

Kansas (Terr.) Territorial Supt. of
Common Schools.

See Page 19 & 92

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1859

REPORT
OF THE
TERRITORIAL SUPERINTENDENT
OF
COMMON SCHOOLS.
KANSAS, 1859.

ANNUAL REPORT
OF THE
TERRITORIAL SUPERINTENDENT
OF
COMMON SCHOOLS.

OFFICE OF TERRITORIAL SUPERINTENDENT
OF COMMON SCHOOLS, K. T.,
LEAVENWORTH CITY, Dec. 31, 1859. }

*To the Council and House of Representatives of Kansas, in
Legislature convened:*

The Territorial Superintendent of Common Schools, in compliance with the provisions of law, as set forth in Sec. 8, "He shall prepare, in each year, a report, to be submitted to the Legislature, bearing date on the last day of December in each year, containing, First—An abstract of all the Common School Reports received by him from the clerks of the several counties in the Territory; Second—A statement of the condition of Common Schools in the Territory; Third—Estimates and accounts of the expenditures of the School Money; Fourth—Plans for the improvement and management of the Common School Fund, and for the better organization of the Common Schools; and Fifth—All such matters relating to his office and the Common Schools of the Territory, as he shall deem expedient to communicate," has the honor to submit the following

REPORT:

The impossibility of making anything like a full or complete report of the condition of our Schools, and of the working of our *school system*, will appear evident to every thinking mind.

When you consider that it has only been in active operation a little over six months, and that hardly any of the machinery necessary to get it into working order has as yet been brought to bear upon it, you will be surprised to find that so much has been done. It was highly desirable that as full a report as possible should have been presented at this time; and if the County Superintendents had sent in as full a report as they might have done, stating the condition and prospects of their Schools, our report would have been at least very respectable. Hardly any of the reports were received in time, and not one as full as the law requires, or as they might have been. But it is not surprising that it is so; men cannot be expected to do school labor without remuneration any more than any other kind of labor. Few Superintendents have received any pay for what they have done, and many of them have not even the prospect of ever receiving any. Then the unhinging effect produced by the decision of Judge Pettit, "That unpatented lands were not taxable," with the prospect of a new Constitution and better laws, when taxes would be paid, and non-residents would bear their part of the burden, &c., has had the tendency to make them remiss in carrying out the provisions of the law, and in reporting even what they have done.

The following is an approximation of what has been done during the past summer:

The reports of County Superintendents (an abstract of which will be found in the Appendix) exhibits the following statistics, for the six months ending December 1st, 1859:

The number of Counties reported by their Superintendents, fifteen.

The number of Districts organized during the year was 222.

The number of Districts in which schools were taught during the past year was 136.

The number of children reported, between the ages of 5 and 21 years, was 7,029.

The amount of public money received for school purposes was \$6,233.67.

The reports fail to state the number of schools taught in their respective counties during the year. They also fail to report the

number of teachers examined by them ; the wages paid to teachers per month ; the number and kind of school houses built, &c., &c. The above statistics, few and imperfect as they are, have been gleaned from what few reports have been forwarded, together with what I have gathered up in my visitations through the Territory, during the summer and fall. Many of the County Superintendents have been written to, personally, and informed what to report. But, although our footing up is small when compared with our mother States, we must remember that we are only in our infancy yet—are only beginning to crawl, and are looking forward with anxiety to the time when we will take our place with our sister States in the glorious confederacy, and instead of looking disheartened at the little we have done in the great cause of education, it should be an incentive to greater exertion, and a motive power to urge us on to duty, and success will crown our labors.

TERRITORIAL SUPERINTENDENT'S LABORS AND OBSERVATIONS.

According to the requirements of Sec. 4 of the School Law, I have visited and lectured in different parts of the Territory, inquiring into the condition of school matters, consulting with County Superintendents, and giving advice, and doing what I thought would most advance the cause of education in the Territory. I found that it was utterly impossible for me to visit every county in the Territory, or even half of them, and attend to the duties of my office at Leavenworth City. Under this press of business, I procured the assistance of Rev. THOMAS McCARTNEY, as Deputy Superintendent, who was visiting the different counties, and by his assistance, I accomplished much more than I otherwise could, and at much less expense.

I had intended to have visited a much larger number of counties, but the pressure of other important business demanded my presence at my office. That much can be accomplished in this way, no one at all conversant with educational matters can doubt. I had urgent invitations to visit in almost every part of the Territory, not only from School officers, but from others deeply interested in the cause. By visiting the different localities, meeting with and mingling among the people, laying the importance of

a good system of Common Schools, free to all, before them, and urging the necessity of proper and efficient organization, will carry with it an influence, and give an impetus to the educational spirit and enterprise of the people that will hardly, if ever, be accomplished in any other way, short of years of hard labor and thankless toil.

But, efficient as this means may be, it cannot be fully accomplished under the present arrangement. The labor is too great for one man—even if his office business was done away with—and then the expense of traveling at ten cents per mile, with other incidental expenses would soon swallow up the salary.—When you look at the amount of Territory to be occupied, and but one man to go over it all, you will not be surprised that all have not been visited. One or two days spent in a county is not sufficient. Everything is new and unorganized. Each town should be visited, and as much time spent in a township as would be necessary for a county—when all things were in working trim. They need encouragement and advice. But instead of doing this I am obliged to devote the greater part of my time to office duties. Daily, I receive letters inquiring about the school law, the duties of Superintendents, School Boards, School Funds, &c., &c. Some county Superintendents will not do their duty—and complaint is made to me. Others do too much, and they are accused of foul dealing—and thus I am crowded with letters after letters, about personal difficulties in relation to district lines and school house sites, which never can be amicably settled until the county is filled up with inhabitants, and our school system is better understood. Opinions in reference to how the schools should be organized and conducted are as different as the States from whence the people came. Each man is partial to the school system in operation in the State of his nativity—and from this and similar causes we have very many strong prejudices to combat, and many stubborn impediments to contend with.

My usual manner of visiting counties is to call at every school, as I pass along, inquire of the teacher about his success in teaching, the working of the school system, attendance of pupils, interest manifested by parents and guardians, and concerning the interest of education in general. I always make some

remarks to the school, and if remaining over night in the place, I appoint a meeting for the householders and friends of the cause, at which I present the educational interests of the community, the necessity of thorough organizations and co-operation with the county Superintendents and other school officers in carrying out the requirements of the law, and whatever I deem necessary to the proper conducting and managing school of affairs. When I can find the county Superintendent, I obtain from him a statement of what he has been doing, his success in organizing districts, and in managing his department, &c. I not only ask, but answer many questions, and make suggestions in relation to his duty, labors and decisions. The School Law meets with some opposition in different parts of the Territory, but whenever it has been tried and faithfully carried out, it has met the approbation of the people generally. The great difficulty in the way is a want of understanding it properly—many condemn without ever having examined for themselves.

That it is perfect, none of its friends will claim. That it requires modification, many if not all are willing to admit. Yet I would caution against all hasty legislation, or material modification in any of its provisions bearing on the local districts.—Better wait until it has received a fair trial, than to change from bad to worse; or lay aside a law that is tolerable for one intolerable.

From the information obtained in my visiting, and from all other sources in my power, I have the most undoubted assurance that our School Law is a good one, and that it will work well among our people. It is highly encouraging to the friends of popular education to see the spirit manifested throughout our but yet sparsely settled Territory. Everywhere I was received with kindness, and met with the hearty co-operation and assistance of school officers and friends of the cause. And, on my return home from a tour in the southern counties, after looking over the encouragement I met with, and the assistance and information received, with what I saw for myself, I was surprised to find so much accomplished in so short a time; only a few months, and yet we have a school system in active and efficient operation in many parts of our land. The wonder is that so much has been done, in such a short time. In my reports under the different

heads, I will speak more fully of what I saw and learned of the modifications or amendments which in my opinion would advance the interest of Education, and the prosperity of our young but vigorous country.

COMPENSATION OF THE SUPERINTENDENT.

And now, as my term of office will shortly expire, provided the State of Kansas is admitted this winter, I feel it my duty to call the attention of the General Assembly to the inadequate salary of the Superintendent. According to the provisions of the law, he is allowed \$1,500 per year, with \$200 for office rent, stationary, &c. By other provisions in the law, he is required to visit every county in the Territory, consult with county Superintendent and other school officers, visit and correspond with school officers of other States, lecture throughout the counties, &c., and yet there is not one dollar allowed him to bear all this expense. How much do you suppose it would cost to take a tour through every county, spending three or four days in each? The whole market value of the salary would not defray the necessary expense. Territorial Scrip is worth 30 cents on the dollar, and very poor sale at that; and yet the idea of raising the salary appears preposterous to many of our Legislators. Where is the man who can maintain his family in a respectable manner at Leavenworth City, or any place in the Territory, on this amount, after bearing the necessary contingent expenses incurred in the discharge of his official duties as Superintendent? It is said by many that salaries of our public officers are too high; however that may be, I am not now going to discuss. One thing I do know, and that is that the pay of your Superintendent is not sufficient. This past year I have had to labor under not only great disadvantage but much embarrassment, from the want of means, and have had to draw on my own private resources to the amount of \$500. I have not as yet received one solitary dime for all my labor, and while I am making nothing available now, I am continually spending my own means and laying out of the use of the money.

The business of my office has been so great that I have had to employ a clerk at considerable expense. This is what is needed in the office, and there should be a salary attached, so that he

could devote his whole energies and time to his business. Without an efficient deputy, it will be impossible for the Superintendent to discharge the duties of his office, and the consequence will be, that the office will either become vacant or filled with unprincipled and incompetent men. What man of talent and ability—and none else should be chosen to such a responsible position—would take such an office, when he could command as high, and often a higher and much surer salary as Superintendent of some Union School. Many of the teachers in Ohio, and Pennsylvania, receive larger salaries. Then why a man of talent take an office with so much expense connected as must follow it, when he can do better. The Legislature that cuts down the salary of its school officers, until the office itself goes begging for honest worth, *is putting out its own eyes* and groveling in the dark.—“It is a penny wise a pound foolish”—and will, after sad experience, be compelled to end where it should have begun.

There was no special appropriation made for the necessary printing connected with my official duties, hence I was unable to accomplish that amount of good, from the distribution of circulars, &c., which otherwise would have accrued. I had 2000 copies of the School Law printed, and circulated upwards of 1500 copies. Yet, if my salary had in any way permitted or justified me in printing, at my own expense, a sufficient number of circulars for general distribution among the Superintendents, Teachers, and other School officers, the reports would, no doubt, have been fuller, and a new impulse would have been given to the cause. In view of all these facts, and for the good of the cause of Education in Kansas, I trust you will not disregard this very important item. “The laborer is worthy of his hire,” and *the hire* must be such as to command the best talent of the country, if we expect to succeed.

NORMAL SCHOOLS.

In recommending to the General Assembly the importance of providing liberally for the support of its School Officers, I would call attention to the necessity of providing competent teachers; and this can only be done, properly, by training up in our midst young men and women especially for that purpose. *Normal* Schools are generally established and supported by the State; and in those States where provision has not been made for them,

the larger cities have been compelled to establish them, independent of the State, and support them from public funds. If we wish to exert the right kind of influence, and engraft a vigorous system of education on our new Territory, we must raise up and educate our own teachers. I will not waste time combating arguments that may be raised against Normal Schools, but I will simply state some facts—with the reasons—why the State should support such Institutions and make ample provisions for their maintenance. The General Government has established Military Schools and Naval Academies for the training of young men for public service and public defense, and to take the command of our armies in time of danger. For the same reason—*public necessity*—the State should establish institutions for the qualification of *Teachers* for the far more important work of leading the children of our country in the path of virtue and intellectual greatness. How cheerfully the State will appropriate thousands of dollars for the quelling of a mob or insurrection. Why then should they refuse to appropriate a few thousands in educating men and women, who would be the means of guiding the spirits of mobbery and rebellion to order and subordination. The Teachers are to be paid out of the public funds. To whom shall it be paid? To men and women qualified to guide the important interests committed to their training to the best and noblest end?—or shall it be paid to “blind leaders of the blind;” ignoramuses, who care only for the money? I care not how you may surround such a teacher. You may put him in a palace as gorgeous as the position of Louis Napoleon, with every accompaniment that art and science can furnish, with the rules and maxims of the past, and his school will be a burlesque—a farce.

Ask yourselves the question—What is a Teacher? What makes him qualified for his duties? What work has he to perform? Who are dependent upon his influence through life? What interests are at stake? Is an immortal mind to be trained for taking his stand amid millions—on whom his influence will be undying? And who is to accomplish this glorious result of making him a fully developed man? Upon whom rests these immortal responsibilities? Look at other States, and see what they have done and are doing. Shall Kansas adopt that narrow, niggardly policy of intellectual starvation so commonly adopted

by our neighbors of the sunny South, or shall she pattern after the glorious and world renowned policy of New England, of Free Schools; where teacher and pupil are free taught, and where they raise or *grind* out free men.

Teaching is as much a profession as any other, and the *art* is as hard and difficult to be acquired as that of the Physician, Lawyer, or Carpenter. Must your Carpenter have learned his trade before you will permit him to build your barn?—and will you permit the self-constituted School Teacher to build up the future of your sons and daughters? Before you would suffer a Blacksmith to drive a shoe on your horse, you must be assured that he has learned his trade well. Is your horse of more value than your boy, that you will give him into the hands of a man unskilled, untaught in even the first rudiments of knowledge, to be trained up for manhood and immortality? Remember he will leave his mark, be he ever so dumb. Let wisdom take the place of neglect. Educate your Teachers, that they may educate your children. Only Normal Schools can do this. Examine the subject; ponder well, and then *act*.

TEACHERS' INSTITUTES.

In the absence of Normal Schools, there should be some provision made for the assistance of teachers, in sustaining *Teachers' Institutes*. I know of no place where a young teacher can acquire so much knowledge of his or her profession, in so short a time, and at so trifling an expense, as by attending an Institute. There should be one held in every county at least once a year, at which all the teachers of the county were expected, if not required, to attend. An appropriation of \$60 or \$100 a year would lighten the expense, and enable the teachers to procure the instruction of the best talent in the States. At such convention (as they might be called with all propriety,) teachers from different localities mingle together, giving and receiving the experience of years, and treasuring up funds of knowledge for future usefulness; learning from each other the best modes of government for schools; best system of instruction and plans of conducting recitations; with a thousand little, but all-important matters for the proper and successful management of the school-room. The teacher receives an influence from these associations which accompanies him to the school room, incites him

to greater diligence in his duties, and makes him feel the responsibility of his profession.

I need not urge the importance of this step upon your attention by lengthy argument, or citations to other authority, to confirm what little I have said. I speak from experience when I say that there is no greater auxiliary to the rightly understanding and fitting out the teacher for his high and responsible calling, than that of *Teachers' Institutes*. Mind speaks to mind, and the soul catches the fire of resolve, when he breathes the experience of his fellows, and listens to their success or failure. If the experience of the older in life is an advantage to the young, surely that of the experienced teacher should be to the tyro. It should not only be an experience meeting, but one where the best methods of instruction, government, and all things connected with common schools should be presented—and then, in a few years, we would have teachers and schools worthy of any people.

QUALIFICATION OF TEACHERS.

The standard of qualification for teachers in our common schools should be raised as soon as possible. It may be found necessary, for a short time, to employ some who are deficient in many of the essential particulars which go to make up a good teacher; but that necessity should be done away with as soon as possible. Let the standard be raised, and we will not only have good teachers flocking into our country, but our young men and women at home will qualify themselves for the position. There is nothing more to be dreaded, in any community, than an ignorant school teacher. It is a calamity on any neighborhood, more to be dreaded than a pestilence. The one may strike down some of your children, but it will leave them untarnished; the other will poison their very being, and perhaps ruin them for life; he will leave a blight that time cannot eradicate.

Let the standard be raised and kept up. Let ignorant men and women learn that they cannot receive our money for the privilege of spoiling our children—for I do hold that improper instruction is spoiling, and worse than spoiling; it is destroying them. If "a little learning is a dangerous thing," certainly, when the little is bad in itself, it becomes not only dangerous, but positively injurious to the community. Then avoid it in time.

And here—I do not confirm this standard of qualification to intellectual education simply, but I take in *physical and moral education*. The teacher should understand the laws of *Physiology and Hygiene*. He should understand how to educate the body as well as the mind. Let Physiology be taught in all our schools, along with Geography and Grammar, so that our children may grow up healthy and robust.

And in reference to Moral education: Rather would I follow my son or daughter, dear as I love them, to the silent tomb; rather would I stand and listen as the clods of the valley fell on their coffins—hiding them from my sight forever, than to commit them to the instruction of a bad, unprincipled man or woman. The teacher who does not fear God—who does not reverence his holy word—is more to be dreaded in our schools than the *rattlesnake* or the *mad dog*. We do not want sectarian instruction or denomination *teachers*, but we want such as possess moral principles; such as have a fear of God before their eyes, and the good of their pupils in view. Infidelity may be tolerated in politics or commerce, but not in the school room. Where is the parent that would commit his child to the care and training of a teacher who looked upon virtue and vice in the same light; who condemned sin only because it was found out, and brought on the penalty of the civil law; who looked upon theft as honorable as honesty—if concealed—like the ancient Spartans, who admired the courage and cunning of the thief, who could steal the most, and still keep it secret. We want teachers who will encourage virtue for virtue's sake; who will inculcate the principles upon which our government is based; those principles which we only find in the book of Divine Inspiration, and which has made our government what it is, and our people the freest, and happiest, and most enlightened of all the nations of the world.

I would make order and cleanliness a qualification for a teacher, as well as intellectual and moral culture. Let us have teachers who are guides and patterns to our youth; and not stumbling blocks and blind guides. Let us have such as will lead them up to higher attainments in knowledge and gentility, and everything that will make them fitted for filling their appropriate sphere in society; and then will we be doing what we can

for the good of our posterity. Let us raise the standard; raise the remuneration, and hold out such inducements as will bring to our country the right kind of talent. Better only to have three months of good teaching in the year, than six or nine of poor, or even doubtful. Let our motto be—"HIGHER."

SCHOOL LIBRARIES AND APPARATUS.

Is Kansas destined to be one of the leading States in our confederacy? Does she desire to stand forth as an equal among her sisters of the free North and West? Shall she steer clear of the shoals on which so many other States and nations have shipwrecked? And will she avoid the sand-bars of stagnation, and its consequences—*disorder*—upon which so many have grounded, and are not launched yet? Then let her provide food for the intellect of her rising sons and daughters. Give them something to do at home; something that will make them men and women; something higher than novels; something more desirable than the saloons. Shall our daughters have to seek for literature among the soul-destroying influence of the unholy trash of the *Novelist*. Shall their tastes for reading be formed from the *Ledger* and *Mercury*, and like *satanic* productions? God forbid! Shall our sons, for want of better employment at home, seek the excitement of the saloon, the gaming table, with other dens of iniquity fostered and planted in their bosoms from the floods of impure reading to be met with everywhere? Shall we see them glide away from our embrace and perish in ruined dishonor, *and all because it would cost, perhaps, a cent on the hundred dollars of the property of the Territory, to provide suitable reading, and healthy and moral literature for our children at home.*

Look at the States of our Union, and choose the course that you will take. Which stands the highest in everything that makes a State great and glorious, honored and respected, wealthy in men and intellect, and, therefore, wealthy in everything? Is it New York with her millions of library books, or Virginia with with none? Is it New England with her public school libraries, free to all, or Georgia and the Gulf States? Let these facts be guides to you. The former beacon lights to guide you safe into the harbor of progress and success; the latter to warn you against the breakers amidst which so many States are floundering. Begin right, and the end will be glorious.

Let the school room be a place where the pupil will delight to study, not a cold and repulsive dungeon. If he is to learn about the nations of the earth, the truth of philosophy, and the art of computation, give him all the facilities in your power. Children learn quicker by sight than by faith. The eye is a surer medium to the child than the ear or the brain. Give him a hold of the first limb of the tree of knowledge, and let his eyes be open so that he can see where the next branch grows, and in all probability he will climb to the top; but blindfold him, and you may stand at his side and give him all the direction you can, and he will often fail, and in all probability become discouraged. Put into the schools such apparatus as maps, globes, cubes, squares, blackboards, &c., &c., and you will do more for the advancement of the pupil than by supplying an additional teacher. These things are indispensable to the prosperity of our common schools.

GRADED SCHOOLS.

We are now enabled to profit not only by the errors of other States in the management of their schools, but by the advantages which they have derived from their improved systems of education, and from none can we desire more or greater benefits than from examining and following their lead in adopting and rigorously sustaining *Graded Schools*. In calling your attention to this system of schools, and to the advantages to be derived from their thorough organization and management, I will state a few reasons with the arguments in favor of my recommendation.

Graded Schools are based on the principle of progress and merit; progress in study; advancement on the grounds of merit. The High School stands at the head, as the desired haven to which all are hastening. Every advancement from the Primary Schools, is made on the grounds of personal advancement in knowledge. Every higher grade acts as a stimulant upon the one below, and urges them to greater exertion in study.

Admission to the High School is considered as the "ultimatum" of all their hopes, and a promotion operates as a powerful incentive to greater diligence and untiring exertion. It wakes up the sluggard, stimulates the dull, and brings into play the powers of the studious. It quells the boisterous, sobers the rowdy, and instills a spirit of subordination throughout the whole school. Progress in study is not the only inducement held out, but pro-

gress in everything that goes to make men and women of our children ; morals as well as intellect ; deportment as well as learning. It has a happy and growing influence on the lower schools by constantly holding out to them the prospect of advancement. It throws a kind of genial influence over and around teacher and pupil, rich and poor, older and younger, and all ; while a harmony prevails, and a sympathetic feeling pervades the entire school. It opens a door where the poorest child can obtain admittance to the highest department ; and not as an object of *charity*, but as a right, guaranteeing to him a *free* and liberal education far above his means, and, in all probability, beyond what he would ever be able to obtain any other way.

Then, it exerts a most happy influence upon society, by bringing in contact the families of the rich and the poor. It places them side by side in the school room, and says, "By your works ye shall be justified, and by your works you shall be condemned." The meritorious, though poor in worldly goods, is honored ; while the negligent, though rich as Croesus, is dishonored. It breaks down the barriers in society, and oversteps the threshold of formality, pointing the child of poverty the sure road to eminence. It teaches that the true platform of American greatness is built, not on wealth and ancestry, but on honest worth ; and that the highest position in our country is open to the meritorious, be he ever so poor.

It combines the advantages of the common schools with that of the highest academies. It lays the foundation and builds the superstructure of a thorough education—sending out a host of systematic teachers, grounded in the elements of education.

Graded schools are based on the true principles of Education. Then the sexes are brought together in the daily recitations, producing an influence which never dies out. New grounds of emulation are excited which transform the appearance of the whole school. It produces a lasting impression upon the mind, stimulates the parties to greater diligence in study, has a happy effect upon the character and conduct of every pupil. Politeness becomes a pleasure and a study rather than an irksome task.—Deportment in person and speech is cultivated as an indispensable accomplishment, while the gentleman and the lady are built up without any of that artificial dressing that false and hollow hearted etiquette of the Dancing School, where mannerism is ac-

quired parrot fashion, and the *heels* instead of the *head* are educated.

It is essential to us, as a free people, that we be educated, all of every grade. It is a political necessity, Our government is founded and maintained on these principles. Our Republican institutions would sink into anarchy and confusion, if education of our people was neglected. As individual sovereigns, holding the office of every branch of government in our hands, we must be enlightened. The trial by jury demands educated men to fill such a sacred and important trust; as voter and ruler, as a free people, with a free press, demanding free speech and untrammelled conscience, we must be educated freely, liberally and thoroughly.

Such an education, the Graded School system promises to furnish, and that at a very low cost. Find me the town with a good graded school, properly organized with a good corps of teachers, and I will show you one that stands head and shoulders above its neighbor in all that makes a town prosperous. It adds more to the happiness, prosperity and increase of population, than a mine of gold would do. Men in moderate circumstances, with large families, and more especially the better class of mechanics, will generally select such a town, where their children can be educated, well knowing that if they can leave them no other inheritance, a good education will be a sufficient legacy.

In order then, that Kansas may stand out in her proper light before the world as a new and growing country, young, vigorous and progressive, let her engraft into her system of government every thing that will make her people intelligent, happy and prosperous, and by so doing she will be opening the way for the influx of intelligent men of every nation, attracted by the fame of her prosperity, and allured by the advantages to be gained from her institutions. For whatever will add to the character and influence of a country in the estimation of a sensible and enlightened people; will attract a class of citizens, both honorable, industrious and progressive. Where is the town with such a grade of schools, and see if it does not carry with it a corresponding degree of influence among its neighbors. Like one of the foci of an eclipse, it sends out rays in every direction, unending in their nature, and undying in their character. Such a community respects itself and is respected by its neighbors. Instead of

sending forth its sons and daughters broadcast in the world, like barques on the ocean, helmless amid the evil surroundings and alluring by-paths to sin and shame, and ten thousand temptations, that are ever ready to lead them blindfolded from the path of virtue; it educates them at home, where they are under the guardian eye of friends and the paternal care, surrounded by home influence and the family circle. Such a town draws the young from the surrounding country, moulds their minds to habits of industry and diligence, and sends them out in the world to carry its influence to the ends of the earth. Such a plan is known for its good schools, its educated men, its enterprising citizens, Its young men make their mark in the world; fill many important offices of trust; are distinguished in the pulpit or at the bar; and are held up as beacons for others to steer by.

Let provision be made for every town in the Territory—having sufficient inhabitants—to organize and carry on graded schools, free to all; and let a thorough course of study and training be laid down and carried out, and Kansas will soon take the proper place in the educational phalanx of our confederacy of States.

COLLEGES AND UNIVERSITIES.

There are several of these institutions in active operation in the Territory, and their prospects for the future are brightening. Among these, the Leavenworth College (a report of which has been kindly furnished me by the Faculty, will be found in the Appendix,) may be considered one of the permanent Institutions of Kansas, and which is “designed to be the foundation of an Institution of the highest order, furnishing ample facilities for young ladies and gentlemen to secure a thorough classical and accomplished education.” We need no other guarantee for the permanency and future prosperity of this College, than to state that the Rev. J. G. Reaser, Principal, formerly occupied the highly responsible position, as Professor of Hebrew and Biblical Instruction, in the Danville Theological Seminary, Ky., and, more recently, President of the Harrodsburg Female College.

A University has been established at Lawrence; a charter was obtained last winter. The Institution opened on Monday, the 11th of April, 1859, with encouraging prospects. A College building has been commenced, and will be completed some time next summer. Rev. Wm. Bishop, A. M., is now acting Presi-

dent, and C. L. Edwards, Principal of the Academic and Normal Departments. The Faculty of this University are men of great moral worth and high literary attainments, and have devoted much time and attention to the subject of Education. Professor C. L. Edwards will long be remembered by those, in his County, interested in the advancement of Common School Education, for the valuable service he has rendered during the last year, as Superintendent of Common Schools for Douglas County.

FEMALE SEMINARIES.

The character of our people is manifested by their enterprise in establishing institutions of learning. It is always a sure token of the success of a town or city, to see the people taking hold of educational matters personally, and pushing forward the cause by erecting suitable buildings, and sustaining teachers and professors in their work of education. I am not prepared to report fully concerning all the Seminaries established in our Territory. Rev. Mr. Shorts, of Atchison City, has erected a very neat two story brick building, which he has arranged and furnished very appropriately for a Seminary. The School has been in Session since the first of September, with a very good attendance. Many of the young ladies are from a distance, and board in the Institution. It bids fair to be a permanent and influential institution, and a standing advantage to the city.

The Leavenworth Seminary founded in May, 1857, by Miss Irene Perine, and now conducted by Mrs. M. B. Flagg, Principal, and Miss Venevery, Associate Principal. In this Institution "all the branches of female education are taught, including modern languages; Latin, Music, Drawing, Painting," &c. This Institution has steadily increased in influence, and widened its sphere of operations. A Seminary of this kind should receive the patronage of all the friends of female education.

GRADED OR UNION SCHOOLS.

In Leavenworth City, three Graded Schools are in active operation—for a full account see report in the Appendix. Atchison contains one Graded School, with four teachers, and over two hundred pupils. The organization is only in name, as they have no special provision made for their organization. The first advantage to be derived from these kind of Schools, is that of clas-

sification. All of the same advancement can be placed together, and taught in the same class ; in this way, one teacher can attend to fifty pupils, (yet this is much too large for one teacher,) if arranged in five or six classes, much easier than he could attend to twelve, if promiscuously classed. This advantage can only be made available in towns and cities, where from one hundred and fifty to two hundred scholars are in attendance ; country districts cannot avail themselves of this kind of classification. The Graded School of Lawrence, is the oldest and perhaps the best regulated school of this kind, in the Territory. The graded system was put in operation in the fall of 1857, and since that time has been gradually advancing. It now numbers from one hundred and seventy-five to two hundred pupils.

It is to be hoped that many more of these Graded Schools will soon be established in the many thriving towns of Kansas.

PRIVATE SCHOOLS.

There have been *Private Schools* all over the settled parts of the Territory, in active operation, from three to six months, during the past Summer. When visiting through the Territory, I met with, or heard of them in every County, and by private information, and from what I know personally, I think we may with truth, put down as many private schools, not reported for the Territory as we have Public Schools reported ; and if so, it will raise our number of schools to quite a respectable appearance. That I am not over estimating the number of Private Schools, I have the testimony of many of our County Superintendents to bear me out.

The Superintendent of Bourbon County, says : " Schools have been kept in most of our districts by private enterprise, and I am happy to say, that on visiting them, I have found a good degree of emulation pervading them." Other Superintendents make similar remarks concerning Private Schools—wherever in the Territory, from ten to twenty children could be collected, a school was taken up, and taught for at least three months.

Our people are a school loving people—take from them their schools, and you take from them the great bulwark of their freedom. Give them free schools and you may defy the world—Liberty and Education go hand in hand ; Education, moral, intellectual or physical, is the only atmosphere in which liberty can

live. Our *Free Common Schools*—free to all the inhabitants of the land, is the cradle of liberty, its birth place, and the only sure guarantee of its abiding with us.

While we give the people due credit for their private enterprise, let us do away with the necessity for such schools, by bringing the Public School within the reach of every child in our Territory. Let us hold out this powerful inducement, to those seeking new homes in the West—that if they cast in their lot with us, we will guarantee to their sons and daughters a good education.

INDIAN SCHOOLS.

In traveling over the Territory during the Summer, I learned that many of the Indian tribes were anxious to have schools established amongst them, in order that their children might be taught to read in our language. And while in Paoli, Lykins County, I understood that the head chief of the Indians in that county or those in the immediate vicinity of Paoli, had been talking about establishing a Boarding School, in order to accommodate all the young people of the Tribe. They have several thousands of dollars to set apart for that purpose by the General Government, which cannot be appropriated in any other way.

It would be well for the Legislature to pay some attention to this matter in justice to the people of the county, and in justice to the Indians. The experiment has been tried, that Indians can be taught. Then, when they have the money within themselves, ready and waiting to be used for this purpose alone, let us take some action and make some provision, so that they can derive some benefit from our civilization.

The Indian appeals to our humanity, to our higher intelligence for light. Let us take them by the hand, and lead them along step by step, until manhood takes the place of savagedom, until the superiority of our intelligence will have penetrated their darkened souls, and they will stand forth as men. The policy of past ages, and other States south of us, will not do for us, we must look ahead and not behind. Let us extend the benefits of our heaven given rights, and the blessing of civil and religious liberty to every inhabitant of our common country. They are all God's creatures, and have as inalienable rights to the soil as we or any others. I would suggest that inquiry be made concerning the wants of this class of our people, and when the means can be

furnished and the opportunity presented to open up schools for their education, that provisions be made by law for their education, separately or with others.

SCHOOL HOUSES.

In many parts of the Territory, very fine and commodious School Houses have been erected. This I was glad to see, and while I would give to those people who have manifested their liberality and intelligence due credit for what they have done, I would say, do not stop here, but go on and make it a place where your children will love to go.

Permit me to make a few suggestions, relative to School Houses, and the manner of building them.

1st. When you have determined to build, and are fully prepared to finish it at once, choose at least one acre of ground, as near the centre of the District and as convenient to the public highway as possible. Do not, under any consideration, choose low, damp ground, but let the site be as high and airy as possible ; taking in as wide a view as you can.

2d. Let the house be built large and convenient, large enough to seat at least 60 scholars separately. Under no circumstances should a School House be built smaller. Make allowance for an income of population.

3d. In seating the house, great care should be taken, in order that everything may be convenient ; and here I would say that it will cost no more to seat the house right than to seat it wrong. Not more than two pupils should be permitted to sit on the same seat, and it would be better to have the seats single, to avoid all unnecessary temptations to disorder. Let the seats be made higher and lower, so as to accommodate all sizes of pupils. The School Houses should be built with a recess or hall, along the end, of six or eight feet, so that the scholars could deposit their hats, bonnets, baskets, shawls, &c. One door, in the center, from the outside—but two leading into the school-room. The farther end of the school-room should contain a black-board all the way across ; also, a vacant space of a few feet, for classes to stand during recitations, but not raised any higher. The teacher's platform and black-board should be between the doors.

4th. Let everything in and around your School House and grounds be characterized by order and neatness. Fence in your

house and grounds. See that they are all neatly painted. Plant ornamental and shade trees all around the grounds, and let it be distinctly understood that your teacher shall take charge of the School House and grounds, as well as the pupils. In this way you will foster in your children the habits of neatness and order. You will teach them to be cleanly and faultless at home; and you will do more to adorn the morals and well being of your sons and daughters in this way, than by daily sermons and lectures, and corrections from parents and friends.

Put a rowdy into a school-room where everything is neat and clean and orderly, and he will be not only afraid to act boisterous and rough, but he will be ashamed to injure or break the harmony of anything. While, on the other hand, put the best and most orderly pupil into a school-room where everything is topsy turvy, upside down—old benches, broken desks, &c., and his pen-knife comes out instinctively, as if such things were made to whittle and deface. I need not argue this point, for all who have, in any way, read human nature, know that this is so.

Then make your school-rooms sanctums of neatness. Let your children take pride in adorning them. Make them attractive by exhibiting maps, charts, and physiological plates around the walls. Let them be so surrounded that they will drink in knowledge at every observation, and when the eye wanders from the book or slate, that it may rest on something instructive. These silent educators will tell on the lives of your children forever. They will prove more lasting, in the end, than years of lecturing and admonishing. Never put your children into an old barn, or empty dwelling for instruction. Burn it down first, and in the end you will prove a benefactor to your country. Rather let your children go a year longer without school, than to brutalize them in such a place.

EDUCATION--PHYSICAL, MORAL AND INTELLECTUAL.

FIRST—PHYSICAL EDUCATION.

We cannot understand the nature of the relation that exists between the mind and body, but yet, that there is a certain connection and relation existing, no one of observation can doubt.

When the body is in an unhealthy state, it is the experience of every one who has been in this state, that he does not feel in a mood for study, or employing his mind to any particular subject.

It requires a well cultivated mind to concentrate its powers on any one particular subject, when the body is racked with pain. Walter Scott might have done it—did do it—but there are few such men, and it was only at intervals that he could do it. Now, as we know that such a relationship exists between the mind and body, as that when the body is diseased, the mind is less able to act, or to act with energy and efficiency, so we see the importance of having the body, which is the habitation of the soul, to be well fitted up; to be healthy; that the mind may act with more vigor and strength.

Providence has made it our duty to seek the health of the body, and has strengthened this obligation by forming this connection between mind and body, and it is necessary that we have health, that we may perform the duties to which He has called us. Persons may be too weak and delicate to attend to their duty, as for example, to attend church; and they will plead this weakness and want of health, as an excuse for their neglect. But we cannot find an excuse for it; either they or their parents are chargeable for their bad health. More than three fourths—not to say all—of the diseases suffered by the human family, are brought on them by their own carelessness, or by daring violations of the laws which God had ordained for health. Now, if we might have constitutions that could resist disease, or to overcome them, are we not guilty of self-murder when we neglect our health? If we unfit ourselves for God's service, are we not as guilty as though we openly withstood His command. If I cut off my hand because I do not choose to exercise it, am I not chargeable with guilt when I thus unfit myself for performing the duties required, of providing for myself and for others. The cases are precisely similar. If I do not choose to trouble myself to preserve my health, and I thus unfit myself for duty, the demands of the law are not lessened, nor its penalties lightened.

This want of health tends to effeminacy of the mind.—There have been great minds in weak bodies to be sure, but so too, have there been drunkards that have lived four score years, but that proves nothing. No one pretends to say that all who possess great physical power, possess equal mental power. But so long as it remains true that disease of the body, has an effect on the exercise of the mind, it remains true, likewise, that the

mind requires a strong physical system that it may perform its part well on the stage of life.

But how are we to undertake the duty of bringing others to observe this law of health. Will we tell them that if they do not possess good health themselves their children will not be healthy? They think it folly for us to tell them that they ought to have good health. What they want is sympathy, not advice. We are in the hands of Providence, but He has established laws in the physical world, and if so, when we violate these laws, we are acting against our own interest. We are withstanding the power of Heaven—tempting God. If we observe the laws of his institutions, we may expect to have health, so far as it be for our good. We may look for punishment for the violation of any law, and is it not time we should learn obedience from the lessons Providence has taught, by the suffering endured by bad health, by the millions. We need deep lessons and long continued ones, before we learn these things.

To have good health we must be careful of it while we are young. It is then that the constitution is forming; and if the soft bones of a young child be bent out of their proper position they will be likely to grow out of their position, and the necessary result is, that some part of the system has not room or opportunity to perform its proper function, and thus the health is injured. A child ought, therefore, to be taught how to keep all parts of the body in such a position that each member of the body may perform its part well. They should be taught how to sit; but in order to do this, the seat must be prepared for it. It cannot be taught how to set its feet down, unless there is something to set them on. It cannot be taught how to lean on the chair, unless there is something to lean against. The child ought to be taught how to stand, how to walk, how to do everything that would effect its health.

To have health, exercise is necessary. It is remarkable that the physical constitution becomes more healthy by performing labor; we are told what our duty is: to provide the things necessary for sustaining life. Now, the performing of this duty strengthens the constitution of a man. Now, as the child naturally engages itself at something, it should have something to engage it, that will not let this restless feeling die away. If it be

kept at some kind of pleasing employment, or exercise, it will lead it as it were by the hand, to be a lover of labor, and so to be an industrious man. Idleness and indolence have destroyed the health and happiness of thousands. As exercise is necessary to health, why should children be confined for six or eight long summer hours, with only one hour exercise at the middle of the day. As a child is more easily wearied than those of advanced age, they should have more exercise; they should be left more free, that they may not injure their form, misshape the bones, or injure the spinal column. The young, that cannot employ themselves at reading, should be amused with a slate, or some such thing, for one part of their time, that a refined taste may be cultivated, while a great part of the time they should be permitted to leave the school room to engage in play. Those more advanced in years, can endure study for a longer time than those younger.

This principle of preserving health, argues against sending children to school too young. If we value the life and health of children, we should not send them to school before they know what the design is in sending them; that it is not to imprison them. When they are too young to be interested, the confinement is doubly injurious to them. If they were greatly interested in their studies, the time would neither seem so long, nor would it be so tiresome to them. Two men laboring together, enjoying each others society, will not become so much wearied as one by himself will. There is often a kind of fretfulness, if I may so call it, when one is alone, that exhausts his strength. So it is with children; the very desire to be free exhausts them; takes away their spirits, and begets a dislike for all study.

In order to health, persons must be cheerful. Cannot cheerfulness be taught. Why should schools be made a prison by a continued sourness of countenance, and "gathering of the brows as if to keep their anger hot." Is it not more fatiguing to school children to sit in school when all is dull, life gone, and the teacher puts on a countenance of terror, instead of one of friendship, than when there is life and pleasantry; when scholars see that the object of their meeting was for improvement, not to do penance. This cheerfulness and pleasantness, is not inconsistent with firmness of purpose and decision of character. Cheer-

fulness may be inculcated, taught; and nothing, perhaps, adds more to the health. Let the teacher buoy up the spirits of his pupils.

SECOND—MENTAL EDUCATION.

Under this head I would include the cultivation of all the powers of the soul.

God has created the world with many different objects for our contemplation. The world is not monotonous; there are hills and valleys, lakes and ponds. There are more varieties in all things than can at once be conceived, yet all is one great harmony; hence it is that we have so many different sciences, as Astronomy, Geology, Chemistry, &c. Now, are not the works of God worthy of our contemplation and study. It is then the duty of every one to acquaint himself with these things, and to educate himself by studying them. Study and meditation on these things produce an admiration of them, and hence of the character of their Maker. It is then a very wrong idea entertained by some persons, that if one has sufficient education to enable him to attend to his farm and trade, he may cease the work of educating himself further. The advantages that arise from a study of these things are numerous. By studying them we strengthen the mind. The exercise of any faculty of the mind, or any member of the body, strengthens the faculty or member thus exercised. There is another important end gained. It brings the mind to see more clearly the kindness of Providence to his creatures; shows his wisdom and power, and shows how great our privileges are; hence, all the different branches of education, as far as practicable, should be introduced into our common schools. Let the schools be graded, and then, according to age and ability, attention can be paid to these things.

For the improvement of schools there are several things to which there should be paid particular regard. The first thing that should be observed, or to which the attention of the people should be directed, is the school house. Another thing, the furniture of the school house. A well ventilated, cheerful-looking school house, well furnished, inspires the young with a desire to improve. It shows the children that their parents have a care for and an interest in them. It shows, too, that they have a sense of the importance of observing neatness and taste. Now, it is

perfectly natural for young persons, who are under instructors and under the government of their parents, when they see their parents and instructors show that they esteem anything to be important, to feel something of its importance themselves. They think it must be important when their superiors esteem it so, and they will be more careful to attend to it. If those who are older than they show by their actions, or in any other way, that they esteem anything to be unimportant, children will naturally feel they may give their attention to it or neglect it, as they please; and always where they have not an interest they will neglect it, and they cannot have an interest unless they consider it important. When the public show a great interest, it puts new life and spirit into the scholar. Is it not natural? Spirits are sympathetic. Dullness is contagious; so is life. Life infuses life.

Another important thing is, that one thing be attended to at a time, and the mastering of that thing. There is, perhaps, nothing that discourages pupils more than the want of a clear understanding of the subject in hand. They feel that that particular study is hard; that they cannot manage it; and the natural result is, they become discouraged; and they think that there is no necessity for an attempt to perform the task for themselves, and the study becomes a "drag." It is important, then, that the teacher cultivate in himself the art of communicating, and that he impress the scholar with a sense of the importance of mastering what he is at, of his encouraging him, and of showing him that "haste is not always speed." Parents, too, should not be continually asking the child, "How FAR have you progressed," and then express astonishment when it has not progressed as far as they had expected or could have desired. Is it taken for granted that the teacher know's the child's ability? and this thing should be a matter between the parent and teacher, not between the parent and child. Parents should examine as to knowledge and thoroughness, and they should never discourage a child. Children should be taught that they do not possess all knowledge, and that they should respect their elders; but at the same time they should know that they may acquire knowledge by diligent study.

But in the education of youth, order and system should not be forgotten. The kitchen girl may learn system at school that will be invaluable to her in after life. The farmer boy may be so in-

structed that he can economize his time, and have much time to read. In school there are often, if not always, scholars who show that they have been brought up in confusion. There is confusion in their studies, in their plays, in all their actions. The teacher should instruct them to observe order in all things. This faculty of the mind—order—may and should be developed by the teacher. He should, therefore, have a time for each scholar to engage in each particular study and exercise. If the scholars show restlessness under it, no matter; they will soon learn patience. This branch of education is too much neglected.

Parents and teachers often require of scholars too much labor. The mind can be surfeited. It needs relaxation as much as the body; they follow the same laws. The mind should not be overtaxed, nor wearied. The teacher should give the scholar something that will interest him, and sound sense to establish him. Give him nobility and manhood; dignity of character.

THIRD—MORAL EDUCATION.

MORAL EDUCATION comes under the head which we have been discussing. This is a subject, the importance of which cannot be too strongly impressed on the minds of the people, and particularly on the mind of the youth. It is this makes the man; this that assimilates to the character of Him who is Goodness and Truth. It exalts the character; dignifies actions; begets and cements friendship; binds together society; creates peace, harmony and love.

There is a connexion between physical and moral education, hence we find that when persons have particular complaints, they become peevish and unsociable; health, then, has an effect on the morals. Peevishness is not consistent with Christian morality, much less with religion. The very nature of the Christian religion is to beget cheerfulness. "Be of good cheer," is the command, hence this is an important consideration why care should be taken of the physical constitution. All diseases of the body, as mind is connected with the body, must necessarily operate against the religion of a people. The goodness of God leads to repentance. God blesses afflictions to his people, to be sure, but there is nothing in the afflictions themselves that have a tendency to create love, but only as they are blessed by a beneficent God. He sends afflictions on his people sometimes to teach them de-

pendence, and to be humble ; but it is because that by affliction they are led to reflect on his goodness and justice.

Intellectual education bears strongly on the moral. A man unacquainted with the laws of nature, morality and religion, that knows nothing of the harmony and regularity with which the different parts of creation act, the relation of cause and effect, cannot have any very exalted conception of the Divine character. The rational mind cannot but approve of truth, whether learned from nature or the revelation of the Scriptures. The murderer will not profess to approve of murder as a principle of right, and a murderer does not admire the character of a murderer. Where there is not approval and admiration, there is not knowledge, and the more persons know of truth, the more they will admire it, and it must influence their actions. If they violate truth, it is because that they forget it for the time. An admiration for harmony, in its very nature, is opposed to strife and war, for these are deviations from the laws of harmony, crooked paths that lead from the living way of truth and religion. The wisdom, as revealed by the spirit in the heart, is peaceable.

Taste, to which we before alluded, has a great influence on the morals, hence it is an almost indispensable thing, in order to have a good school, that the school house should be tasty and neat. Refined taste and ruffian revelry are opposite in their nature. To cultivate taste, singing and such arts as calisthenics, should be introduced into schools, and it is well to have landscape paintings conspicuous on the walls, as these will be admired; so it leads the mind from evil dispositions.

The truth as contained in the Bible, is the foundation on which society is builded. There is not a law for the union of society, but is a scripture law. It is the source of virtue, morality and religion, and why then, should it be shut out of our common schools. Are we afraid to have the word of God read to children, or to have them read it? Was there ever an instance in which it wrought evil? The scripture revelation is of such a character as to suit every capacity and every age. Many of its lessons are given in historical form, to suit the young and weak, and there is no avenue of the heart which they may not enter, light up and cleanse. We do not ask for a comment on the Scriptures, but that such portions be selected as the pupil may

understand, scripture to suit the unlearned and the learned. Can any people, then, refuse to let children's ears hear the voice of the great God who is addressing them in His word.

Their very presence, like the voice itself, is calculated to beget an awe in children, by reminding them that there is one who is either approving or disapproving their actions. Let this word be treated with reverence, and it will doubtless have an influence on the morals.

The very fact that the teacher has given the Scriptures to be read, shows that he has a regard for them, and he by this means, gives his own example of reverence for them to his pupils, which will have an influence on them.

The great reason that there is so much complaint at this day, of a want of politeness in scholars, is because the Scriptures are neglected. Where you find religion, you find politeness, for the Scriptures teach politeness. What is politeness, but the doing to others as you would have them do to you.

Now is this not an important branch of education? Do I insist too much on this branch being studied—this branch on which depends the peace, happiness and safety of our people? I think no historian or philosopher will decide that I do.

REPORTS OF COUNTY SUPERINTENDENTS.

I have received reports from but fifteen out of the thirty-five organized counties of the Territory. Some few of these reports have been as full as could have been expected, while others are unintelligible to me. Many of the Superintendents have done their duties well, while others appear to be entirely ignorant of what even a report is. Some of them, instead of reporting, send information; others have been unable to find anything to report, while still a few of those who have made the attempt, fail to give any information on the condition of the schools, or anything about them. In order that you may see the material from which I have had to gather my report, I will here present some of the County Reports.

I do not present them for the purpose of ridicule, but to let County Superintendents, in future, learn to get up their reports with more care and better taste. If they are qualified for examining teachers, surely they should be able to write a Common School Report.

The following Report is the last and most complete one received, and shows that the writer has tried to do his duty, and has done it well. If all, had used one half as much exertion in doing their official duty, your report would have been full and highly encouraging. This shows us what could have been done.

It will be seen by looking at the reports, as exhibited in the appendix, that Douglas county has made the fullest and most satisfactory report. And I would further state, that it exhibits at a glance, the whole footing up and total amount of each column in the table, accompanying this report. Such a report is not only desirable, but what is necessary in order to exhibit a complete report.

185
X
DOUGLAS COUNTY REPORT.

Annual Report of the Superintendent of Common Schools for the County of Douglas, K. T., for the year 1859.

On assuming the duties of my office, I found only five organized districts in which a three months' school had been taught. It being late in the winter, (March, 1859,) it was necessary to put forth every exertion to prepare for summerschools. Districts were to be organized; teachers to be procured and qualified; school houses to be fitted up, and everything done from the beginning. On the first of June, thirty-one districts were legally organized, in twenty-seven of which a school was in session.

All these have completed a three months' term creditably; many of them highly satisfactorily, and some with complete success. Owing to the limited time in which all this was necessary to be accomplished, and the extreme scarcity of money, it was impossible to obtain a first class teacher for every school; accordingly a lower standard of qualification was accepted than under other circumstances would have been imperative, and for which, in future, there can be no excuse.

The people have responded generally and earnestly to the demand for *Free Schools*, and, with rare exceptions, have acted promptly, to the extent of their means, efficiently to establish in this new country, a universal system of Education. The duties and labors of the office of County Superintendent are more irksome, and the result less satisfactory, owing to the incompleteness of the present laws. Much confusion arises in the minds of District Officers, in regard to their rights, duties and powers, and consequently a multitude of questions are referred to the Superintendent for decision. On many points it is difficult to arbitrate their queries, and say—"Thus saith the Law,"—the only tenable position of all justices.

The County Superintendent should also have the power to administer the oath of office to District Officers; and further, his salary should be fixed by law, if possible, no longer leaving him to the mercy of a County Board of Supervisors, many of whom have no adequate idea of the amount of labor devolving upon that office, and necessary to the successful developement of the cause of popular education in our midst.

Respectfully submitted,

C. L. EDWARDS,
S. C. S. Douglas County.

Lawrence, Nov. 10th, 1859.

Accompanying this paper was a table, showing the number of districts, with an abstract of their reports, the footing up of which will be found in the Appendix.

The next Report comes from Anderson County, and is presented in a very satisfactory manner, accompanied by a table, exhibiting the statistics of the County, as far as reported.

REPORT OF ANDERSON COUNTY.

GARNETT, Oct. 18th, 1859.

MR. S. W. GREER—*Dear Sir:* I have given above as good a tabular view of the Public Schools in our county, as I could, from imperfect District reports which I obtained. The different School Boards were very tardy in reporting, and some of them have not yet reported. The people, confused with the School Laws of the different States, from which they removed here, do not seem to comprehend our own School Law, or to be active in carrying out its provisions. The experience of a few years, it is to be hoped, will remedy this evil, and enable our citizens to carry out the provisions of a Law which, when legislatively perfect, and faithfully executed on the part of the people, is the glory of of a wise government and an intelligent people.

We report 558 children; of them, 227 have had the benefit of the Public Schools. The amount of money raised for the Public School, in our county, is \$300.

Yours truly,

JOHN R. STENTZ,
Co. Sup. Com. Schools.

The next report that comes to my hand, is from the Superintendent of Common Schools for Leavenworth County. It is the most lengthy document of the kind received, and speaks more for the legal ability of its author, than for his experience in making

school reports. (For some very appropriate remarks, see Appendix.) It occupies eight pages of foolscap, all closely written.

A report should be as much condensed as possible, in order that its contents could be taken in at a glance. District reports should be presented in a tabular form and the result footed up. They fill half a dozen pages with matter that could be put on a few lines, in a tabular form. While the former method is scarcely intelligible—the latter is plain to every one.

The great difficulty among the people, in reference to carrying out the School Law, is its ambiguity. The law should be plain, and printed so that every man of common intelligence could understand it. So in reports, we want the facts arranged and stated so that all can comprehend them, without having to sit down, pencil in hand, and note the items and cull the facts, as he reads page after page of verbiage, all good enough in itself,—but of no manner of use to the public. Be concise and to the point.

The next is a Report from Jackson County, which speaks for itself:

REPORT OF JACKSON COUNTY.

HOLTON, Jackson County, K. T. }
October 13th, 1859. }

MR. S. W. GREER:—*Dear Sir:*—In accordance with the common school law of our Territory, I enclose you my annual report for the county of Jackson, K, T., for the year A. D. 1859. You will, no doubt, conclude, and that reasonably, too, upon receiving said report, that little has been done. But, upon being made acquainted with the surrounding circumstances, you will, I have reason to believe, agree with me when I say that all has been done that could have been. Our County Superintendent elect having failed to qualify, the office became vacant. The inhabitants of the county, feeling that it was necessary for their own interest, as well as the interest of their children, to have the county laid off into districts, made application, last June, to the County Board of Supervisors, praying them to appoint, or rather commend some suitable person to the Governor, to be by him appointed to said office; and I fortunately, or unfortunately, as it may have been, happened to be the person of their choice. It necessarily required time for me to qualify and acquaint myself with the school law and interest of the county, consequently there has been but little time for me to operate in, and so it has been for the officers of the districts that I have formed; hence, the reason why more reports have not been received, and my report

SCHOOL REPORT.

35

showing so little accomplished. Trusting that the next annual report of this county, whether made by myself or my successor in office, will show the effect of labor well applied and time well improved,

I remain, most respectfully, yours,
IRA I. TABOR,
Co. Supt. of Schools of the County of Jackson.

With this comes another separate Report, saying that they have eleven districts, and 296 children.

The next Report is from Nemaha County. It may look better in print, and prove more intelligible to you than it does to me.

REPORT OF NEMAHA COUNTY.

ALBANY, Nemaha County, K. T., }
October 1st, 1859. }

SAMUEL W. GREER, ESQ., *Territorial Superintendent of Common Schools of Kansas*—Dear Sir:—Having held, by appointment, for a brief period of time, the office of County Superintendent, for the county of Nemaha, I submit to you the following brief report:

Suffice it to say, but for extremely feeble health, more school districts would have been located in the county than there have been, though all requests of that nature have been complied with. There have been schools in operation, for a portion of the season, at Albany; Sabatha, Capioma, Granada, Seneca, Farmington, Ashport and in a district located in Rock Creek Township, embracing the East half of Congressional Township No. 2, Range No. 14. I have visited the schools at Albany, Sabatha and Capioma, and found them in as good a condition as could be expected in this new country.

To answer the first question in the report to be made, one school district has been formed, embracing Township one, (1) Range fourteen, (14) Nemaha county, and six contiguous sections in Range fifteen, (15) Brown county; also one embracing the East half of Township two, (2) Range fourteen, (14) Nemaha county. The first is known as Union District No. one, (1) Brown and Nemaha counties; the second, as District No. one (1) Nemaha county. The second question I have no answer to make to. Third, there has been only one qualified teacher in the county, whose term for teaching, has not yet expired. Fourth, no public money has been received in any of the districts. Fifth, I can give no definite answer as to the number of children between the ages of five and twenty-one, in the localities in which there have been schools. Sixth, seventh and eighth, no answer can be given to these questions, inasmuch as everything apper-

taining to the schools is in a chaotic condition. My successor in office will, I hope, be able, in his annual report, to mention some degree of progress in the schools of this county.

This brief report of the existing state of things, relative to the schools of this county, is most respectfully submitted.

JOSEPH C. HEBBARD,
Superintendent.

Such is the sum and substance of the report from Nemaha county.

The next is a letter of inquiry in place of a report:

SUPERIOR, Osage Co., K. T.,
October, 20th, 1859.

To the Superintendent of Public Instruction of Kansas Territory—SIR: There are a few things in regard to school matters, of which I wish to be informed. 1st. Is there any public fund in the Territory, from which districts can draw, which have had schools according to law?

2d. Is it the business of the Superintendent, to see the school lands are not trespassed on, by removing timber, coal, etc., etc. Have any provisions been made by the General Government, by which school sections settled on before the survey, and now preempted, are to be replaced, either by money or land?

An early reply to these inquiries, adding such other information as you deem advisable, will be thankfully received.

Osage county, as you are aware, embraces only a small strip of land open for settlement, and was only organized last spring; hence but little has been done with regard to schools. Only two districts have applied for organizations. The one has a teacher employed for the winter, the other has a teacher ready to commence a school, and as soon as the officers are chosen, can be employed as a public school teacher.

SAMUEL BUSH,
Sup. Com. Schools.

These are but specimens of what have been sent to this office as reports. Credit is due some of the Superintendents for their exertions, while others are worthy of censure. Yet we should not be hasty in our censures, for when we take into consideration the unsettled state of affairs, and the position many of the Counties have been placed in by the Judicial decisions of the Territorial Judge, we will not be surprised at their want of action. Many of the Counties failed to collect taxes for any purpose whatever, while others could only collect on personal property. Where such was the state of affairs, we could not expect Super-

intendents to labor without even the hope of remuneration. Private schools have been taught in most, if not all of the Counties, but these the Superintendents did not see proper to report. Other difficulties have interfered with their discharging their duties, that will not be in the way hereafter, and next year we may look for full and lengthy reports from all the Counties.

Many Counties have failed to send in reports; Counties in which I know that good schools should have been in operation for several months during the summer. Why they have not given any account of themselves, I am unable to say. I do hope that such a law will be passed, concerning this thing of school reports, that will make every one come up to the work, or forfeit their salaries. I do think that this is the proper, and only way, to obtain correct reports, and let them all be vouched for by their respective framers; and in order that there might be no excuse for a failure in this particular, I would recommend that the Superintendent of Public Instruction be authorized to furnish, at the public expense, every school officer and teacher, up to County Superintendent, throughout the Territory, with *printed blanks*, showing what is required to be reported; also, accompanying each blank, a plain statement of what the duties of each officer are. Let the County Superintendents forward the blanks to each District Officer, and supply each teacher with a blank, to be filled up and handed in at the close of his school. and let the law be enforced, and we will soon have a full report from all our Counties. This is an important feature in our School System, and demands immediate attention. Let each officer know his duty, and be required to come up to it or forfeit his pay.

S. W. GREER,

Superintendent of Common Schools for Kansas Territory.
Leavenworth City, Dec. 31st, 1859.

APPENDIX.

ABSTRACT OF THE ANNUAL SCHOOL REPORTS OF COUNTY SUPERINTENDENTS.

COUNTIES.	Number of Districts organized.	No. youths between the age of 5 and 21.	No. of children enrolled in the schools.	No. of months taught in the year.	No. of Dist. in which schools were taught.	Amount of money raised to build school houses.	Amount of public money for schools.	Amount of money raised by private subscription.	No. of Dist. reports handed to Sup'ts.
Anderson,	13	558	227	25	12	371.60	300.00	497.09	7
Bourbon,	7	74		12	6				2
Douglas,	36	1,805		92	33	860.33	950.00	7.44	33
Franklin,	10	226			7				6
Jackson,	11	396							
Jefferson,	18	447	185	33	12	456.34	787.50	15.50	7
Johnson,	25	543	274	36	16	1,308.00		8.44	13
Leavenworth,	32	1,436	730	60	24	3,368.75	4,816.17	8.18	12
Lykins,	11	144	52	21	9			60.00	4
Nemaha,	6	180	180	20	8				
Osage,	2	50			2				
Pottowattomie,	6	182			5	9.00		30.00	3
Shawnee,	14								
Brown,	4	204	95	15	2	980.00	3.80		2
Atchison,	24	591	396	33		700.00		3,675.00	
Doniphan,	3	165	44	3	7				
	222	7,029	2,087	351	136	7,045.23	6,233.67	6,883.50	88

ADDRESS TO STATE SUPERINTENDENTS.

OFFICE OF TERRITORIAL SUPERINTENDENTS, }
 LEAVENWORTH City, K. T., }
 Dec. 28th, 1858. }

To the State Superintendent of Common Schools:

DEAR SIR:—Our Common School system is yet in its infancy, and is susceptible of many improvements. It is my desire to gather all the information I can on the subject of Common Schools, for the purpose of aiding, as far as possible, in the perfecting of our system. In the pursuit of that object I am compelled to intrude upon your kindness, with the request that you will send me at your earliest convenience, a copy of the School Law for your State, or any other documents relating to Common Schools. I shall also be pleased to hear any suggestions you may have to make upon the subject yourself.

I am, very respectfully, yours,
 S. W. GREER,
 Ter. Supt. of Common Schools.

[REPLIES.]

STATE OF MICHIGAN.

OFFICE OF SUPERINTENDENT PUBLIC INSTRUCTION, }
LANSING, Jan. 7th, 1859. }

Hon. SAMUEL W. GREER, Supt. of Common Schools, Kansas Territory,

DEAR SIR:—In response to yours of Dec. 28th, I have ordered to be forwarded to your address, a copy of the School Laws compiled by my predecessor, and also a copy of his report.

The opinion is gaining ground among us, that our system would be improved by making each Township a School District after the manner of Ohio or Pennsylvania. The minute subdivision of our Territory into independent school districts, is a fruitful source of confusion, and oppose a formidable barrier to many needful reforms. Our system of inspecting teachers and schools is generally conceded to have failed of its purpose, and we shall doubtless change within a few years, to the plan of a County or Senatorial Superintendent.

We have a bill before our Legislature now in session, drafted by myself, to change our Township School Libraries to District Libraries. I will send you a copy when it comes from the Printers.

Yours, respectfully,
J. M. GREGORY,
Supt. of Public Instruction.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }
MADISON, Wis., Apr., 1859. }

Hon. SAM'L GREER, Supt. of Common Schools, Leavenworth, Kansas.

DEAR SIR:—Amid my multiplicity of cares and labors, I fear I have neglected the receipt of your favor of the 28th of December last.

In a few weeks we shall have out a new edition of our School Law, when a copy will be sent you. My report is substantially all that I could suggest with reference to Educational systems, and their practical workings. Would that you in the very inception of your school system would avoid small districts and joint districts—the Township mode of government, as I have endeavored to show in my report, is the true system. We shall undoubtedly adopt it here another winter, when our Legislature next meets.

Normal Schools cannot be too highly estimated, or too early provided for. School Libraries too, should be established as soon as possible. Here in Wisconsin we have lost in Common School Education and School Libraries; our past ten years ef-

forts mainly misdirected, I hope you will profit by our experience.

We will probably adopt the County Superintendency and a Country Examining Board.

Very truly yours,
 LYMAN C. DRAPER,
 State Supt. of Public Instruction.

OFFICE OF SECRETARY OF THE BOARD OF EDUCATION, }
 DES MOINES, IOWA, MARCH 14th, 1859. }

HON. S. W. GREER, Leavenworth City, K. T:—*Dear Sir* :—
 I am in receipt of your favor of the 16th ultimo, and send you, by this mail, in a separate package, our School documents.

You have the basis for an excellent School System—nearly double the land we had—but the great secret is in starting right, and as you are now about taking the first step, allow me, from an experience of twenty years in our own State, to make a few suggestions.

Do not attempt to establish your School System until you have provided the means to keep it in *successful* operation. The first step is to provide for the disposition of your School Lands and the management of your School Fund. In doing this, I would establish a State Land Office for the disposition of *all your State Lands*; supply it with the necessary tract books, plats, &c., to enable the officers to manage its affairs with the utmost system and order. Place at its head a Register and Receiver, whose accounts should be so kept as to operate as a check on each other. Your State Treasurer might be *ex-officio* Receiver. Locate the Office at the Capital of the State, and require all business pertaining to lands to be transacted directly through this office, and avoid, if possible, any country agency in the matter, as it will prove a destructive feature in all your subsequent operations. So soon as your School Lands are designated by the U. S. Surveys, and placed under your control, have each section carefully surveyed into forty acre tracts, (except timbered lands, to which I shall refer hereafter,) and require the Surveyor to give an accurate description of each tract, as to quality, and cause the whole to be made a matter of record in your Land Office. There fix a minimum valuation on each tract, dividing the lands into three classes—say \$2, \$4 and \$6 per acre. Offer the land first at public sale, and let that remaining unsold be afterwards subject to private sale at the valuation. Sell for one-fourth in cash, and the remainder on a credit of ten or twenty years, with interest at the rate of ten per cent. per annum, payable annually on the first day of January, at the office of the Receiver. The *timbered* lands I would divide into smaller tracts—say ten, twenty and forty acres, and value them as the other

lands, but a good deal higher—say at \$5, \$10 and \$15 per acre, and then sell them precisely as other lands, except that I would require the whole amount in *cash*, or the three-fourths payment well secured by mortgages on other lands. For the one-fourth cash payment received by the Receiver, I would issue State bonds, for the benefit of the School Fund, and payable to the Receiver and his successors in office, with ten per cent. interest, payable annually on the first day of January—that is let the State borrow the amount, which you will find very convenient in your early organization. The five per cent. fund, as we term it—that is the per cent. you receive from the United States on the net proceeds of the sales of the public lands within your State—together with the amount received from time to time on that portion of the lands sold on credit, I would loan to the Counties, and take their bonds, with interest, as in the case of the State. In case of failure to pay interest for two consecutive years, upon the part of those who have purchased lands on a partial credit, I would cause them to forfeit the lands and all previous payments. This done, you have your arrangements completed for the investment of your School Fund, and are ready to establish your School System. I would recommend a County Superintendent in each County. Make each civil township a School district, with a President, Secretary and Treasurer, as a Board of Directors, with power to divide their district into sections—a sort of sub-organization with one Director, for the convenience of establishing separate schools in the districts. Provide for the organization of all cities and large towns into separate districts, with more *extended powers* than in ordinary cases. Place over the whole a competent State Educational Officer, (with any convenient title you may select,) whose duty it shall be to lecture through the State; receive the annual reports from the County Superintendents; make the annual apportionment of School money; draw his warrant on the Receiver for the same, and transmit it to the County Superintendents, and to have the general supervision of the Educational Department of the School System. You can also provide for a small school in each County, to be collected by the County authorities, and paid over annually to the County Superintendent, for the use of the schools in the County in which it is collected.

I have thus given you a very imperfect sketch of my plan for the establishment of a system of Public Schools. The proper investment of your School Land is the most essential end to be accomplished. Of course my remarks all refer to the period

when you become a *State*, as you will then have unquestioned authority "to regulate your own domestic institutions," &c.

Hoping that the above may be of some service to you,

I am, very respectfully, your ob't servant,

THOMAS H. BENTON, JR.,

Secretary of the Board of Education.

COMMUNICATIONS FROM COUNTY SUPERINTEND'TS.

GARDNER, JOHNSON Co., Nov. 11th, 1859.

S. W. GREER:—*Dear Sir*:—I have made my report at a late hour, but I have been unable to perfect it before, as the District Clerks have been so dilatory. The Report is not as complete as it ought to be, but it is impossible to be entirely complete.

I hope the School Law will be amended so that one Trustee only will be chosen each year, so that, in time, they will hold office three years each. This is necessary, to give them a knowledge of their business.

Very truly,

C. STORES, JR.

LAWRENCE, March 24th, 1859.

HON. S. W. GREER,

Dear Sir:—What is your opinion as regards my duty under the 4th division of Sec. 15th, taken in connection with Secs. 19, 24, and the 1st part of Sec. 60, of School Law. Not a District was organized in the Co. till Nov. 13th, 1858. Not a Clerk's report has seen my office till to-day. But one District can have had a school of three months under a qualified teacher; and but one will have been organized three months on the 1st Monday of April. Canniff organized but five Districts, and I have laid out five more, not all yet organized.

What is to be done? Our schools need the appropriation, and how under these circumstances can it be made. We have \$1800 in our County. The time for collection has been extended till the 1st of June. I am anxious these Schools already formed, and those that will soon be formed, should have some of this fund for summer schools. Under all these embarrassments, must our apportionment be made on the 1st Monday in April, (some say let the thing run till May or June,) if so, which of my Districts are entitled to it, if any, and what must be my basis. I have called for special reports to be made by all the Clerks, on the 31st inst.

Safford looked at the law, and gave a hastily formed opinion, that no apportionment could be made, according to the strict letter of the law.

SCHOOL REPORT.

4³

Please inform me before the 1st of April, what ought to be done, and oblige,

Yours, truly,

C. L. EDWARDS.

PAOLI, Lykins Co., K. T., }
June 15th, 1859. }

S. W. GREER, Esq.,

Dear Sir:—I hereby acknowledge the receipt of a number of copies of the School Law, which I have carefully distributed over the County. Considerable interest is manifested on the subject of Education here, and I am anxious to keep the ball in motion.

You expressed a desire to introduce the School Books officially recommended at as early a day as possible. I am anxious to co-operate with the book firm of Mr. J. M. Williams, or yourself, in the introduction of a uniform system of school books. It is very much needed. Emigrants coming from all parts of the Union are prejudiced in favor of the books they bring with them, and it is next to impossible to adopt a system of classification in our schools. What I wish to know, is the terms and price of books *for introduction*. Will orders from me be filled and forwarded? Must the money invariably be in advance? I would be anxious to examine the recommended English Grammar, Geogrophy and History—McGuffy's Reader and Ray's Mathematics, are here.

You will please inform me at return mail, what the price of books are, &c.

Yours, Respectfully,

H. M. HUGHS,
Supt. of Lykins Co.

ATCHISON County, }
Dec. 27, 1859. }

S. W. GREER, Esq.,

Dear Sir:—I have found in this County a great prejudice existing against the system of free schools inaugurated, and while the efficiency of free schools greatly depend on their general adoption, it is unfortunate that there are communities that regard our present school law as oppressive and burthensome. It is needless to organize Districts in such portions of the County, unless you can get the practical co-operation of the Board of County Supervisors, in whose power is invested the right to *levy* a school tax; and by this means making it the interest, pecuninarily, of such communities, to maintain schools at the public charge.

Such co-operation however by the different Boards is uncer-

tain; and in this County, after having been petitioned for that purpose, have refused Legislation to assist our schools. So that in order to effect a general establishment of free schools, there must be a law making it the duty of the County authorities to levy a certain per centum, and this duty should be made absolute, taking the discretionary power they now have taken, entirely out of their hands, or otherwise there must be some radical change in the law, by which such opposition may be practically overcome.

Respectfully yours,

H. KUHN,
Supt. of Com. Schools for Atchison Co.

The information embraced under these several heads from first to eighth inclusive, is all I am able to communicate. I regret that it is so meager and illy filled, to aid you in the discharge of your more important duties. To the people the system is new. The officers of the districts are not always—perhaps not often qualified for the intelligent discharge of their duties. As a consequence, the business transactions of many districts become deranged, irregularities and dissatisfactions are some of its legitimate fruits, and not a little hostility to our system of free schools itself may be fairly traced to the same source. All this need surprise no one, for reasons too obvious to mention. Our people as yet are not homogenous—coming from all the different States, and subjected while here to scenes of which I will not attempt a description, it would be strange if they were; and an additional reason for this irrelative way may be, I think, fairly attributed to the defects in our school law. These, however, will soon be remedied by judicious amendments—time will quiet the public mind—the inhabitants of the Territory will become acquainted with each other. A State will soon be organized—as a new member of the great confederacy, new incentives to a high and honorable career will pervade the masses, and the great educational interests of the country thus promoted. Let no man therefore be discouraged in what as yet may be called “the day of small things.” Be comforted, my dear sir, with the assurance there is a good time coming. All of which is respectfully submitted.

Dated at Leavenworth City, Oct. 1st, 1859.

JAS. TAYLOR,
Supt. of Leavenworth Co., K. T.

HIAWATHA, Brown Co., K. T., }
Dec. 27th, 1859. }

S. W. GREER, Esq.,

Dear Sir:—Yours of the 21st inst. was received to-day. I regret that my report did not reach you in season, but will send a duplicate, as it has been missent. You will find the report very imperfect, owing to the incorrect manner in which the Clerks of the several Districts have reported. There has been very little interest taken in matters pertaining to school affairs. As late as March last, there had not been a district formed. On account of the recent formation of the districts in this County there has been but little done, and there are consequently many items that do not appear in the report, that otherwise would. There appears to be of late more interest taken in school matters, and I hope that another year the report from Brown County will be more complete, and do justice to her people, and the cause of Education.

Yours, truly,
J. A. STANLEY,
Co. Supt. of Com. Schools.

October 8th, 1859.

To the Superintendent of Common Schools, for Leavenworth County:—In pursuance of the thirteenth section of the amended Charter for Leavenworth City, adopted February, 1859, I have the honor to submit the following report of the condition of the common schools of Leavenworth City. In November, 1858, the City was laid off into three districts, and schools commenced in each, under the special provisions of our City Charter. The organization of schools under this system is, of course, not yet complete; but we are progressing and feel confident of ultimate success in raising the standard of instruction in our midst. Owing to the want of suitable buildings, our progress has been slow, and we are unable to give the completeness to our system that is desirable, yet we think the cause of education is advancing. Our schools have largely increased in numbers and efficiency. The interest in the minds of the parents is on the increase, as is manifest by the desire expressed by many of our citizens to have good schools, and by the fault found if things do not go well in the schools. Many scholars were taken from private, and put into the public schools. During the past year, two private schools have been given up, in consequence of the increased utility of the public schools. Our chief obstacle to educational prosperity is the want of appropriate buildings and sufficient room to accomodate the scholars.

It is to be hoped that the erection of a new building in some eligible location will claim the early attention of the School

Board. The rapidly increasing population of our City, will soon create the necessity of building a large and commodious house for the accomodation of the more advanced pupils; a sort of central school, which can be attended by scholars from each district, and be enjoyed by children of the same age from families of the most diverse circumstances, as to wealth; children of the rich and poor, side by side in the same recitations, participating in the same sports, not caring for the arbitrary distinctions which classify and distract society.

Whole number of public schools in the City, - - - 5

SCHOOL DISTRICT NO. I.

Pupils on Register and attendance—

Males, between the age of 6 and 21 years, - - - 85
Females, " " " " " " - - - 75

Total - - - - - 160

Teachers during last year—

T. S. ROBERTSON, Principal, MISS NELLIE HAZEN, Assistant Principal.

Expenditures for ten months—

Salaries for two Teachers - - - - - \$1,000
Rent for School-room - - - - - 250
Fuel and Furnishing - - - - - 110

Total - - - - - \$1,360

SCHOOL DISTRICT NO. II.

Pupils on Register and attendance—

Males, between the age of 6 and 21 years - - - 68
Females " " " " " " - - - 62

Total - - - - - 130

Teachers during last year—

MR. H. McCARTY, Principal, MISS ROBERTSON, Assistant.

Expenditures for ten months—

Salaries for two Teachers - - - - - \$1,000
Rent for School-room - - - - - 300
Repairs and Furnishing - - - - - 125
Fuel - - - - - 60

Total - - - - - \$1,485

SCHOOL DISTRICT NO. III.

Pupils on Register and attendance—

Males, between the age of 6 and 21 years - - - 75
Females, " " " " " " - - - 65

Total - - - - - 140

SCHOOL REPORT.

47

Teachers during the last year—

MR. LANCING DAY, Principal; MRS. LYDIA DAY, Assistant.

Expenditures for ten months—

Salaries for two Teachers	-	-	-	-	\$1,000
Rent for School-room	-	-	-	-	160
Repairs and Furnishing	-	-	-	-	35
Fuel	-	-	-	-	60
Total					\$1,255

The Township Supervisors having taken advantage of a defect in the School Law, in reference to the distribution of the taxes levied and collected in Leavenworth Township for school purposes, we have failed to receive, in a great degree, that benefit from the school fund which it was designed to accomplish. It would be well to recommend the early attention of the Legislature to this defect in the School Law, that there may be no doubt in the mind of the public, as to the officer whose duty it is to disburse this Township fund, and thus prevent any advantage that might be taken by designing and unprincipled men.

GEORGE EINSTEIN,

City Clerk and ex-officio Clerk of the School Board.

LEAVENWORTH COLLEGE.

FACULTY.

Rev. J. C. REASER, }
 Prof. A. S. ALLER, } Principals.
 Miss JENNIE HUFMAN, Assistant.
 Prof. C. E. POND, Teacher of Penmanship.
 Prof. W. STRIBY, Professor of Vocal and Instrumental Music.

TERMS FOR YEAR OF FORTY WEEKS.

First Grade—Spelling, reading, etc.,	\$20.00
Second Grade—Common English Branches,	30.00
Third Grade—Higher English Branches,	40.00
Fourth Grade—Classics and Higher Mathematics,	50.00
Music and Modern Languages, extra.	

REMARKS.

This Institution was opened the last Monday in August, 1859, with sixteen pupils. Its growth has exceeded the most sanguine expectations of its friends, and at present it numbers considerably over one hundred pupils. Both sexes enjoy the advantages of this Institution; its founders being fully persuaded of the superiority of this class of schools. The males and females play and study apart, but recite in the same classes; thus, securing every advantage, and avoiding every objection of the strictly mixed schools.

It is designed to lay the foundation of an Institution of the highest order, furnishing ample facilities to young ladies and gentlemen to secure a thorough classical and accomplished education. To this end, none but thoroughly qualified instructors will be employed; and no reasonable expense will be spared to provide suitable apparatus, and other appliances, as speedily as possible.

Regarding education as the development of the physical, intellectual and moral powers, *pari passu*, particular pains will be taken to guard the health of the pupils, as well as to inculcate true refinement and pure morality. It is hardly necessary to add that the Bible is made the standard, and recognized as the source of all genuine refinement and true morality. An extensive and well digested course of studies have been adopted; upon the completion of which, diplomas will be awarded to such as may sustain the necessary examinations. The course will be fully published in due time, meanwhile it may suffice to state that it embraces the entire range of studies usually pursued in the best colleges of the land.

It may be gratifying to many to be informed that arrangements are in progress, which will, during the coming summer, secure the erection of a suitable edifice for the purposes of the Institution; and it is to be hoped that a generous public will respond liberally to the call that will necessarily be made upon them, to aid in the great enterprise.

It would be imposing upon the generosity of our estimable Superintendent of Public Instruction, to whose enlightened zeal in the cause of Education we owe the favor of this notice, should we do more than simply to commend the interests of the Institution whose name stands at the head of this article to all that desire to share the sacrifices and honors incidental to its wise and liberal founding. If the work be well done, it will tell powerfully in the moulding of our rising State; nay, it will be an increasing blessing to all coming generations.

M'CARTY HIGH SCHOOL, LEAVENWORTH CITY.

This institution was organized on the 28th day of November, 1859, under the most favorable auspices. The happy unanimity of feeling in the cause of Education, which exists between the people and the teacher, show, conclusively, that the future prospects of this institution are, indeed, flattering. We feel confident that, with the hearty co-operation of all interested in this school, we shall realize our most sanguine hopes; and that we shall see all the designs in our great enterprise fully met, among which are the sound mental and moral culture of our youth, and the preparation of them for the high and responsible position they will soon be called upon to occupy as American citizens.

The school year is divided into four quarters, (of ten weeks each.) The branches taught are Penmanship, Arithmetic, Geography, Grammer, History, Elocution, Analysis, Botany, Chemistry, Book-keeping, Algebra, Geometry, Latin, Composition, Declamation and Discussion.

It is a source of gratification to the friends of Education to spend an hour in this school, where the pupils undergo a course of healthy, intellectual training; where the powers of the mind, the glory of humanity, are daily marshaled and drawn out in their full proportions; where a firm and reliable basis is laid, upon which to build a moral and literary character.

We must educate. It is duty to ourselves and to our God; our political and religious institutions demand it of us, imperatively; and when once the proper method is pursued, this duty becomes a constituent element of our happiness, for nothing is more cheering than the prospective supremacy of the mind in a child while we are aiding its struggling faculties to comprehend aught. Very strict attention has been paid to the moral department of our pupils, and we feel gratified to know that our efforts to them morally, as well as mentally, have not been in vain.

OFFICE OF SUPT. COMMON SCHOOLS, }
Leavenworth, Sept. 18, 1859. }

To the County Superintendent:

You will see, by referring to the 8th section of the School Law, that it is my duty to make a report to the Legislature and Governor of the Territory by the last day of December, and, as it is very desirable to have that as full and complete as possible, permit me to recall to your memory the specific items which are required in your report, and to suggest that it is very desirable to have it forwarded as soon as practicable. I hope you will spare no exertions to have your report complete, that the result of our joint labors may furnish accurate and satisfactory information of the condition of the common schools in the Territory, up to the present date.

I remain yours, very truly,
S. W. GREER,
Ter. Supt. of Common Schools.

See School Law, Sec. 8th:

“He shall prepare, in each year, a report, to be submitted to the Legislature, bearing date on the last day of December in each year, containing: First, An abstract of all the Common School reports received by him from the clerks of the several counties in the Territory. Second, A statement of the condition of Common Schools in this Territory. Third, Estimates and accounts of the expenditures of the school money. Fourth, Plans for the improvement and management of the Common School Fund, and.

for the better organization of the Common Schools ; and, Fifth, All such matters, relating to his office and the Common Schools of the Territory, as he shall deem expedient to communicate."

RECOMMENDATION OF TEXT BOOKS.

In compliance with Sec. 5th of the School Law, I recommended for use, in the Common Schools of the Territory, a series of Text Books. For the purpose of putting the recommended list into the hands of District School officers, and establishing uniformity through the Territory, I issued the following circular, in March last :

RECOMMENDED SCHOOL BOOKS FOR KANSAS TERRITORY.

In accordance with the requirements of law, I give below a list of Text Books which I have recommended for use in the Common Schools of this Territory. The list embraces none but works of standard merit, and those which have met with general favor among our best educators. It is one of the duties of my office to recommend the introduction of the most approved Text Books, and as far as practicable to secure a uniformity in the use of Text Books throughout the Territory. To secure this uniformity, it is essential that I should have the cooperation of the District Boards, parents and all those interested in the cause of education. The effect of using uniform books, upon the character and efficiency of schools, is in the highest degree beneficial. The use of different Text Books, relating to the same subject, in the same school must interfere with a proper classification of pupils, on which much of the order and efficiency of schools depend. There must necessarily exist as many classes as there are books in use ; and the unavoidable result of multiplying the number of classes must abridge the time and attention devoted to each. One of the greatest secrets of effective teaching consists in reducing the number and increasing the thoroughness of the recitations, by disposing the pupils into larger classes. The presence of a large number of fellow pupils creates a spirit of emulation, and gives importance and impressiveness to the learner. It also enables the teacher to bestow sufficient care to make the recitations more thorough and complete. The removal of pupils from one district to another—a change frequently occurring—must be attended with bad results, while different books are in use. Having become familiarized to one method of study, in the use of Text Books, the pupil is compelled to go back to the reacquisition of of the same branches, through a different channel, and is confused by the almost contradictory teachings of different books. Arguments in favor of a uniformity of Text Books in our schools might be multiplied, but space will not allow me to continue further. Our schools are yet in their infancy, but their prospects for the future are flattering. I am assured that our worthy Gov-