ignorance of his predecessor's work. A graded course of study accompanies each register, which, if followed carefully will do much toward grading our country schools.

Each teacher is requested to send to this office two reports each term. In most cases this has been carefully and promptly done. While this has added much to the work of the superintendent's office, it has aided me very materially in the supervision of the schools.

I believe these reports may result in as much or more good as the visits of the superintendent.

EXAMINATIONS.

I have, during the year, examined 110 applicants for certificates, fifty-four of whom have received first-class, and forty-six second class certificates, ten rejected.

I have endeavored to make my examinations thorough and practical, and have striven to treat all applicants fairly and impartially.

TEACHERS' MEETINGS.

Last winter we organized two teachers' associations, one at Sibley and one at Ocheyedan. Twelve meetings were held, at nearly all of which there was a good attendance and much interest manifested.

NORMAL INSTITUTE.

Our normal institute, held at Sibley from March 22d to April 3d was a decided success. While the enrollment was not quite as large as usual the interest was unabated from the first. The work of the instructors was most practical, and the good results were quite noticeable in our summer schools. Primary work was made a specialty, two lessons being given each day. I am satisfied that the instruction given in this work alone paid every teacher for attending.

I should be pleased to have a three weeks' session this year, but I fear this cannot be done unless we change the time of holding until August.

I expect to make our next institute a great improvement on the last. I am making my arrangements with great care, and am satisfied that our coming institute will be one no teacher can afford to miss.

For report of condition of institute fund see county treasurer's report.

THE NEW LAW.

The act passed by the last General Assembly requiring the teaching of physiology and hygiene with special reference to the effects of alcohol and narcotics in the human system, went into effect last July and is now in full force. This law provides that the subject shall be taught in all schools and to pupils of all grades. Districts not complying, forfeit their apportionment of school funds. After the first of next July teachers are required to pass a satisfactory examination on this subject, or be debarred from teaching in the public schools. The law will be strictly enforced so far as it relates to my work. I am glad to report a manifest desire on the part of the teachers and school officers to comply with the law.

IMPROVEMENTS.

There has been built during the year, four new school-houses, one each in Holman and Goewey, and two in Baker township. These buildings are well built and well finished, the aggregate cost being \$2,680. I notice, also, a few minor improvements in out-buildings, and there is much need of more improvement in this respect.

It is safe to say that fully one-half of the out-buildings in the county are unfit to use. The smallness, cheapness and architectural plan, together with the neglect of directors to keep these buildings in repair, is, I believe, doing more than any other agency, to debase and weaken the moral nature of our children. I would urge, therefore, that school directors keep these buildings in good repair at whatever cost. Teachers should remember that it is their duty to take care of all school property. I shall take note of this when I visit schools.

COUNTY HIGH SCHOOL.

With our rapidly increasing school population it is quite evident that something must soon be done to give our youths a higher training than can be secured in our common schools. Our supply of teachers must of necessity be drawn largely from the young men and women of the county, but we cannot hope to supply the constantly increasing demand for "first class" teachers and maintain any degree of efficiency so long as our facilities are as meager as at present.

Our graded schools have, in the past, supplied this want in a measure, but this is about at an end. These schools are becoming crowded, and already we hear they are refusing to admit pupils residing outside the district. To supply this want I would propose the establishment of a county high school.

This report is already too long or I would like to mention some of the many advantages likely to arise from such a project. I believe such a school could be made nearly, if not quite self-supporting, for if properly conducted it would call in scores from neighboring counties. I earnestly urge upon the board and the people of the county generally the immediate necessity of measures being taken to secure higher educational facilities. My first year's work has been quite agreeable, though arduous.

I wish to thank the teachers of the county for their willingness and promptness in aiding me in my efforts to advance the cause of education.

The kindness and encouragement received from school officers and patrons, has been highly appreciated. I shall enter upon the new year with renewed zeal and a fixed determination to do all in my power to advance the cause of education in Osceola county.

PAGE COUNTY.

BY LOTTIE E. GRANGER.

In accordance with your request, and following the outline received from the State department, it gives me pleasure to review the condition of educational matters in Page county.

During the one and one half years of my superintendency, I have been pleased to note a general awakening all along the line of educational work. Teachers, particularly the younger ones, are reaching out for something beyond the present attainments. This is shown in the quality of work they are doing, and by their interest in and attendance upon educational meetings. Boards of directors, too, are looking after the condition of school property, providing for the use of their children things at least comfortable and decent.

The labors of the successful and efficient teacher are appreciated, and generally the truth is dawning upon the minds of our directors that in continuance of well-doing there is power and reward.

Discrimination in the selection of a teacher is becoming more noticeable, and so strongly is the teacher bound by his contract that as soon as his work is proven to be a failure it is not a difficult matter to dispense with his services. This is as it should be, for in one term of misrule and faulty teaching more harm can be done than an efficient teacher can counteract in a year. Indeed, some fruits of the evil teaching and permitted disobedience are gathered long after the school-room is forgotten.

What an awful responsibility is this training and teaching of the young; and oh, how lightly is the task undertaken by many whose only thought is first the scanty sufficiency to get a certificate, and then the "paltry dollar" after the time has been put in! "We must educate." How oft reiterated has been this statement! With redoubled force it comes to the county superintendent when he recognizes the needs of his teachers.

So many of our teachers have come from the rural schools to the work of teaching that it is little wonder we feel the need of educating our teachers. Not that in our rural schools are boys and girls less bright than those who fill our city schools, but that their opportunities for culture and refinement, such as come from pleasant surroundings, together with the example and effect of the best instruction, are so few that it is by their native ability and self application the degree of advancement is such as it is.

Pecuniary conditions of many of our teachers are such that all increase of knowledge must come through experience in the work of teaching and through the normal institute. Hence it is that our normal institute is doing, very largely academic work. This we know is not the province of the normal institute, but so long as present conditions remain as they are this work must be done.

Algebra, civil government, physical and local geography, the art of penmanship, and the science of orthography are rarely touched upon in our country school work. Yet he who would hold the better grade of certificate and finish the State graded course of study for normal institutes must be familiar with these branches.

Before they can be taught how to teach it, teachers must first be acquainted with a subject. Hence it has been our aim in normal institute work to make a specialty of those branches supposed to be least understood by the average teacher.

Last year particular attention was paid to civil government of Iowa, local geography and hygiene. This year reading and penmanship were made specialties. In each case not so much attention was given the method as was given the subject. Another year physical geography, grammar and orthography may be emphasized, and by this it is meant to have actual drill work done in these various branches. The instructor, then, becomes a model teacher and the teachers are model pupils.

This kind of work done at the normal institute is very satisfactory to the teachers and holds their attention, securing excellent attendance.

As to the State work of the normal institute, too great diversity prevails. The institute should be graded on a uniform basis, and the course of study to be pursued outlined by the State department.

Until our school work, from district to State, is more nearly unified, there cannot be universal progress.

School houses are invariably too small, rudely finished, poorly seated and ill ventilated. To find equipments in apparatus, library, etc., is the exception. Wardrobes are wanting very frequently, and blackboard space not one-fourth of what is needed. Few school lots are fenced, and rarely is good shade found. Out-buildings are usually in fair condition where one for each sex is found, otherwise they are not only out of repair but unsightly. As a hopeful indication, we wish to say that by calling attention to these things, the light of a new order of things is dawning upon the minds of some of our people. The past year houses have been re-modeled, wardrobes provided, blackboards made, seating improved, apparatus added, fences built, trees planted, and general improvement in all particulars. Of course the extent to which this good work is carried varies with the community and its general spirit of progress. Yet example is powerful, and by degrees these good things have a salutary effect throughout the county.

There have been various changes in wages and length of terms, yet we believe the changes have been, for the most part, in the right direction.

Rarely anything beyond the ordinary branches is taught in our schools. Often pupils are found whose parents object to having grammar, geography and physiology taught. By common consent and established usage the parent is the proper one to decide this question, and the teacher must be attentive to the demand. Great liberties are exercised in our rural schools, for boards of directors have leased a large majority of their powers.

No special branches are required to be taught. Vocal music is used only as a pastime, no attention whatever being given to the rudiments of music. As to hygiene, every school board, we believe, has adopted a book to comply with the requirements of the statute. A majority of the schools are complying in spirit and the letter. In some districts nothing has been done toward carrying out the instructions of the board, for the board is not particularly interested. Patrons refuse to have this branch taught, and no power is enforced to bring about the desired end. It would seem very admirable to let the penalty fall where it is due, but it is not ours to execute.

And this, in a hasty glance, describes the educational status of Page county. As will be seen, the best thing about it all is the *tendency to do better things*. When the term of officials is lengthened and teachers, who are worthy, are continued, then may we expect to establish ourselves in the best things. Until that day, we must not be weary of repetition, though our heart faint and our courage wane.

PALO ALTO COUNTY.

BY B. E. KELLY.

In compliance with your request, I now endeavor to give you a condensed report of what we have been doing in the educational line since my coming into the superintendent's office of this county.

In regard to the teachers' institute, will say: At the one held last year in this county, we virtually followed the course prepared by you for the work in this State, and graded our teachers accordingly. We had a larger attendance than ever before in the history of the county, which was obtained principally by addressing personal letters to nearly every teacher in the county, urging them to be present, outlining the work, etc. Our attendance was 93. This year the attendance came up to 103, and we substantially followed the State course. Both institutes were prolific of good results, and were, I believe, remarkable for hard work on the part of the teachers, and great interest was manifested by them in the work. We have been seeking to accomplish more fitness on the part of the teachers and a greater interest in the cause of education and school work, which, I am glad to say, is gaining ground very rapidly here. We have endeavored to not only instruct in these institutes where needed, but we have endeavored to make them a school of the very best methods practically as well as in theory. Besides this general work, we have made a special feature of all important questions coming up in the work, and that were in any way new to the teachers, by discussing the subjects thoroughly and endeavoring to make clear what we found the teachers not well posted in, and never leaving a subject until fully understood by the whole class.

We have no criticisms to make on the normal institute work of the State, save and except the seeming lack of interest on the part of a great many of them, and whether this is due to the inefficiency of the superintendent and his instructors or of the teachers themselves we cannot say, but believe it is partially to both.

SCHOOL-HOUSES.

Most of the school-houses in our county are well built and are large enough to accommodate the pupils. The heating and lighting of these frame buildings is, we believe, as good as the average school-house in the State. The ventilation is without doubt good. The comfort and conven-

ience of the pupils are not in all cases what they should be, there being a lack of furniture and apparatus in a great many instances, and it is due to the inefficiency, in our judgment, of the directors, who, because the office is simply that of a school-director, wholly fails and neglects to perform any part or portion of his duties save the hiring of the teachers; there his interest, if any he has, ceases; there is an end of further effort on his part, and should the teacher request anything of him he simply forgets to grant such request, or willfully neglects it.

GROUNDS.

The general condition is on the average fair. In a great many cases the out-houses are in very bad condition, very many of them being unclean and without doors, and in very bad shape. Very few of our school grounds are fenced. Most of the grounds have trees planted, and they are doing nicely.

SCHOOLS.

The length of term in summer is, as a rule, three months, and in winter from four to five months. The salary of the teacher ranges in winter from \$25 to \$35, and in summer from \$25 to \$30 in the country schools, and in some instances they have not paid more than \$20 per month in the summer. However, during the last year and a half teachers' wages have been getting a little better, I think, owing to the "weeding out" of a great many incompetent and leaving the supply somewhat smaller, and those who do teach being more competent; and, as a natural consequence, in order to get a teacher directors must pay better wages.

The branches taught are those required by statute, being the common branches. The special branches we have none at all taught in the country schools, save the hygienic physiology, to comply with the school law of 1886, which has been brought about principally through the teachers, they having had it discussed and taught in the institutes, and a course of study prepared thereon by me and given to every teacher to follow in the country schools.

PLYMOUTH COUNTY.

BY CARRIE BYRNE.

I. CONDITION AND PROGRESS OF EDUCATION.

Have succeeded in getting uniformity of text-books, nearly every school graded after the Welch classification system.

II. TEACHERS' NORMAL INSTITUTE.

- a. Organized about fourteen years ago ; we are following State institute course.
- b. Am seeking to accomplish more systematic work, better gradation and more enthusiasm.
- c. Methods—the best we can find.
- d. General and special—Primary work and drawing.
- e. Not enough methods—Instructors are not acquainted with the wants of country schools.

III. SCHOOL-HOUSES.

- a. Construction—Mostly frame, and majority of good size.
- b. Stoves.
- c. Windows, doors, ventilators.
- d. School houses kept in good repair ; kept clean, and window shades for windows ; most have wash-basins, towels, mirrors, etc.

IV. GROUNDS.

- a. General condition—Fair.
- b. Out-houses—Kept in good shape, as a general thing.
- c. Fences—But very few school-houses are fenced.
- d. Trees—Some school-houses have groves surrounding them ; around others, a number of trees ; and around some, none at all.

V. SCHOOLS.

- a. Length of term for year—Seven, eight, nine months ; majority eight and nine.
- b. Salaries—First-class teachers, \$35 ; second class, \$25 and \$30.
- c. Branches taught—All the common branches ; in some schools, algebra, bookkeeping.
- d. 1. Penmanship is given a great deal of attention. 2. Drawing is taught in nearly every school. 3. Not very much music. 4. Hygienic physiology given special attention. *All*, without exception, receive instruction. Boards of directors furnished automatical charts, and older pupils have books. The younger ones receive oral instruction.

POLK COUNTY.

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BY C. F. SAYLOR.
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I. Education receives very liberal attention in Polk county. There are four colleges for higher education ; there are also three business colleges ; also training schools ; and industrial education receives some attention, with a prospect that the future will develop a great deal in this direction.

II. a. The graded system of county normal institute has been introduced in the county with four grades, following as nearly as possible, the work laid out by the *State committee*. b. We aim to get as much professional spirit stirred up among the teachers as possible, that each school in the county may have the benefit of good organization, thorough methods, and live, energizing principles of school work. c. We aim to accomplish this by bringing into the professional work of the county some of the most talented instructors in the country. d. We divide the institute work of the county into two departments, viz.: the *county normal institute* and the *summer school of methods*. In the county normal institute are four grades. *This* work is arranged for teachers who necessarily have all the branches, such as are usually found in the rural districts, and in the different grades the work is arranged to suit the demands of that grade ; for instance, in the first grade are found teachers who have had but little experience, and in each grade are associated teachers of like experience, and the work arranged accordingly. In the second general department, viz.: the *summer school of methods*, are enrolled the teachers who are doing grade work, or whose work in the school-room is of a more specific character. In this department are three divisions, viz : the *primary*, the *intermediate*, the *grammar*. This is more strictly a *school of methods*, offering splendid opportunity for "specializing" in primary, intermediate, or grammar work. We had enrolled between four and five hundred teachers during the past summer, about one hundred and twenty-five of which enrolled in the primary department of the summer school of methods ; among these were teachers from all parts of the State, who desired to confine their attention to primary work ; the same was true of the *intermediate* and *grammar* departments. e. I think the institute work of the State has too much of a tendency to do "text-book" work ; and I also think that not enough care is used in the selection of instructors.

III. I cannot say very much that would be favorable to the school-houses of the county outside of the city. They were built, as a class, in an

earlier day, and of course, the conveniences that they present are not in keeping with their environment, but I am glad to state that in building new school-houses boards are correcting this.

IV. I might say the same thing with reference to the *grounds* that I have said about *school-houses*, with the exception that the county has been pretty well wooded by nature, and most of the districts have found it very easy to start a few shade trees on the grounds.

V. *a.* The average length of time is about eight months. *b.* Outside of the city teachers' salaries are not very high, and, in fact, they are not what they should be. They range from \$25 to \$35 for spring and fall, and \$30 to \$45 for winter. *c.* The branches outside of the city are the common branches, with occasionally algebra, botany, geometry, rhetoric and book-keeping. *d.* There is not much attention paid to the *special branches*, with the exception of "*hygienic physiology*," which, I think, is taught in all the schools, in full compliance with the law.

VI. There are about one hundred and sixty teachers at work in the city of Des Moines. The schools are models in most respects; *especially* are they *strong* in the kindergarten and primary features. The *high schools* are doing good work; they are strong in the practical and useful sense. The teachers are mostly of the professional type, and keep generally abreast with progress of the age in educational matters.

POTTAWATTAMIE COUNTY.

BY J. W. W. LAIRD.

NORMAL INSTITUTE.

Our normal institute is not accomplishing the good it could under more favorable circumstances. The county superintendent being elected for only two years it is impossible for him to carry out his plans as he would if he had a longer term of office. The normal institute in Iowa should be entirely divorced from the examinations for certificates. They should be summer schools, where teachers who wish can prepare themselves to do better work, and not *cramming* schools where teachers (?) go to "post up" for examinations. The attendance should be voluntary and the county superintendent should not allow his teachers a credit of a certain per cent if they attend the institute; neither should he refuse to grant a teacher a first class certificate because he does not attend the institute.

Teachers who attend institutes are often disgusted and discouraged because the methods of teaching and the plans for management of schools,

advanced by some instructor, are utterly impracticable. We have too many theories and not enough practical work.

The object of the institute in this county is to help our teachers, and especially the teachers in our rural districts, to teach better schools. The State of Iowa has good graded schools, but owing to our cumbersome district township system, and some other causes, the rural schools of Iowa are not as efficient as they should be.

SCHOOL-HOUSES.

This county is well provided with good and substantial school houses, but they have few conveniences and are poorly arranged as a rule. They are well lighted, but many of them have no blinds or shutters, so that the light can be modified or partially excluded. There is no doubt that the eyesight of many pupils are injured in this way. They are generally heated by a large stove, placed near the center of the room, whereby the heat is very unevenly distributed over the room. In the majority of our school buildings in the country there is no mode of ventilation, except by raising and lowering the windows. There is a lack of blackboards in the buildings, and the seats are too large for the pupils. Many schools have but little apparatus and few reference books.

GROUNDS.

The grounds are being improved within the last year. Trees have been set out, and there seems to be a general effort made to beautify the grounds. The out-houses are in a shameful condition in many respects. The grounds are poorly fenced, as it is impossible to keep any kind of a fence, except one of barbed wire, which is prohibited by law. There is a general feeling among school directors that the law should be repealed. It is impossible to keep out heavy cattle with any other kind of a fence.

SCHOOLS.

A large majority of the schools are in session nine months in a year. Teachers' salaries range from \$25 to \$45 per month. The branches taught generally are those in which an applicant is required to be examined for a certificate. Very little attention is paid to drawing and vocal music. Penmanship is taught daily. The law in regard to the teaching of the evil effects of stimulants and narcotics is being generally complied with as far as possible.

GENERAL REMARKS AND SUGGESTIONS.

We need a law prohibiting a school officer from employing a relative to teach his school without the consent of the board of directors or the patrons of the school.

The free text-book plan would benefit our schools very much.

A law requiring the teacher to file her certificate with the secretary before

beginning school would be a great help to both the county superintendent and secretaries, and would prevent any one from commencing a school without a certificate.

Anything that would awaken the people to the fact that a teacher must know more than the branches to be taught to be a teacher would be beneficial. We have too many who attempt to teach without having read an educational paper or an educational book.

POWESHIEK COUNTY.

BY S. W. HEATH.

The educational interest in Poweshiek county is on the advance. The general impression of the people is that more work and better results have been accomplished during the year just passed than any preceding year. We could not ask for a more hearty co-operation than we have received from officers, teachers and patrons. We have called special attention in our visits to those subjects of the most practical importance to the pupil in every-day life. We carried with us a set of Yaggy's Anatomical Charts, from which we gave a talk, showing the effects of stimulants; also a set of crayon sketches showing the effects of tobacco by representing characters ruined by its use; a set of maps showing the geography from the school-room to the State. With these charts we stirred up quite an interest.

The normal institute of 1896 enrolled 229; the largest enrollment ever made in the county. It was considered one of the most successful sessions ever held in the county. The State course of study was followed with a few modifications. Book-keeping was substituted for algebra, and vocal music was added to the course. Thirty-five teachers completed the course and received diplomas.

The school-houses are of the common style. Heated by a stove near the center of the room and ventilated by lowering the windows. The light is usually admitted only at the sides, there being no windows at the ends. There are four high school buildings in the county, all built on modern plans, with all the latest improvements. Iowa College, located at Grinnell, comprises four large buildings recently built and equipped with all modern improvements, thus making one of the best colleges in the State. A number of new houses will be built in the county this year, and several remodelled.

The length of term last year was 7.2 months; per cent of teachers, males, 33; average wages, \$42.76; per cent of teachers, females, 77; average wages, \$30.16. The common branches have been given special attention, and in addition

to those drills have been required and given on the following subjects: Manners, narcotics, disciplics, music, drawing, local geography, local history, civil government, objects and letter writing.

There has been a reasonable compliance with the law regarding stimulants and narcotics.

The greatest need in our rural schools is plenty of good blackboard and a supply of apparatus. Efforts will be put forth the coming year to work up the supplies.

A plan of school exhibit has been introduced into the schools which has proven a success. It consists of cards, postal card size, on which the pupil may draw a map of any division from the district to the State, or any kind of school work may be placed on these cards.

RINGGOLD COUNTY.

BY T. E. DUROIS.

The educational work in Ringgold county is in a prosperous condition.

NORMAL INSTITUTES.

Organized in 1873. The object is to arouse the people in each district in the county—get them interested in the schools. The boys and girls who attend normal institutes from the country schools, become the best workers in the district schools. Normal expenses of the teacher should be paid by the school districts.

SCHOOL-HOUSES.

Are all frame buildings except the Mt. Ayr High School. They are fairly lighted and heated. Ventilation fair. The most of the school-houses are well seated and comfortable.

GROUNDS.

Are in good condition. Out-houses poor. Fences in poor condition. Only about one-half of the districts take any pride in their school-houses.

SCHOOLS.

Length of term, six to nine months. Teachers' salaries, \$20 to \$40 per month. All branches taught that the law requires, and in addition, also, algebra, rhetoric, Latin, geometry, botany, natural history.

The people take more pride in their schools than ever before.

SAC COUNTY.

BY CLARENCE MESSER.

Our normal institute at present is organized into three divisions. Owing to frequent changes and scarcity of teachers, we have not been able to carry out successfully a four-years' graded work, but hope to accomplish that in the future.

We give our teachers class-drill, not lectures, requiring the teachers to make regular recitations from the outlined work, paying especial attention to methods of presenting topics to classes, as well as general school management.

Our school-houses are in fair condition. As to ventilation, most teachers are compelled to resort to lowering windows. The school-houses are usually warmed by coal stoves. The seats are comfortable, but we lack a sufficient quantity of blackboard room in many of our rural schools.

The general condition of school grounds and out-houses is good. Only a small percentage of the grounds are fenced. Trees have generally been set in the yards, but owing to a lack of moisture for the past year many have died.

Our rural schools have an average of 7.5 months of school during the year, paying the teachers from \$20 to \$35 per month.

The law with reference to hygienic physiology has, with few exceptions, received prompt and cheerful compliance. Most of our pupils from the third reader grade up, are using text-books, and the lower grades receive oral instruction.

SHELBY COUNTY.

BY C. F. SWIFT.

Shelby county has one hundred and sixty-three schools. The educational interests here are certainly much more thoroughly awakened every year.

School-houses are generally in a fair condition, and patrons of schools are taking steps to see that they are properly supplied with maps, globes, charts, black-boards, erasers, etc. The average number of months taught during the year in this county is eight months and a fraction.

The work of teachers and pupils is better and more practical this year than formerly. I regard the condition of education in this county as being on a good basis. Schools of our county are making good progress. Attendance is better, and the course of instruction is becoming broader and more practical, consequently parents are taking more interest in the culture of their children, and more boys and girls read, write and cipher to-day than formerly, for the reason that the progress in the schools has been to meet the demand and encourage students and teachers to take a more active interest in their work.

TEACHERS' NORMAL INSTITUTE.

We have adopted the course of study for the institute of Shelby county that was prepared by the State Board of Education, with such changes as we deemed necessary to suit the wants of the teachers of our county. The institute is divided into four grades. During the institute of 1886 the State course of study was pursued, and seven teachers completed it and received the institute diplomas.

"As is the normal institute so is the county school," is a trite saying. We are trying in every way to make our institute a training school, where the young men and women of our county who do not have the means to attend a normal school may receive such instruction as will best fit them to train the minds of our boys and girls for future usefulness.

Our methods are various, and our teachers are presenting and using such methods as are practical and best calculated to awaken interest, and cause good and useful results. Assignment of lessons from text-books, proper classification of students, uniformity of text-books on the various subjects taught, are thoroughly discussed, and only such conclusions adopted as are practical and will meet the wants and needs of the schools.

The general features of the institute consist of drills and methods, and the how to teach and present the different subjects. The special features of the institute will be the kindergarten work. The prominent feature of too many of our institutes is to prepare the teachers for the final examination at the close. I think this tendency to make of the institute a mere academic school is an evil that should be resisted and overcome. We must have *teachers'* institutes in fact as well as in name, doing the legitimate work of teachers; conventions assembled to discuss how to impart instruction in the elementary branches, and how to organize and govern schools. I think the important and distinctive work of the institute is to give not more knowledge of the subject-matter of the common school studies, but more knowledge of the principles of teaching; more knowledge of the established methods of instruction; more skill in class work; and more tact in school management; and more liberal views of education.

SCHOOL-HOUSES.

The school-houses of our county are generally constructed of frame or timber. They are almost universally frame buildings. I believe there is only one school-building in our county that is not frame, and that is a brick building located at Harlan, our county seat. Our school-houses are heated with coal, almost universally so, there being only one or two houses in the county where wood is used for fuel. Each school-house has from four to six windows which afford plenty of light. Ventilation is easily secured by lowering the windows from the top or by raising the lower window. The school-houses in this county are generally in a good comfortable condition for the health and convenience of the scholars. The school-houses are generally arranged so as to accommodate all the district, as nearly as can be done. Each township, with few exceptions, contains nine schools, and school-houses are generally arranged in order and number and are located two miles apart. Consequently all children of proper school age and ordinary health have convenient access to the schools of their respective localities.

GROUNDS.

The general condition of the school grounds in our county is good. School-house sites are generally selected with due regard to health, beauty and convenience. The outhouses I find to be usually in a healthful and generally convenient condition, although a little closer attention on the part of the president of some of our school boards would be right and proper. The school-houses with few exceptions are fenced, or at least partly so. They are usually fenced with boards and protected from the intrusion of stock or other trespassers. I do not find many trees in the school grounds, although I think that every school ground should be planted to trees that will give shade, comfort and beauty to the life and light of school.

SCHOOLS.

Shelby county has one hundred and sixty-three schools. Nearly every district has nine months school during the year, the average number of months taught being a fraction over eight. Our teachers' salaries are almost invariably thirty-five and forty dollars per month for country schools, no difference being made on account of sex. Our lady teachers get the same wages that their brothers get.

Orthography, reading, writing, arithmetic, grammar, geography, United States history and physiology are generally taught in all the county schools. Additional branches are frequently added in many schools, and the village schools generally have the higher branches. Much attention is being given to lessons in civil government and vocal music, and in many localities algebra and bookkeeping are taught. Many of our teachers teach civil government in connection with United States history, and they very pleasantly outline the two branches into one pleasant, important and useful branch, which, I am glad to say, is doing much to increase general knowledge of

both State and national government in our common schools. Penmanship is taught very successfully both in the country and graded schools of our county. Drawing is neglected to some extent, but more interest is being manifested in that direction. Drawing was taught in the D grade of our institute last year, and will be in two grades of the coming institute. Vocal music was taught in all grades of the institute last year, and the rudiments of vocal music are being taught by many teachers in our country and village schools. Physiology and hygiene, with special reference to the effects of alcoholic stimulants and narcotics upon the human system, is taught, I am quite sure, in every school in the county. Books to meet the requirements of the new law have been adopted by all boards of directors, and the feeling among all classes of people is to comply with the law.

SIOUX COUNTY.

BY D. W. AUFFERLE.

While the condition of our educational work is not all that is desirable, yet the work is in as good condition as can reasonably be expected, taking into consideration the fact that we are laboring under the disadvantage of being newly organized and having to bear the heavy expense of building school-houses, thus leaving us in a position where economy is necessary, consequently our supply of apparatus, etc., is limited. Notwithstanding our disadvantages, our people are much interested, and are pushing forward with a determination to place the educational interests into the front ranks. The number of schools has been increased from ninety to one hundred and forty in the past four years, and there has also been material improvement in the class of work done.

The annual teachers' institute has proven a very important factor in our educational economy. Only such work as can be taken into the public school room by every teacher of energy and reasonable ability, has been presented in the institute.

Most of our school-houses are roomy, well-constructed and comfortable. This is especially true of those built in the three or four years just past. Some of the "pioneer" school-houses fall below our ideal of a school-house, but these are being rapidly replaced by better structures. With very few exceptions our school-houses are furnished with good, comfortable school furniture.

Our school grounds have not received the attention due them. Only where teachers have taken the matter in hand have the grounds been placed in creditable condition. Our directors are "too busy" to attend to these

things. But few grounds are fenced; in fact, we find it not practical to fence; this being a prairie country the fences stop the snow and the school ground becomes a solid snow drift in winter.

In some localities trees have been planted, and are in a thrifty condition, but our people were never really aroused to an active interest until this year. "Arbor Day" was very generally observed, and about two thousand trees planted, teachers, scholars, parents and directors all taking an active interest in the matter.

Out-houses, as a rule, are in fairly good condition, and constructed on good plans. There are, of course, exceptions to this rule.

The average length of terms the past year was eight months, and the average salaries were, males, \$39.75, females, \$33.25 per month. There is no discrimination between male and female teachers. Salaries are based upon grades of certificate. This includes graded and ungraded schools.

Only the elementary branches are taught.

There are no high schools. Some attention is given to special branches, and hygienic physiology has been taught in all schools since the law requiring it went into effect.

A graded course of study has been introduced and used, and the results are highly satisfactory. The educational work of the county, we believe, is in a healthy condition, and with the united efforts of all our citizens, will make rapid advancement.

STORY COUNTY.

BY O. O. ROE.

NORMAL INSTITUTES.

The attendance at our normal institute, and the interest taken in its work, have been steadily increasing from year to year. The State graded course of study was closely followed in 1887, with the very best of results—nine persons creditably finishing the course. Teachers who follow a graded course know that they are working toward some definite end; and this consciousness adds much to the efficiency of the normal as an educational agency. While much attention has been given to methods, the importance of scholarship has never been lost sight of, and considerable academic work is done, especially during the first two years of the course. No teacher can intelligently master or successfully apply educational principles unless he first possesses scholarship. One noticeable feature of Iowa normals, dur-

ing the last few years, is the large attendance—in many cases twice as large as the entire teaching force of the county. While such attendance may be very gratifying to the ambitious superintendent, it is often detrimental to the best interests of those for whose benefit the normal institute was created, namely, the "teachers and those who may desire to teach." The fact that such institutes partake more of the character of grammar schools than schools of methods, keep many teachers from attending them.

In this connection it may not be out of place to suggest, that persons who have creditably completed the normal institute course be given due credit for work done, when presenting themselves as candidates for State certificates before the State board of examiners.

SCHOOL-HOUSES.

As to their general condition, the school-houses of our county may be classified as follows: Seventy-six per cent good; seventeen per cent fair; and seven per cent poor. The buildings erected during the last few years have been well constructed, convenient, and comfortable; yet comparatively little attention has been given to the best methods of heating and ventilating. Some general plan of lighting, heating and ventilating should be submitted by the department of public instruction to the school officers of the State. Until this is done, there will be but little reform in this direction.

GROUNDS.

With a few exceptions, our county school-houses are located in the geographical center of the district, and nearly all districts consist of four sections of land. The appearance of the grounds is not always the best, many being without fence, and as a consequence the trees once planted have been destroyed. Arbor Day was duly observed in many of our districts, and several hundred trees were planted on that day.

SCHOOLS.

The average length of term during the past year has been a trifle over seven months. The salaries of teachers have remained unchanged during the year, except in two or three districts where the hard times have effected a slight reduction. During the past two years we have given special attention to the better teaching of *reading, language and drawing*, and are highly gratified with the success of our efforts. There has been a general compliance with the law requiring the teaching of physiology and hygiene with special reference to the effect of alcoholic drinks, etc., upon the human system, in our schools. What has been lacking in the way of specific directions from boards of directors as to how this work should be conducted, has been supplied by the faithfulness with which our teachers have applied themselves to the task of carrying out the law in letter and spirit.

In conclusion it affords us pleasure to be able to report that the cause of education is steadily advancing in our county. The common school, sus-

tained as it is by an intelligent and appreciative public sentiment, is yearly growing in power. The Iowa Agricultural College, and the two most excellent high schools at Nevada and Ames are doing much in the way of furnishing desirable recruits for the ranks of our profession. Too high an estimate cannot be placed upon the further influence of these institutions in directing the thought of our people toward the desirability and value of higher education.

No little credit is due our school officers for the promptness with which nearly all make their reports to this office. The great need of our school system is better organization. With this accomplishment, our present supervision may be doubled in efficiency. The presidents of the different school boards should form a county board of education. This board should have power to adopt courses of study, and to make rules and regulations governing the schools of the county; they might also be given the power to adopt text-books. Such board need not meet oftener than twice a year, and need be of no expense to the tax-payers. Will not our next Legislature do something in this direction?

TAMA COUNTY.

BY W. D. REEDY.

To indicate the progress of education in the last ten years the following data consisting of extracts from the annual reports of county superintendents for the year ending October 31, 1876, and October 31, 1886, respectively, is submitted:

CONDITION OF EDUCATION.	1876.	1886.
Departments in the rural schools.....	141	172
Departments in the city schools.....	24	35
Total number of departments in the schools.....	165	207
Applicants for certificates.....	325	414
Certificates granted.....	369	526
Applicants rejected.....	26	114
Excess of teachers.....	204	56
Having less than a year's experience.....	115	21
Institute enrollment.....	170	364
Paid teachers.....	\$ 44,789.00	\$ 56,912.00
Compensation per month per teacher.....	29 21	32.54
Number of school-houses.....	156	183
Total value of school-houses.....	\$ 24,365.00	\$ 161,476.00
Average value of each school-house.....	850.00	936.98
Value of libraries and apparatus.....	\$63.00	\$ 3,331.00
Total expenditure for educational purposes.....	\$6,753.69	\$6,853.37
Average length of school year.....	4.7 months.	7.3 months.

TEACHERS' NORMAL INSTITUTE.

There has been a great advancement made in the institute since its organization, both in attendance and methods of instruction. The institute enrollment in 1874 was 170. In the six years following the gain per cent was but 64. For the six years ending with the session of 1886 the gain per cent in attendance was 107, the enrollment reaching 364. To our graded course of study do we ascribe much of the success that has attended on our institute work in the past six years. The course of study provides for three years' work, the completion of which entitles to graduation. Those completing the work in the second year or who hold first-class certificates and have attended three or more sessions of a county institute are admitted to the third year's work.

Those completing the work in the first year or who have had an experience of one year or more in teaching and have attended one or more sessions of a county institute, or who have diplomas of graduation from high schools or the graded country schools are admitted to the work in the second year. All others are classified in the first year. Candidates for promotion to a higher grade or year, are required in the first grade to have a credit of eighty per cent in the work of that year. In the second grade a credit of ninety per cent and in the third grade to entitle to graduation a credit of ninety-two per cent. Special studies are provided for those who have finished the three years' course and who still desire to be present at the institute. At the close of the institute those in attendance every day of the session and who taught during the past year in the schools of the county, who promptly furnished to the county superintendent all reports called for, and who filed in his office specimens of their pupils' school work may have their certificates duplicated in all branches not below eighty-five per cent. Those who enroll in the institute and have completed or do complete during the session the work of the third grade, may at the close of the session, have their certificates duplicated for one year.

Teachers from other counties not having diplomas of graduation from other institutes, and persons who have heretofore failed in examinations in this county are required to write the full examination. Each year ere the close of the spring schools an outline of the work to be pursued in the institute is sent to each teacher. While in general the character of these outlines is the same year by year, still through observation of the plan of work pursued by the teachers in their respective schools many modifications are made; and in the institute great care is exercised in presenting for their consideration, and having the instruction include those features of the teacher's work that seem to have been neglected in the school room. It is not possible in an institute of two, three or four weeks' duration to impart to those in attendance thereof the knowledge that will secure to them the license to teach, yet to a considerable extent instruction that will aid to perfect the scholastic knowledge of the common branches as must be furnished, for many there be who attend these annual schools for the teachers whose knowledge of the simplest principles is very defective. With few excep-

tions those expecting to teach in the country attend the institute. Such a number of instructors is employed as will permit each one to devote his time and attention to not more than two lines of work. Nothing has done so much in Tama county to advance the cause of education as the teachers' normal institute and educational meetings which are of frequent occurrence during the year.

SCHOOL-HOUSES.

The rural school-houses are with four exceptions frame structures, those excepted being in one instance a brick house, the three other instances stone structures. In general the houses are well built; many of them being shiplapped and back-plastered, in addition to being weather-boarded. The interiors are usually well plastered and finished with wainscoting from base of window to the floor. A goodly number are provided with vestibules or "storm rooms" with an east or south entrance. Nearly all are furnished with comfortable and convenient combination wood and iron seats and desks. The more recently erected or re-modeled structures being provided with single seats and excellent slate black-boards. The interior wood work is usually neatly painted and in some instances handsomely grained. Hooks for hats and wraps, and shelves for lunch baskets and apparatus are found in every school-house. The rooms are heated with few exceptions by means of soft coal stoves, although in timbered districts wood is sometimes substituted, and in a few instances hard coal. The tendency is to dispense with the horizontal stretch of stove pipe extending over the pupils' heads, and instead to have the chimney so situated as to permit of communication therewith by means of a vertical stretch of pipe.

The rooms are lighted by windows on either side, usually three on a side. In general the lighting is good; but the provisions for ventilation in many of the older structures are very indifferent. Little thought seems to have been expended in arranging for the introduction of fresh air, so that the health of the occupants might not suffer from exposure to strong draughts.

GROUNDS.

Considerable care has been observed in the selection of school sites. In most instances the houses are pleasantly situated, on well drained grounds. Usually sufficient care has not been observed in the selection of secluded places for the out-houses. They are generally visible from any part of the grounds. In not a few instances a partition only separates the closet designed for the use of one sex from that designed for the other. In the majority of cases, however, separate buildings are provided, but situated much nearer to each other than necessity requires or a proper regard for privacy will admit of. Neat board fences as a rule enclose the grounds, with stiles or gates at the entrances. There are a few school grounds though that are not enclosed, are ragged and desolate and a disgrace to the communities that permit them to remain in their present dilapidated condition. Many of the grounds present a most pleasing appearance; having grassy lawns, beautiful groves and in the summer time well kept beds of flowers.

The city school districts of Tama, Toledo, Traer, Gladbrook and Montour have commodious brick school-houses; the city independent of Dysart has a well built frame school-house. These buildings were all planned with a view to the proper lighting and ventilation of the different rooms, and are very creditable to the districts in which located. All are provided with good black-boards, are well-seated, are supplied with maps and charts, good libraries and a fair amount of scientific apparatus for the higher departments. In point of architecture and all modern conveniences the city district of Toledo has one of the finest school buildings in central Iowa. It is heated throughout by steam; and, while a model of symmetry, is yet so constructed as to permit of the proper heating and ventilation of every room.

The city district of Tama employs nine teachers; that of Toledo, eight; Traer, seven; Gladbrook, four; Montour, four; and Dysart, four.

SCHOOLS.

The minimum salary paid rural teachers is \$25 per month. The majority of teachers receive as high as \$30; many \$35, and the maximum salary paid is \$50. In district townships a difference of from \$2.50 to \$3.00 is made in favor of teachers holding first-class certificates. To be entitled to a first-class certificate a teacher must have taught three terms and in examination have a general average of 90 per cent, with no one branch lower than 80 per cent.

The branches of study pursued are generally those prescribed by law; although in some of the rural schools algebra, philosophy, general history and English literature are taught.

Where these higher branches are introduced the teachers usually receive a greater compensation for their labors. Hygienic physiology in compliance with the late legislative enactment, is taught in every school in the county, city and rural. It proves interesting to the pupils, and meets with the approbation of patrons generally.

Vocal music is not taught as a branch in either city or rural schools. Music, however, is a feature of the programme in nearly every school in the county. Instruction in vocal music was one of the features of the normal institute this year, and it proved a very interesting one.

City directors pay their teachers as follows:

TOWNS.	TEACHERS.	Per year.
Traer	Principal receives.....	\$ 1200
	High school assistant receives.....	450
	Under teachers receive.....	350
Tama	Principal receives.....	900
	High school assistant receives.....	450
	Under teachers receive.....	319
Toledo	Principal receives.....	500
	High school assistant receives.....	150
	Under teachers receive.....	300
Dysart	Principal receives.....	750
	High school assistant receives.....	250
	Under teachers receive.....	300
Montour	Principal receives.....	500
	High school assistant receives.....	210
	Under teachers receive.....	379
Gadbrook	Principal receives.....	600
	High school assistant receives.....	300
	Under teachers receive.....	370

A diploma of graduation from the schools of Tama, Toledo or Traer, admits the holder to the freshman classes in the State University, Iowa College, Cornell College and Western College.

In conclusion: Those who teach in the public schools do not, as a rule, receive the professional training, nor possess the scholastic knowledge necessary to make them masters of the science, nor adepts in the art of teaching. Too many under the present system of licensing teachers are admitted to the teachers' ranks who have received no instruction but that obtained in the country school, and who have never given the principles of teaching a thought.

The county school is overburdened. It is crowded with young men and women who should spend a year or two in some good school ere thinking of applying for a license to teach. It is beyond the resources of the county institute to properly fit these young people for the teacher's work.

We need more professional schools and a statutory provision requiring that to be eligible for a license to teach, there must have been an attendance of not less than one year at one of these teachers' schools. It would have the effect of eliminating from our public schools that class of individuals who teach merely for the purpose of making a few dollars in what they consider a more genteel way than by manual labor.

UNION COUNTY.

BY C. B. STAYT.

We are trying to do all we can to advance the educational interests of our county. During the past spring we have organized a county teachers' association.

Our county normal institute begins July 25th; continues three weeks. We have adopted the graded course of four years' work. We are trying to induce teachers to take a higher standard in their preparation and school work. We have no printed work out for this summer, but our object is to have the best methods we can get.

We have the common wooden buildings in the country. Most of our school-houses are well built, and heated by stoves—wood or coal. Our city school-houses are part brick. We have five brick buildings, well lighted and ventilated—that is, as well as it can be done with windows—and all have good seats. Our city schools are comfortably arranged but the country schools are not, at least not all of them, and have but very little convenience about them.

General condition of the grounds fair. Out-houses many of them in a terrible condition; no privacy about them. Fences are nearly all good. Many of the districts have planted trees which are growing nicely, but some are dead.

Time of school, from six to ten months. Salaries in our country schools, from \$30 to \$35 per month; in the graded schools, from \$30 to \$60; principals and superintendents, from \$600 to \$1,300 per year.

We have no vocal music taught, only as an opening exercise.

On the whole we seem to be improving, and we are gradually raising the standard.

VAN BUREN COUNTY.

BY JOHN H. LANDES.

In compliance with your request, I transmit the following report of the schools of Van Buren county. Permit me to say that this report must necessarily be somewhat unsatisfactory, owing to the fact that I was appointed county superintendent at the beginning of this year, and as I was principal of the schools here I was engaged in my individual school until my term closed, which was about the middle of May. For this reason I am not well prepared to give in detail such a report as I would wish to send into your department.

CONDITION AND PROGRESS.

The condition of the schools in this county is not flattering, although I think our schools are a very fair average with those of the adjoining counties. There has been little substantial progress of late years, although we have some good teachers. But we have too many poor ones, without expec-

rience and poorly qualified. One reason for this is that we are so situated that our teachers cannot have the advantages of higher education without going off to some college, and this only a few do; and those who have done so find better employment somewhere else. If we had a good academy, on the normal plan, in this county, it would be well attended, and would be a wonderful auxiliary in building up better schools. As it is, the large majority of our teachers have only a common school education, and too frequently it is very common, and school boards do not sufficiently discriminate between teachers holding first-grade certificates and those holding third grades. Our normal institutes have done great good, but the term is too short to prepare pupils for teachers.

NORMAL INSTITUTES.

Our normal institute was organized soon after the law establishing them had been passed, and we have held one session annually in the month of August. The coming session will be the fourteenth for this county. Usually we hold a three-weeks' term. These institutes are well attended, and much good is done.

Our principal aim has been to give our teachers academical instruction, sandwiched each day with an entertaining hour on the subject of theory of teaching. We have an institute library of text-books on the common branches and civil government, ranging from seventy-five to one hundred and fifty copies on each branch. These are furnished to the members of the institute free of charge while attending the institute, and are used as text-books in class work. The institute is divided into three grades, viz.: A, B and C. The A's hold first-class certificates; B's second class, and C's third class, if any. The B and C divisions pursue the common branches. The A division this year will take up algebra, literature, and Hewitt's Pedagogy. All the divisions will be instructed in hygiene and physiology in compliance with the new school law.

SCHOOL-HOUSES.

The school-houses of this county are generally neat, well seated and comfortable. Ventilation is as well secured as can well be by means of windows. With this mode of ventilation the purity of the air in the school-room depends largely upon the watchfulness and tact of the teacher. Our houses are well lighted and usually well supplied with blackboards. What I have said of school-houses applies especially to those that have been constructed within the last ten or twelve years. We have some very poor houses, one old log house. But it is only a matter of time when these will all be replaced with the modern painted frame.

GROUNDS.

As far as I have observed the school grounds are generally very well fenced, and shade trees receive considerable attention. The out-houses are generally a filthy nuisance, contaminating not only to the nose and eye, but

degrading to the moral sensibilities of the young, who must gaze upon the obscene language and pictures daily that defile the walls and floors of these stench pens. In my opinion there is not a feature of the public schools that cries for redress more persistently and with greater merit than does this. It ought to be regulated by law.

SCHOOLS

The length of our school term does not vary much, but stands close to an average of seven months. Teachers' salaries fluctuate somewhat. In 1880 the average wages were, males, \$30.98; females, \$23.89. In 1885 they were, males, \$45.08; females, \$28.67. This year the report shows a slight decrease from last year, males, \$42.46; females, \$26.50.

The common school branches, thanks to the normal institute, are generally all being taught, and not merely arithmetic to the exclusion of the other branches. The poorest work is done in reading and grammar. Penmanship is fairly taught. Drawing and vocal music are scarcely attempted.

There seems to be a general desire to conform to the requirements of the new school law regarding instruction in hygiene and physiology, etc. There has been some misunderstanding as to what would be a compliance. Some boards have thought as teachers were not required to pass examination under this head until after July, 1887, that boards were not required to act until that time. Such mistakes have been corrected from this office when found to exist. So far I have not heard of a board refusing to act in compliance when they rightly understood the matter, nor have I heard any complaint from boards or teachers in regard to this matter. We claim to be a loyal community, and hence the law will be enforced without any serious complaint.

I have already made my report quite lengthy; therefore I will forbear making any "general remarks and suggestions" until I have had some experience in the duties of this office.

WAPELLO COUNTY.

BY W. A. M'INTIRE.

The condition of the schools and school interests in Wapello county is certainly very encouraging. Each succeeding year furnishes a better class of teachers than the preceding one. Each succeeding school officer seems to be better qualified for his duties and to take more interest in the affairs of schools than his predecessor. I think this is all due to the education of

the whole people. The school interests demand better school officers, and better supervision than formerly.

The best teachers in the county are in demand, are sought for by school boards. The best citizens now have interest enough in the schools to serve as members of school boards and school officers. As a result of this it is the rule now and not the exception to receive correct reports from school secretaries and treasurers. I have had no difficulty in furnishing the State department accurate reports for the past five years.

A few years ago children in the country schools selected their own studies at pleasure. There was no system or uniformity in the schools. As many different teachers were employed in the school district as there were terms of school during the year. It is now the custom to employ teachers for the school year. In 1883 a course of study was introduced and through the earnest efforts of the best teachers was adopted by nearly every school board in the county in less than a year. It outlined the work for each grade and contained suggestions to young teachers how to use it.

By the united efforts of teachers and superintendent the schools were practically graded and classified in less than two years. To assist in securing uniformity of work lists of questions on examination for each grade in the school are prepared and sent to each school from this office. Examination days are appointed by the superintendent, all the rural schools in the county taking the examination the same days.

The examination manuscripts from each school are sent to the county superintendent's office. This induces children to take the course of study prescribed that they may be able to compare favorably with other pupils in the examination, and that their school may compare favorably with other schools in the township and county. I know by observation that it works excellent results.

TEACHERS' NORMAL INSTITUTE.

We can hardly estimate the importance of a systematic, well organized, well conducted normal institute. I think it is the important educational factor in the Iowa school system. To be successful a graded course of study must be followed. The same system and discipline that makes a good school makes a good institute. In 1881 we introduced a four years' course of study in our institute very similar to that sent out by the State department. To classify and grade the institute was a difficult problem in the beginning, but we labored with it until it has been solved satisfactorily. We have not space to give our system in detail but results speak plainly. In 1881 we enrolled but 87 members. The attendance has steadily increased with each succeeding year to 230 in 1887. There are no more teachers in the county now than there were in 1881. We have resorted to no compulsory measures to secure this increased attendance other than to require applicants to attend at least one session of the institute before receiving a teacher's certificate. My observation is that teachers will voluntarily attend whenever the institute is such that they realize that they get full value for the time and money expended.

We are now following the State course of study to the letter, and are endeavoring to make our institute more and more a school of methods; to make it the great distributing point of the best methods of the best teachers in the county and the best instructors that can be procured.

SCHOOL-HOUSES.

The school-houses that have been built recently are models compared with those of a few years ago. Nearly every new school-house has a belfry with a large bell that can be heard all over the district. Windows have been placed with reference to admitting the light properly rather than the outward appearance of the building. Ceilings have been made higher and the houses provided with comfortable seats. In the rural districts no special provisions have been made for ventilation. Last year a commodious eight-room building was put up in South Ottumwa, which is a credit to the city. The building is heated by steam, as are all the school buildings in Ottumwa, and the ventilation is good.

GROUNDS.

In some of the rural districts the school grounds and outhouses are neglected. I know that I should bear a share of the responsibility in this matter, as I have been, until within the last two years, negligent about calling the attention of school boards to the necessity of keeping up fences, protecting the trees, and especially to keeping the outhouses in proper condition. For the past two years, during my visit at the school, I have been calling the attention of school boards to these matters, when I could see them. When not convenient to see them, I have written them in care of the teacher. In nearly every instance they have attended to the matter at once.

Our country schools have from six to eight months school a year. The length of terms has not increased, but teachers' salaries have been raised in all the townships in the county except two in the past four years.

The new law in reference to teaching the effects of alcohol, stimulants, etc., is being complied with by teachers with but little or no opposition by pupils or parents.

I think much has been done throughout the State, in the past four years, in elevating the condition of the rural schools. Too much credit can not be given our worthy State Superintendent, Hon. J. W. Akers, for his earnest and successful efforts in this direction. He has endeavored to unify and systematize the work of the normal institutes and country schools, and has measurably succeeded. A work that had before been overlooked, or at least had not been accomplished.

We have had but little school legislation in the past four years, and considering some of the bills that have been presented, I think it is very fortunate that such is the case. But in the interests of our schools there should be some changes and additions to our school laws.

Our schools should be supplied with free text-books. A way should be provided for changing the boundaries of independent districts. County superintendents should be elected for four years.

WASHINGTON COUNTY.

BY BELL KILGORE.

The general condition of education in Washington county is encouraging. Emigration from some parts of the county has caused a decline in the number enrolled in the schools, but the average attendance is better, with a fair degree of interest. More of the districts are making an effort to retain the teachers for a longer term.

The normal institute has been of great value to our teachers, as many young persons attend one or two terms before beginning to teach. We use the graded course of study, giving attention to the matter to be taught as well as methods of teaching.

More care is taken in the construction of school-houses, yet far too little attention is paid to heating and ventilation.

Many of the school-grounds are without fences. Some are well shaded, and more trees were planted this year.

The average length of term is seven months; average salary, \$34.00 per month.

I think every district has tried to comply with the law requiring instruction in "hygiene" to be given to all pupils.

WINNESHIEK COUNTY.

BY DAN SHEA.

NORMAL INSTITUTES.

In 1885 the Winneshiek County Normal Institute was organized in accordance with the plan set forth in the outline course of study prepared by the State Superintendent, Hon. J. W. Akers.

A course of study, based upon the above named *outline*, has been prepared and is now in use in the institutes of this county. This *course* provides: 1st. A systematized plan of grading, with an outline of the work to be pursued in each grade. 2d. A system of promotion in which teachers completing the work in any grade are promoted to the grade or division next higher. 3d. A system of graduation in which the teachers who have completed the entire *course*, and taught three years, are granted diplomas of graduation from the institute, upon passing satisfactory examination.

The objects of a graded normal course are: 1st. To secure a uniform system of work. 2d. It will give teachers a definite aim to accomplish, namely: completing a prescribed course of instruction and receiving a diploma. 3d. It will give teachers who have completed the course and received a diploma of graduation from the institute in any county, an opportunity to receive credit for all institute work done in any part of the State. 4th. It will be a great aid to school officers in securing teachers, as now but those having had a stated amount of experience in teaching, and who have completed a thorough course of normal and mental training, will receive a diploma.

The classification under this plan as adopted in this county is as follows: Teachers holding certificates whose general average is ninety per cent or more, constitute the "A" division; those holding second class certificates constitute the "B" division; while those holding third class certificates and those who have never taught, constitute the "C" division.

Teachers holding first class certificates, who have taught three years and attended three normal institutes constitute a "normal" division.

The work of the institute is devoted as much to methods and manner of presenting subjects, as to the subject matter of the text-books. A knowledge of facts is not the only qualification required to make a good teacher. Much depends upon his ability to organize and manage a school, his skill in presenting subjects in a clear, distinct and comprehensive manner. Owing to the unsatisfactory results obtained from the *primary work* in our schools, this feature of our institute work is made one of the most prominent. Many persons seem to think that *any one* can teach small scholars, and that the larger and more advanced pupils should receive the most attention from the teacher. The facts are, the primary pupils are the ones who should occupy a great portion of the teacher's time and attention, as it is in this stage of the child's school life that the habits of application or indifference to study are formed. It is in this stage that the mind of the child is first placed in the mould and opened for development, and if his habits of study, of thinking, and of acting are once improperly formed, they are difficult to break up if ever overcome.

Realizing the importance of this branch of the work, we take pains to make it one of the leading features and spare neither time nor expense in securing competent and efficient instructors in that line.

THE SCHOOLS.

The total school population of the county is, 8,365; of this number 6,017 were enrolled during the year ending September 15, 1886.

The total cost of operating the schools during the same period was \$44,548; of this amount \$35,125 was paid to teachers.

The average number of months of school was seven, while the average cost of tuition was one dollar and sixty-four cents.

The average price paid teachers (outside the city and village schools) was, males, \$28.38; females, \$23.30. The average price paid to principals of village schools is about \$600 per year, and \$1,350 is paid the superintendent of the Decorah schools. The intermediate and primary teachers in these schools receive a salary of \$350 to \$400 per year.

The Decorah public school is the only one in the county in which a special teacher of penmanship is employed. Prof. C. H. Valder, who probably stands at the head of his profession as a black-board writer, has had charge of this department for nearly ten years. His plan of teaching this important branch is entirely from the black-board, and the results of his earnest and untiring efforts in that direction have been most gratifying. Hygienic physiology, as required by act of the Twenty-first General Assembly, is being pretty thoroughly taught in every school in the county.

The school boards in every district, in order to meet the requirements of the law, have adopted and put into use, books which have been published in compliance with this legislation, while the teachers are earnestly endeavoring to perform their duty in this respect also.

THE WORK OF THE SCHOOLS.

About three years ago we prepared and published a graded course of study for the schools of the county, and the same has been adopted by the various school districts and is now in use throughout the county. Some of the principal features of this plan are: 1st. The quantity and quality of the work which is being uniformly carried out in all the schools. 2d. More systematic and thorough work done by the teachers. 3d. The pupils have been stimulated by a desire to complete a prescribed course of work and receive a diploma. 4th. No particular branch is developed at the expense of another, but, on the contrary, each branch is given due consideration.

In connection with this course of study we have a classification register in each school, which enables the teacher to leave a permanent record of the standing and progress of the school, together with the names of pupils promoted and those who have completed the course and received a county diploma.

Arrangements have also been made whereby pupils who complete the course and receive a diploma are admitted to the Decorah high school, where a scientific, classical or business course may be completed if desired. With this arrangement we now have a connecting link between the rural or ungraded school and the high school. Already fully one hundred pupils have completed this course, and from the encouragement the work is re-

ceiving, and from the interest and earnestness manifested on the part of the teachers, pupils and patrons, I am satisfied that much good can be accomplished.

SCHOOL BUILDINGS AND GROUNDS.

At present we have about one hundred and fifty school buildings in the county, valued at about \$120,000. The general structure of the buildings is good in the main, although little, if any, attention has been given to proper facilities for lighting and ventilating.

During the past few years there has been a general tendency to furnish the buildings with suitable and comfortable furniture, and at the present time nearly every house is furnished with seats, desks, tables, etc., of the latest and most improved styles.

With but few exceptions the out-houses and fences are in good condition, while there is scarcely an undesirable school-house site to be found in the county. In some cases, to be sure, the location is not the most convenient to accommodate the patrons of the schools, but this time and circumstances alone can remedy.

WOODBURY COUNTY.

BY J. S. SHOUP.

The advancement of the public schools of this county during the last ten years has been one of regular, steady, healthful growth, both so far as number of pupils enrolled and actual work done.

Considered geographically, this is a large county, consisting of more than twenty-four full congressional townships, or about one and one-half per cent of the entire State. This county, until a few years ago, was but thinly settled, and consequently many of the schools were small, but within the last few years the population has largely increased. The teaching of the county generally, has been good. Every year quite a number of new teachers have engaged in the work. These new teachers generally begin during the spring, and their first term is considered probationary to a certain extent. It has been the aim of the superintendent to retain the best of these, while the others naturally drop out of the work. The better class of teachers have always taken much interest in the normal institutes, and by keeping steadily up with the work as it advances from year to year, have succeeded in retaining their places from year to year.

The normal institute of this county is graded, and has a regular course

of study, the completion of which requires regular attendance at least three sessions of the institute, although many require a greater length of time, as promotion from one grade to another is determined by examination, and actual experience in the school room.

The course of study provides for thorough drill in all the common branches, and also algebra, geometry, and botany.

It is required of teachers of the advanced grade to have sufficient knowledge of algebra and geometry to enable them to teach systematically and scientifically, any thing in connection with the subject of arithmetic. No text-books of any kind are used in the institute. About one hour each day is devoted to the subject of didactics. Here, also, the work is different in the different grades. The regular session of institute is three weeks, although this year there have been held three special sessions of two weeks each. These sessions were held during the spring vacations, and were designed chiefly for the benefit of the younger and less experienced class of teachers. As so many teachers commence teaching for the first time during the spring term, and as a consequence go into the work without any normal training or instruction whatever, I think the spring session may be made to be of great benefit to them.

At the regular session of institute, a portion of the time is devoted specially to instructions in primary methods.

The public schools of this county are now using a course of study, viz.: the one prepared by the committee appointed by the superintendents' convention for the northern district of Iowa. This course of study is also used in the institute in connection with the regular institute course of study.

SCHOOL HOUSES.

The school-houses of this county are generally good, and kept in good repair. They are mostly of sufficient size that no difficulty has been experienced with regard to ventilation. With the exception of some of the buildings in Sioux City, and the building in Correctionville, they are heated by means of stoves. The school-houses in the country, with one exception, are wooden structures. Many of them are seated with single seats and desks, well supplied with black-board, dictionaries, maps, etc.

GROUNDS.

School-grounds in the country consist of one acre, mostly prairie sod, in some cases seeded to blue grass. They are generally fenced with boards, a few with wire cables and flat wires. The out-houses are generally in good condition, but not all of them. The subject of planting trees has not received as much attention in this county as it should have received, although some of them are surrounded by very nice groves of box elder, maple, cottonwood and other forest trees. Some of the school-houses were built when the country was comparatively thinly settled; as population increased and the conditions of the neighborhood changed, it was found necessary to move some of them, and more of them will yet probably be moved to new sites.

This is perhaps one reason why more attention was not paid to planting trees.

SCHOOL YEAR.

The length of the term varies, several of the districts having nine or ten months, some eight, some seven and a few only six; but there seems to be growing a general disposition for longer terms. Teachers' salaries in country schools during the summer vary from twenty-five to thirty-five dollars per month, and during the fall and winter from thirty to forty dollars per month. Algebra is taught in quite a number of the country schools, drawing and book-keeping in a few of them; vocal music, as a branch of study, is not taught in any of the country schools. Hygienic physiology, as required by school laws of 1886, is taught in every school, and, so far as I have been able to observe, is taught fairly well; lessons on this subject are given daily to all classes, and teachers report monthly the amount of work done. Text-books on this branch have been adopted by the various boards of directors, and the law in all respects has generally been well complied with. I have at this date, May 10, received notice of but one class having completed the subject.

UNIFORMITY OF TEXT-BOOKS.

Some of the boards of directors have adopted books to be used in their respective districts, but there has never been any attempt made toward county uniformity.

CITY AND TOWN SCHOOLS.

Sioux City has six brick and six wooden buildings, containing in all forty-eight rooms, with a seating capacity of 3,000. In addition to the city superintendent fifty-one teachers are employed; four of these are gentlemen, the rest ladies. The salary of the city superintendent is \$1,800 per year; the salaries of teachers vary from \$250 to \$900 per year. The year consists of thirty-eight weeks. The high school course embraces four full years.

Correctionville has a school of four departments; principal's salary \$800; teachers' salaries \$400 each; high school course of three years. Danbury has a school of three departments; there are also three other schools outside of town under the supervision of the same principal; principal's salary \$750; teachers' salaries \$350; high school course of three years. Sloan has a school of three departments; principal's salary \$650; teachers' salaries \$400; no high school course. Sergeant's Bluffs has a school of three departments; principal's salary \$750; teachers' salaries \$300 and \$400; high school course three years. Smithland has a school of two departments; principal's salary \$750; teacher's salary \$350; high school course three years. Salix has a school of two departments; principal's salary \$450; teacher's salary \$300. Sergeant's Bluffs has two brick buildings. The school-grounds are very large, and all planted to shade trees and seeded with blue-grass. The buildings at Correctionville, Danbury and Smithland are good build-

ings but made of wood. The building at Sloan is in good repair, but not of sufficient size to accommodate the pupils. The same is also true of Salix; but at both these places new buildings will probably be built during the present year. It is also designed to add a full high school course to the course of study at Sloan.

The town of Oto has a large building of two rooms, but at present only one is used. Several new towns in the county will be obliged to build new houses in the near future.

WORTH COUNTY.

BY A. O. BAKKEN.

In reply to your request I will endeavor to picture briefly the condition and progress of education in our county. I believe the advancement of education within our boundaries during the last few years has kept a fair pace with the industrial improvements, and these have been very marked. Much credit is due to my predecessor, Mr. H. T. Toye, whose untiring industry and superior fitness as an educator, enabled him to accomplish a great deal for the good of the schools.

NORMAL INSTITUTE.

One of the chief instruments for the gradual raising of the standard of education in our county have been the normal institutes. These form at present a very important factor in our educational system; and whatever is done by the State or county for their encouragement and support is, I believe, time well spent and capital well invested. The greatest essential, by far, of a good school, is a good practical teacher, and it is to the preparation and employment of such that the influence of every lover of education should especially be brought to bear. Many of our teachers have, at their outset received but little professional training, and to these a well-organized and ably-conducted institute is of inestimable worth. Another of the many good results of county institutes is the counteraction of the evils arising from a continual change of teachers, by helping to make plans and methods uniform. Our county has had reason to look up to the normal institute system with pride and hope. At our last fall's session of three weeks, not less than one hundred names were on the roll from beginning to close. The institute was divided into three grades, and four instructors were employed. We find some difficulty in the selection of time for holding the institute, having access to the public school building only during vacations. This compels us to hold the fall institute in the latter part of

August, which time, to many of our teachers who all work for a low salary in school, must be spent in farm work.

SCHOOL-HOUSES.

A healthy body is essential to a healthy development of the mind. A school-house should afford as many of the favorable conditions dictated by the laws of hygiene, as possible; and I think the people of this county must have realized this fact. The school-houses erected of late are not only larger than former buildings of the kind, but superior to these in respect to heating, lighting, ventilation, seating, black-board and comfort and convenience in general. The old time prison school-houses have been converted into model houses; and pleasing are the effects.

GROUNDS.

I have but little to say on this topic, as less attention has been given to it, practically, among us. Nor has this been of prime importance in most cases, as our county is largely a prairie district, and each school-house commands the best acre of some of the finest and most favorably located land on this continent. Only in a few cases have any fences been built around the school-house lot. Less importance than desirable has been attached to the proper construction and location of out-houses, and still less to keeping the same in good repair. This often is a sad neglect, and it is difficult to know what the most effective remedy would be. The law in regard to the planting of trees on school grounds has been complied with in most districts, and in no case has the neglect been intentional. What has not been accomplished, will be at the first opportunity.

SCHOOLS.

Our county has eighty-seven schools. Most townships have from six to seven months of school during the year. The winter term is almost invariably one month longer than the summer term. Two or three townships will have eight months of school this year. We have but two terms, with the exception of the independent schools, where the school year occupies from thirty-six to thirty-eight weeks. Our teachers, I am sorry to say, are not well paid; compensation ranging from \$20 to \$35 in winter, and from \$30 to \$30 in summer. A few first grade teachers will at the end of a term of three months only draw \$78. This is miserable, considering that a teacher, besides giving all her time to the work, has also a capital invested therein. Our best teachers frequently step out of the ranks. What can be done?

The eight branches covered by a teacher's examination are taken up in all our schools. Often I think too many books are studied at one time. School-life in a great many instances is too short for the mastering of a great multitude of sciences, and in every case reading, writing and spelling should occupy the most prominent place on the daily programme until well

mastered. These branches should include language training. Penmanship is receiving more and more attention. We should teach position, penholding, spacing, height of letters, slant, neatness, etc., at the very beginning. We believe the ability to write a good and fluent hand is a great help in all future school-work.

Drawing and vocal music, though not extensively taught in our schools, are receiving some attention, especially in the graded schools of Northwood.

I am proud of being able to report a general compliance with S. L. of 1886 in regard to the teaching of physiology and hygiene. We have adopted text-books, and where books are lacking the teaching is taken up orally. The law is very popular in our locality, and on its merits we build much hope for the future. Long live the good people in whose philanthropic minds the law was conceived.

INDEX.

	PAGE.
ACTION—	
For benefit of child	35
ARBOR DAY—	
Appointment of	
Circular letter concerning	36-41
ASSAULT AND BATTERY—	
Teacher guilty of, when	33
ASSOCIATION—	
See normal institutes	25
BOARD OF DIRECTORS—	
Authority of	30
Should select teachers in district townships	28
BOARD OF EXAMINERS—	
Certificates issued	20
Diplomas issued	23
Examinations	23
Expenses of	24
Policy of	25
BOOKS—	
See text-books	16, 35
CARY TREE—	
Sketch of	39
CERTIFICATES—	
See State certificates	20
CHICAGO—	
Compulsory education in	60
CHILD—	
Punishment of	31
COMPOSITIONS—	
May be required	55

	PAGE
COMPULSORY EDUCATION—	
Concurrent resolution regarding	41
Coeval with free schools	44
Remarks concerning	42
Historical survey	43
Result in Prussia	43-44
Early inception of	44-45
Prussia and Saxony	45-46
France	47
Attitude of England	47
Glasgow	48-49
Missionary feature of	49
Day industrial schools	50
Industrial training	50
Comparative estimate of	52-53
Attendance in United States	53
Problematic cases	55
In United States	56-57
Iowa, status of	58
New York, Illinois, Ohio and Pennsylvania	59
Remarks in conclusion	62-63
CONNECTICUT—	
Compulsory laws of	44
CONTRACT—	
Must be approved by president	28
CONTINGENT FUND—	
Tabular statement of	8
COOLEY, JUDGE—	
Regarding liability of teacher	34
CORPORAL PUNISHMENT—	
Power of teacher to inflict	30
COUNTY SUPERINTENDENT—	
Powers of	10
Report of	17
Extracts from reports of	64-194
Circular letter to	12
DAMAGES—	
May be recovered, when	34
DERKINS VS. GOSS—	
Case of	33
DISTRICT TOWNSHIP BOARD—	
Regarding selection of teachers	28
Extracts from reports of county superintendents	64-194

	PAGE
FAILURE TO INSTRUCT—	
Liability of teachers	34
FAMOUS TREES—	
Extract from letter, B. J. Lossing	39
Forestry Circular	36
Free Books (see text-books)	35
FUNDS—	
Receipts and disbursements of	5
Tabular statement of	7
Tabular statement of	8
Tabular statement of	9
Grounds	65
GLASGOW—	
Results of compulsory education in	48
Day industrial schools of	50
HARMON, JUDGE—	
Charge to jury	30
HOLMES, OLIVER WENDELL—	
Extract from letter of	41
INSTITUTES (See Normal Institutes).	
IRVING, WASHINGTON—	
Extracts from writings of	41
IOWA—	
Educational status of	58
Per cent of illiteracy	58
JURY—	
Relating to criminality of teacher	31
Must determine what punishment is necessary	32
JURISDICTION—	
Of teacher over pupils	33
LANDER VS. SEAVER—	
Case of	33
LANE, ALBERT G.—	
Statement of, regarding compulsory education in Chicago	60
LOSSING, BENJ. J.—	
Extract from letter of	39
Luther, Martin	43
MASTER—	
Not penally responsible, when	31

	PAGE
MANN, HORACE—	
Remarks on corporal punishment.....	32
Biographical sketch of.....	33
Narcotics (see scientific instruction)	11
NEW YORK—	
Special provisions of compulsory law of.....	60
NORMAL INSTITUTES—	
Attendance for 1884, 1885, 1886	25
Crowded condition of.....	25
Remarks concerning	25-6
Amendments of laws suggested.....	26-7
OFFICE—	
Of county superintendent should not be made appointive	11
Might be made non-political.....	11
OUTLINES—	
Relating to scientific instruction.....	16
OHIO—	
School population of.....	61
PANORA—	
County high school of.....	26
PENNSYLVANIA—	
School population of.....	61
PHYSIOLOGY (see scientific instruction).....	11
POWERS OF TEACHERS—	
To inflict corporal punishment.....	30
Of expulsion	33
PRESIDENT—	
Must approve contract.....	28
PRUSSIA—	
Result of compulsory education.....	43
PUNISHMENT—	
Immoderate, when	31
Quinn vs. Nolan, case of	30
REPORTS—	
Of county superintendents.....	64-194
Adair, M. W. Haver.....	64
Teachers' institutes.....	64
School-houses	64
Grounds.....	65
Schools.....	65

	PAGE
REPORTS—CONTINUED—	
Black Hawk, J. L. Buechele.	
General remarks	65
Teachers' normal institutes.....	66
School-houses	66
Grounds.....	67
Schools.....	67
Buena Vista, C. J. Conner.	
General remarks	69
Calhoun, J. F. Lavender.....	71
Condition and progress.....	71
Normal institutes.....	71
School-houses	72
Grounds.....	72
Schools.....	72
Cass, R. H. Frost.....	73
Cedar, Mrs. A. N. Filson.....	77
Cerro Gordo, A. W. Wier.....	79
Cherokee, H. B. Strever.	
Education, condition of.....	81
Normal institute.....	81
School-houses	81
Grounds.....	82
Schools.....	82
Chickasaw, O. A. McFarland.	
Normal institute.....	83
School-houses	83
Grounds.....	84
Schools.....	84
Remarks	84
Clark, J. J. Taylor	85
Clay, G. S. Mann.	
School-houses	87
General	87-88
Clayton, G. H. Smit.....	88
Clinton, G. B. Phelps.....	89
Crawford' M. M. McAlpin.	
Normal institutes.....	90
School-houses.....	90
Grounds	91
Out-houses.....	91
Fences	91
Trees.....	91
Schools.....	91
Davis, R. W. Anderson	91
Decatur, Julia B. Hoadley	94

REPORTS—CONTINUED—

PAGE

Delaware, H. G. Millen.	
Normal institutes	95
School houses	96
Grounds	96
Schools	97
Dubuque, N. W. Boyes	97
Emmet, E. H. Ballard	99
Franklin, T. H. Hacker	101
Grundy, Mrs. J. B. Kingsbury	102
Guthrie, W. L. Miller	104
Normal institute	105
School-houses	105
Grounds	105
Schools	105
Hamilton, J. F. Richardson	106
Hancock, S. Sturgeon	
Normal institutes	108
School-houses	108
Grounds	108
Schools	109
Hardin, J. C. Hadley	109
Harrison, H. A. Kinney	110
School-houses	110
Grounds	111
Schools	111
Henry, J. F. Riggs	111
Howard, J. C. Kellow	
Remarks and suggestions	112
Humboldt, John McLeod.	
General remarks	114
Jackson, W. M. Welch.	
General	117
Normal institutes	117
School-houses	119
Out houses	119
Schools	119
Jefferson, S. N. Hopkins	120
Normal institutes	121
School-houses	121
Grounds	121
Schools	122
County teachers' association	122
Johnson, O. A. Byington	123
Keokuk, Nannie Torrence	124
Kossuth, B. F. Reed	125

REPORTS—CONTINUED—

PAGE

Lee, J. J. Dofflemyer	127
Linn, F. J. Sessions.	
General	128
Normal institutes	130
School-houses	130
Grounds	130
Schools	130-131
Louisa, Mrs. L. G. Murdock	131
School-houses	131
Special branches	132
Lucas, J. M. Hanlin	133
Education, condition, etc	133
Normal institutes	133
School-houses	134
Grounds	134
Schools	134
General	134
Lyon, B. H. Perkins	134
Madison, E. R. Zeller	135
Mahaska, M. Hedge	137
Marion, C. B. Boydston	138
Mills, W. M. Moore	140
Mitchell, R. C. Barrett	142
Monona, F. P. Fisher.	
Teachers' institutes	143
School-houses	144
Grounds	144
Schools	144
Monroe, H. J. Bell.	
Normal institutes	146
School houses	147
Grounds	147
Schools	148
General	149
Montgomery, J. F. Saylor.	
Normal institute	150
Criticism	150
School-houses	151
Schools	151
Sub-districts	152
County superintendent, election of	152
Muscatine, G. W. Coverston	152
O'Brien, David Algyer	154

REPORTS—CONTINUED—

	PAGE
Osceola, W. J. Reeves.	
District schools	156
Graded schools	156
Text-books	157
Classification	157
Examinations	157
Teachers' meetings	158
Normal institute	158
The new law	158
Improvements	158
County high school	159
Page, Lottie E. Granger	159
Palo Alto, B. E. Kelly	162
General	162
School-houses	162
Grounds	163
Schools	163
Plymouth, Carrie Byrne,	
Educational conditions	163
Normal institute	164
School-houses	164
Grounds	164
Schools	164
Polk, C. F. Saylor	165
Pottawattamie, J. W. W. Laird	166
School-houses	167
Schools	167
Remarks	167
Poweshiek, S. W. Heath	168
Ringgold, T. E. Dubois.	
Normal institutes	169
School-houses	169
Grounds	169
Schools	169
Sac, Clarence Messer	170
Shelby, C. F. Swift	170
Normal institute	171
School-houses	172
Grounds	172
Schools	172
Sioux, D. W. Aupperle	173
Story, Ole O. Roe	174
Normal institutes	174
School-houses	175
Grounds	175
Schools	175

REPORTS—CONTINUED—

Tama, W. D. Reedy.	
Normal institute	177
School-houses	178
Grounds	178
Schools	179
Union, C. B. Stayt	180
Van Buren, J. H. Landes	181
Condition of education	181
Normal institute	182
School-houses	182
Grounds	182
Schools	183
Wapello, W. A. McIntyre.	
Normal institutes	184
School-houses	185
Grounds	185
Washington, Belle Kilgore	186
Winneshiek, Dan. Shea.	
Normal institutes	186
Schools	188
Work of schools	188
Buildings and grounds	189
Woodbury, J. S. Shoup.	
School-houses	190
School year	191
Text-books	191
City schools	191
Worth, A. O. Baaken.	
Normal Institute	192
School-houses	193
Grounds	193
Schools	193
Roe vs. Deming, case of	34
Rules and regulations	30
What are reasonable	35
RUSSIA—	
Educational condition	56
SAXONY—	
School law of	46
SCHOOL-HOUSE FUND—	
Tabular statement of	7
SCHOOL POPULATION—	
Of Ohio	61
Of Pennsylvania	61

	PAGE
SCIENTIFIC INSTRUCTION	11-18
As to observance of law	11-12
Circular letter regarding	12-15
Subject discussed	16
Subject taught in institutes	16
Regarding oral instruction	16
Text-books and outlines	16-17
Amendments suggested	17-18
SITES—	
Amount paid for	5
SMITH, MRS. E. OAKES.	
Extract from letter of	41
SOUTHERN STATES—	
Educational status of	57
SPEAR V. CUMMINGS—	
Case of	34
STATE CERTIFICATES AND DIPLOMAS—	
Issued by Board of Examiners	22
STATE NORMAL SCHOOLS	26
STATE V. PENDERGRASS—	
Case of	31
STATE V. MIZNER—	
Case of	32
STATE V. BURTON—	
Case of	34
STATE BOARD OF EXAMINERS—	
Established, when	18
Examinations held	18
Certificates granted	20-21
Diplomas granted	22
Examinations and fees	23
Expenses of	24
Regarding the law	25
STATE—	
Duty of, to provide education	42
SUB-DIRECTORS—	
Term of office of	27
Recommendations concerning	28

	PAGE
SUPERINTENDENT OF PUBLIC INSTRUCTION—	
Report of	5-63
SUPERINTENDENT, COUNTY—	
Election of	11
Term should be increased	11
TAXATION—	
District	5
TEACHERS—	
Increase in number of	5
Rights and liabilities of	29-35
Scholarship of	65
Selection and employment of	28
Discretion of	31
TEACHERS' INSTITUTES—	
See Normal Institutes	25
TEACHERS' FUND—	
Tabular statement	9
TEXT-BOOKS—	
Purchase of	16
Remarks concerning	35
TREASURERS—	
Reports of, should be audited	10
TREES—	
See Arbor Day	36
UNITED STATES—	
Compulsory education in	56

APPENDIX.

Academies and seminaries.....	98
Agricultural college.....	96
Amity college.....	97
APPARATUS—	
Value of 1885.....	5-7
Value of 1886.....	51-3
APPEALS—	
Before county superintendents, 1885.....	18-19
Before county superintendents, 1886.....	64-5
APPROPRIATIONS—	
For normal institutes, 1885.....	20-3
For normal institutes, 1886.....	66-9
ASYLUM—	
For feeble minded.....	96
Bayless Business College.....	100
Birmingham Academy.....	98
BOOKS—	
Number volumes in libraries, 1885.....	5-7
Number volumes in libraries, 1886.....	51-3
Burlington College.....	97
Callanan College.....	97
Capital City Commercial College.....	100
Cedar Valley Seminary.....	98
Central University.....	97
Coe College.....	97
College for the blind.....	96
Colleges and universities.....	45, 97
Commercial schools.....	100
COMPENSATION—	
Of county superintendents, 1885.....	18-19
Of county superintendents, 1886.....	64-5
CONTINGENT FUND—	
Statistics for 1885.....	8-10
Statistics for 1886.....	54-6
Cornell College.....	97

	PAGE
County high school.....	99
COUNTY SUPERINTENDENTS—	
List of.....	101
District townships, 1885.....	4-6
District townships, 1886.....	50-1
Districts, independent, 1885.....	4-6
Districts, independent, 1886.....	50-1
Sub-districts, 1885.....	4-6
Sub-districts, 1886.....	50-1
Decorah Business College.....	100
Decorah School of Penmanship.....	100
Denmark Academy.....	98
Drake University.....	97
Eastern Iowa Normal School.....	99
Elliott's Business College.....	100
Epworth Seminary.....	98
EXAMINATION OF TEACHERS—	
By counties, 1885.....	14-17
By counties, 1886.....	60-3
FOREIGN LANGUAGES—	
Taught in graded schools.....	28, 74
FUNDS—	
Statistics for 1885.....	8-13
Statistics for 1886.....	54-9
GENERAL SUMMARY—1885-6.	
Schools.....	91
School districts.....	91
Teachers.....	91
Pupils.....	91
School-houses.....	92
Apparatus.....	92
District libraries.....	92
School-house fund.....	92
Teachers' fund.....	98
Contingent fund.....	93
Recapitulation.....	93
Permanent school fund.....	94
Examination of teachers.....	94
Visitation of schools.....	94
Appeals.....	94
Compensation.....	94
Private schools.....	95
Normal institutes.....	95

	PAGE
Hawkeye Business College.....	100
Humboldt Academy.....	98
INSTITUTIONS—	
Of learning, State.....	44, 96
Iowa College.....	97
Iowa City Academy.....	98
Iowa Business College.....	100
Iowa Wesleyan University.....	97
Jefferson Academy.....	98
King Eclectic College.....	97
List of County Superintendents.....	101
Lenox College.....	97
NORMAL INSTITUTES—	
Statistics of counties, 1885.....	20-23
1886.....	66-69
Conductors, instructors, etc., 1885.....	24-27
1886.....	70-73
New Providence Academy.....	98
Northwestern Classical Academy.....	98
Norton's Normal and Scientific Academy.....	98
Normal schools.....	99
Normal and Scientific Institute.....	99
Norwegian Parochial School.....	99
Norwegian Lutheran College.....	97
Northwestern Business College.....	100
Oskaloosa College.....	97
Ottumwa Normal School.....	99
PERMANENT SCHOOL FUND.....	94
Parson's College.....	97
Pattersonville Institute.....	98
Penn College.....	97
Pierce Business College.....	100
PRIVATE SCHOOLS—	
Statistics for 1885.....	18-19
1886.....	64-65
See also.....	99
PUPILS—	
Statistics of school population, etc., 1885.....	8-9
1886.....	51-53
RECEIPTS—	
Of normal institutes, 1885.....	20-3
Of normal institutes, 1886.....	66-9
Reports of secretaries, 1885.....	4-7

	PAGE
Reports of secretaries, 1886.....	50-3
SALARIES—	
Of superintendents and principals, 1885.....	28
Of superintendents and principals, 1886.....	74
SCHOOLS—	
Ungraded, number of, 1885.....	6-8
Ungraded, number of, 1886.....	50-2
Rooms in graded, 1885.....	6-8
Rooms in graded, 1886.....	50-2
Average duration of, 1885.....	6-8
Average duration of, 1886.....	50-2
Visitation of, 1885.....	18-19
Visitation of, 1886.....	64-5
SCHOOL-HOUSES—	
Number of, 1885.....	7-9
Number of, 1886.....	51-3
Value of, 1885.....	7-9
Value of, 1886.....	51-3
SCHOOL-HOUSE FUND—	
Statistics of, 1885.....	8-10
Statistics of, 1886.....	54-56
Simpson Centenary College.....	97
Soldiers Orphans' Home.....	96
SUMMARY—	
See general summary.....	91
STATE APPROPRIATIONS (See appropriations)—	
St. Ansgar High School.....	99
St. Joseph's School.....	99
St. John's Primary School.....	99
St. Mary's School.....	99
STATE NORMAL SCHOOL.....	96
SUB-DISTRICTS—	
Statistics.....	5
Tabor College.....	97
Tilford Academy.....	98
University of Des Moines.....	97
Upper Iowa University.....	97
Washington Academy.....	98
Waukon Seminary.....	98
Western Normal College.....	99
Western Iowa College.....	100
Western College.....	97
VISITATION OF SCHOOLS—	
By counties, 1885.....	18-19
By counties, 1886.....	64-5