ADDRESS.

Gentlemen of this Society, and Fellow Citizens:

We are assembled to promote Common School Education; to wake up our own minds, and if possible, to rouse the attention of the public to its importance. The object is worthy of all that we can do. It is a noble object; and it is pleasant to see so many drawn together by motives so honorable to them. It is an omen of promise, that you have broken away from ordinary engagements, and come to consult together for what is not immediately connected with the material results of life. We are here not to devise means of afluxence, not to build up the partition walls of a sect, not to be drilled in the tactics of political partisanship; we have come for the good of our children, and of the rising generation; for the prosperity of our country and the elevation of humanity.

Yes, for humanity have you come. The friend of Common Schools, is the benefactor of his race; he occupies a high and commanding position; every thing that he does, tells upon unborn generations. Philanthropy has many fields into which she sends her laborers, but in none is the harvest more sure than in that of the Common Schools. A transforming power resides in these humble institutions. By these,
the rude masses of mental ore are refined, wrought into form, and prepared for circulation. By these, the lime stone is cut out from the quarry, the hidden beauties of its marble veins are disclosed, and it is placed in the front of architectural grandeur; or,—to seek a closer analogy in things of life, by our Common Schools, the tender vine of immortal growth is lifted from the ground, and trained up so that it may enrobe itself, and every thing to which it clings, with leaves and flowers, and bear on its branches clusters of grateful fruit.

By legislation, the environment of a man only is affected, but education affects the man himself. Laws and civil institutions clothe the body of society, and protect it from harm, and open ways for its free passage; but education changes the character of that body’s soul, and prepares it for the reception of liberty and law. The school then stands paramount to the halls of legislation; the district school-house has a vast significance; it is a main prop to the republic, and even our holy religion, finds but a scanty admission to minds which have not been opened and disciplined by education. The school-master must go before the missionary, or, at least they must go together, in order that the heathen kingdoms of the earth may become the kingdoms of our Lord. And here at home, the school-house and the church must stand side by side, or the friends of our Zion will be left to mourn over her desolation.

The New England fathers, and I love to hold them in remembrance, understood these things; as soon as they had made a shelter for themselves, they provided means to educate their children. The infant spirit of
our nation’s freedom was nursed in those rude school-
houses, which our fathers reared; and therefore it was
that Berkeley, the Colonial Governor of Virginia,
writing to his Royal Master, just upon the eve of our
revolution, could find it in his heart to declare, “I
thank God, we have no free schools in this Province,
for they are the nurseries of heresy and insubordi-
nation.”

It is said of John Milton, that, when the dark days
of calamity came upon Old England in the reign of
the first Charles, he was travelling on the Continent.
He was a faithful son, and when he knew that his
father-land had need of him, he hasted home, and
what should he do think you; harangue the disaffected
multitudes that thronged the streets, and hung around
the parliament-house? No, this would have been
but stirring the froth of troubled waters: Milton
took deep views, he opened a school, in which, to-
gether with his masterly writings, he labored to
prepare minds for the coming struggles for right and
liberty.

What has been done by popular education, may
help us to catch a glimpse of what may be done—
what must be done, if we would not have the experimen-
t of free institutions fail in our hands. The Common
School, is a lever by which the world can be
moved; all it wants is a sure prop—a faithful sup-
port from the body of the people. And is it not
strange that people are not more awake upon this
subject, and especially in these young communities,
that are daily rising into strength, and taking their
enduring form and character? Each man, says a
writer, whose words are not wide and deep enough to
hold his thoughts—“Each man builds his house, and beyond that creates his world, and above and beyond all, makes the heaven or hell of his future being.”

And fellow citizens, we, the early settlers of these fertile and beautiful regions, are making a world.—Our children, and those of our neighbors, are the materials from which it is to be made; and what kind of a world are we making? what would we have it? Shall it be darkened by ignorance, shall it be distracted by demagogues and dogmatical sectaries, shall it worship mammon, shall it be polluted with crime, and become the dwelling-place of disorder and misery? or—all opposite to this; would you have it distinguished by knowledge and quickening intelligence, and by sound and generous views of truth and duty? What would we have our county and our city, fifty years from now? I know how frail we are, and would live and speak in meekness and humility; but how can a conscientious man but tremble with mingled fear and joy, when he thinks how much we may do for the weal or wo of the generations that will come after us?

Think of these elements, the children of present society, out of which we are to form the society of the next age. What mines of unwrought intellect, what magazines of sleeping energies, what capacities for high purpose and sterling worth, what germs of promise! It was upon children such as these that are around us to-day, that Jesus pronounced the memorable words “Of such is the kingdom of Heaven.” Oh, it is fearful to think how the youthful spirit may be perverted. May God forbid that the light of hope and promise in our children, should become the darkness of despair!
Our homes and our schools are the nurseries in which these hopeful germs of humanity are to be cherished into life, and bent upward to their destinies. I would not compare home and the school, as places for the exertion of influence upon a child’s mind.—Home should be the birth-place of the best qualities which enter into the forming character; but since the homes of society, such as they be, some good and some bad, are in a great measure beyond the reach of our influence; our hopes must lean the more upon our Common Schools—into these we must gather all the little ones, who are to be the men and women,—the fathers and mothers of future society, and make truth and virtue as common, and as free to them, as the air they breathe. The common school—and I think it should be free to all—is the grand instrument to elevate the mass of society. It is the people’s college; its doors should be open to every child, and care should be taken that every one goes through and obtains his degree; not perhaps of bachelor, or master of arts, but his qualification for citizenship.

There is no country upon earth, that so much needs the common free school as ours, and especially this portion of it. Ignorance is always dangerous to a people, just in proportion to their liberty and opportunities. One of the perils that besets us, comes out of a grasping spirit of accumulation. The vast regions of fertile country which have been opened around us, and the trade and commerce that have arisen in consequence, have inflamed our acquisitive desires. Men have turned from the consideration of their higher destinies; they have sunk down into the coarse interests of money-getters, and bond and
mortgage-holders. Shall avarice be the grave of our nation’s virtue and glory? God forbid. Keep open then, the common free schools, and in them let our children acquire a taste for knowledge, let their intelligence and moral sense be awakened, let them learn by precept and experience, that a well informed mind and a conscience void of offence towards God and man, are the best treasures in the universe.

*Another* peril that besets us, comes out of the abuse of our free institutions. The paths to the honors and emoluments of office, are wide open. It is the glory of our country, that the child who was born and nursed in the humblest dwelling, the poor man’s boy, may rise to the highest official station, and stand among the honorable in the land. But such opportunity inflames lawless desire; crowds of demagogues, bearing any party name, that will best serve their purpose, throng every avenue of public life. Would we have these children in our homes and in the streets, the dupes of such men, and the successors to their meanness and disgrace? No! Keep open then the common free schools, in which they may acquire intelligence and virtue enough to perceive and abhor the fawning, hypocritical arts of corrupt ambition.

*Another* peril that besets us, comes with our religious liberty. Thanks be to God, we were “free born,”—“freedom to worship God,” was the boon for which our fathers made their homes in the wilderness, and they have given it unto us. Would that it never had been violated! But no sky is without clouds; perils come with religious liberty; sects arise; the body of Christ is rent asunder; the
unalloyed beam of heavenly truth is broken and scattered; and who shall be allowed to dictate to the coming generations, what they must believe, and to what sect they must belong? No man openly dare do this; no truth-loving man would desire to do it, for we all are fallible. Keep open then your Common Free Schools, not to indoctrinate children in controverted theology, by no means, but to awaken their intelligence and moral sense, so that they may be capable, each for himself, of determining what is religious truth, and of applying it to their spiritual wants. Make the people intelligent, quicken their moral natures, let them be free, and they will find the truth. They may wander long in error, whole generations may grope in its darkness, but let man be thoroughly educated and he will find the light of truth at last, as surely as a bee will find the honey of the flowers, or, the bird in autumn, the warmer clime. Man and truth were made for each other—true education reconciles them.

But I must restrain further expression upon these topics; perhaps some are already inquiring why so much discussion about the importance of popular education and common schools? I know the subject is hackneyed, but it is not every hackneyed subject, that is duly appreciated by the mass of society.—Our common schools have been much talked of—in some fashion they have been maintained—individuals have discovered their importance; but how few, comparatively, have a just conception of what these institutions may do for society! Thousands among us have not dreamed of the effects of popular education; they have complained of its expensiveness,
not foreseeing that it will diminish vagrancy and pauperism and crime; that it will be an antidote to mobs, and prevent the necessity of a standing army to keep our own people in order; every people may make their choice “To pay teachers, or recruiting sergeants,” to support schools, or constables and watchmen.

But this is the lowest view of popular education; and while, in a single paragraph, I would show how it may keep the rising generation from the poor-house and the State’s prison, I would, if there were opportunity, spend whole days to show how it may prepare our children to be useful citizens, and good men. The fear of evil, should make us prize our common schools, but the hope of good, should make us prize them much more. It is well, undoubtedly, to consider the darkness from which they may keep society; but still better is it, to look to the glorious light into which they may help to guide the coming generations—the light of true liberty, general intelligence, and public and private virtue. Hope is better than fear; and in our minds, we should not associate the school-house with ignorance and penitentiaries, but with whatever is patriotic and humane—with the halls of legislation and justice, and with the churches of Christ.

I repeat, the effects of popular education are not appreciated. Indeed, there are many parents who do not consider the value of education to their own children. They would have them dress fashionably, and go into the genteel society, and they are ready to do almost any thing to become rich and leave wealth to their families; but a good education they
do not hold to be a requisite of life. How short sighted, to clothe the body fashionably, and let the mind go naked! to be absorbed by an ambition to be in genteel society, and suffer vulgar ignorance to brood over the soul! to scheme and delve to make one's family rich, when the members of it, for want of education, are utterly incompetent to use and enjoy affluence! What is the use to build fine houses and fill them with elegance, and leave them to be occupied by ignorant and vulgar children? "Cast not pearls before swine."

When shall we give heed to the incontrovertible fact, that, in general, a large amount of wealth corrupts a family? the second or third generation from those who acquire fortunes, almost invariably sink into pitiable imbecility or abandoned vice. Some attention to the history of affluent families in different parts of our country, leads me the more confidently to make this assertion; but education strengthens and elevates those who are blest by it. Let us cease to be anxious to lay up money for our children and turn our interest to their education. All requisite means should be liberally provided,—good school-houses decently furnished and eligibly situated, such as we ourselves should be willing to spend our time in,—suitable books, and above all, competent teachers. It is in vain to build school-houses, and buy books, and be at the trouble of sending children to school, unless we provide teachers who are competent to their instruction,—as are the teachers, such will be the schools, and such will be the scholars. Unworthy ideas have been very generally entertained concerning the instruction of youth. It is not many years since
and action of watches? and is the immortal spirit of your child of less importance than your watch?

In years past, the whole subject of instruction has received increasing attention from the thinking men of every civilized country; and it is interesting to look back thirty years and note the changes that have been made in the modes of education. The whole process has been re-modelled; the most of its branches have been completely reversed—analysis has taken the place of synthesis. Twenty-five years ago the child was made to begin with generals and end with particulars. The first question in Geography was “How far is the equator from each pole?” now he begins by bounding his father’s garden, and ends where he once began. In Arithmetic the child now begins by counting his own fingers; so he goes on, till, from examples, he deduces the rule;—he used to begin—if I remember rightly—with a hard lesson about enumeration, and then came the abstract rules of addition to be committed to memory before the child had the least idea of their meaning; and so in Grammar;—who will ever forget those dull lessons about such hard words as syntax, etymology, prosody, and the conjugation of verbs? I am glad that our children have escaped that old dispensation under which the name must be learned and fixed in the mind, before the object was presented to the eye; and the rule fully drilled into the indifferent intellect before a case was presented to be solved by it.—And there is room enough still for improvement in the modes of education, and teachers should be familiar with the principles of science and the laws of mind, so that they may carry on the reform, and bring mind and truth into actual contact.
what his brother labored at in vain. There was no exultation when he gained the prize; he seemed rather to be possessed by a melancholy sympathy for his disappointed brother. But the countenance of that elder brother fell. His feeling was forever changed towards that noble little fellow who almost in spite of himself had been declared victor, and towards me who had been most unwillingly the umpire. I often meet him, but never from that day, and it is almost twenty years ago, have I received a cordial greeting. The injustice of that day has been a blight upon his best feeling—for it was signal injustice—he had made every possible exertion and had failed; while his brother had made none and had been successful.” “Emulation,” continues he, “as it usually operates, excites the worst passions in the human heart.” Oh the teacher’s hand is laid upon a delicate instrument, and how much skill and discretion is requisite to bring forth sweet harmony from its mysterious compass of powers! Teachers should be spirit-seeing, truth-loving and affectionate, or they will wake up in infant-souls the discord of hell!

And in order to obtain such ones, we must be willing to give them an ample remuneration for their services. In this country, in which there are so many paths open to honor and usefulness, it is in vain to expect the services of faithful and competent teachers, so long as their average compensation is but little more than we pay to the common day-laborer, who tends masons or mends the highway. Even in our cities, the salaries of teachers are but little if any larger than those which are paid to many intelligent merchant-clerks, who are still in their teens. A cheap
which when built, are built for half a century, was $7,839 83. Please to notice this fact; in 1838, pains was taken to ascertain what was the expense to the city from private and public schools then in operation with about 1400 pupils in them; and it appeared that our citizens were then paying $19,094. About the same number of pupils has been in the free schools each day of the past year, and their education has cost the city, not $19,000,—but $7,839: considerably less than one-half. And to show that the education now to be obtained in the free schools, is not much, if any, inferior to that formerly given in the private schools, we may state the fact, that several of the most approved among our private teachers of 1838, are now in our free schools, and others have applied for places in them.

Such is the auspicious commencement of free schools in Western New-York. It is true there have been expenses in the outfit, especially for building school-houses, which in these times have fallen heavily upon some districts; but it is to be hoped that our citizens will cheerfully bear the present burden, in view of the immense advantages that will accrue to our children and coming generations. Free Schools are a noble monument to the patriotism and philanthropy of those who establish and maintain them. Let them rise every where in the midst of our new homes, and stand to tell our children and the generations yet unborn, how earnestly we sought their welfare.

But more than this,—I regard this subject in religion’s light. Solemn responsibilities have been laid upon us. God has bound all his children together by the ties of humanity. His Son enjoined upon us the
command of active love. We must do what we can for the good of each other. The strong must help the weak;--the wise the ignorant;--the affluent the needy. It is the order of nature. It is the command of God. Oh! how can he appear before that judgment-seat where Omniscience presides, who has withheld his means or personal influence, and suffered the child of his poor neighbor to grow up in ignorance, and thus become prepared for sin and misery!
“I Tell What I Have Seen” — The Reports of Asylum Reformer Dorothea Dix, 1843 (pg.1)

with suffering, it is said, blurs the sensibilities, and where neglect occurs finds a footing other injuries are multiplied. This is not all, for it may be pasty and strongly be added, that, from the deficiency of adequate means to meet the wants of these cases, it has been an absolute impossibility to do justice in this matter. Prisons are not constructed in view of being converted into County Hospitals, and Alms-Houses are not founded as receptacles for the insane. And yet, in the face of justice and common sense, Wardens are by law compelled to receive, and Masters of Alms-House not to refuse, insane and idiotic subjects in all stages of mental disease and privation.

It is in the Commonwealth, not in its integral parts, that is accountable for most of the abuses which have lately, and do still exist. I repeat it, it is defective legislation which perpetrates and multiplies these abuses.

In illustration of my subject, I offer the following extracts from my Note-Book and Journal—Springfield. In the jail, one idiotic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoners, the keepers, and herself. It is a case of extreme self-forgetfulness and oblivion to all the decency of life; to describe which, would be to repeat only the grossest scenes. She is much worse since leaving Worcester. In the almshouse of the same town is a woman apparently only needing judicious care, and some well-chosen employment, to make it unnecessary to confine her in solitude, in a dreary, unfurnished room. Her appeals for employment and companionship are most touching, but the mistress replied, ‘She had no time to attend to her.’

Northampton. In the jail, quite lately, was a young man violently mad, who had not, as I was informed at the prison, come under medical care, and had not been returned from any hospital. In the almshouse, the cases of insanity are not unmarred by abuse, and afford evidence of judicious care by the keepers.

Willsburg. The almshouse has several insane, not under suitable treatment. No apparent intentional abuse.

Rutland. Appearance and report of the insane in the almshouse not satisfactory.

Sherburne. A terrible case, manageable in a hospital, at present as well, perhaps as circumstances in a case so extreme allow. An almshouse, but wholly wrong in relation to the poor crazy woman, to the paupers generally, and to her keepers.

Burlington. A woman, declared to be very insane; decent room and bed, but not allowed to rise oftener, the mistress said, ‘than every other day; it is too much trouble.’

Concord. A woman from the hospital in a cage in the almshouse. In the jail several, deemed cared for in general, but not properly placed in a prison. Violent, noisy, unmanageable most of the time.

Lyncox. A woman in a cage.

Medford. One idiotic subject chained, and one in a close stall for 17 years.

Pepperell. One often doubly chained, head and foot, another violent, several respectable.

Brookfield. One man caged, comfortable.

Greenfield. One often closely confined, now losing the use of his limbs from want of exercise.

I may here remark that severe measures, in enforcing rules, have in many places been openly revealed. I have not seen discipline administered by stripes, and in but few instances have I seen the rods and whips, but I have seen blows inflicted, both passionately and repeatedly.

I have been asked if I have investigated the causes of insanity? I have not; but I have been told that this most calamitous overthrow of reason, often is the result of a life of sin; it is sometimes, but rarely, added, they must take the consequences; they deserve no better care... Could we in fancy place ourselves in the situation of some of

Dorothea Dix (1802–1887)

Dorothea Dix played an instrumental role in the founding or expansion of more than 30 hospitals for the treatment of the mentally ill. She was a leading figure in those national and international movements that challenged the idea that people with mental disturbances could not be cured or helped. She also was a staunch critic of cruel and neglectful practices toward the mentally ill, such as chaining, incarceration without clothing, and painful physical restraint. Dix may have had personal experience of mental instability that drove her to focus on the issue of asylum reform, and certainly her singular focus on the issue led to some important victories.

Dorothea Lynde Dix was born in Hampden, Maine, in 1802. Evidence suggests she may have been neglected by her parents, and she appears to have been unhappy at home. She moved to Boston in 1814 to live with her wealthy grandmother. Dix had only attended school sporadically while living with her parents, but in early adulthood, with limited options for women in the professions, Dix became a schoolteacher. She established an elementary school in her grandmother’s home in 1821, and 3 years later, published a small book of facts for schoolteachers that proved extremely popular. By the time of the Civil War, Conversations on Common Things; or, Guide to Knowledge: With Questions and Answers had been reprinted 80 times. Written in the style of a conversation between a mother and a daughter, and directed at the young women who dominated the teaching profession, the book reflected Dix’s belief that women should be educated to the same level as men.

She went on to publish several other works, including books of religious poetry and fictional texts featuring moral lessons. Dix’s record of publications and the social circles accessible to her through her grandmother’s significant wealth allowed her to mix with some of the brightest and most influential thinkers of her time. She associated with Ralph Waldo Emerson and worked as a governess for William Ellery Channing, the so-called “Father of Unitarianism.”

In 1831, Dix opened a secondary school in her own home. She frequently suffered from bouts of illness, especially during the winter, developing a cough and general fatigue. By 1836, her intense commitment to teaching and demanding workload seemed to have taken its toll. She began to dwell on the idea of death, and felt overwhelmed by her physical illnesses. Biographer David Gollub, the first scholar to have access to all of her papers, has suggested that she suffered from depression at several times during her life, and that she experienced a type of mental breakdown during this period.

Perhaps her own struggles helped make her a more compassionate advocate for people who had been diagnosed as mentally unstable or insane. Certainly her ill health ended her teaching career and brought her into a new circle of contacts: Emerson, Channing, and Dix’s physician encouraged her to take a restorative trip to Europe, and made the necessary introductions on her behalf. She convalesced in England for more than a year at the home of politician and reformer William Rathbone. During her stay, she met prison reformer Elizabeth Fry, and Samuel Tuke, founder of the York Retreat for the mentally ill. She returned to Boston in 1837, just after the death of her grandmother. The inheritance she received enabled her to support herself fully and devote her time to reform and charitable work.

In 1841, Dix volunteered to teach Sunday school classes to female convicts in East Cambridge jail. During her visits she saw people with mental illnesses who had been treated inhumanely and neglectfully, and she became determined to improve conditions. She began to investigate the treatment of the...
“Celebration of the Iowa Territorial Temperance Society,” January 2, 1840
Excerpts from the Commissioners’ Report of Recommendations for Iowa School Laws, 1856 (pg.1)

The undersigned, two of the commissioners appointed to revise the school laws of Iowa, under the act of the General Assembly passed July 14th, 1856, beg leave to report,

That they deeply regret the inability of the other commissioner, Mr. Bissell, to render his services in aid of their important enterprise. They were relying upon him to furnish them with that local knowledge so essential to all just and wise legislation. As his absence has entirely deprived them of this benefit, the General Assembly must perceive that the want of it must render their labors, to some extent, imperfect.

In undertaking the task assigned them in pursuance of this act, they have been fully aware, both of the difficulties in the way of its successful accomplishment, and of the vastly important results that await its proper performance. They found the previous legislation of this State upon this great subject, in the main, judicious in its provisions, but fragmentary in its character, lacking in general aims, and entirely wanting in unity or completeness.

In consulting the experience of other States upon this subject, they found a multitude of provisions; many of them analogous in character; some of them peculiar, based upon states and conditions of things not elsewhere existing; and all of them the gradual growths of time and necessity; the creation of exigencies that might themselves have ceased; and developed under influences that may have been temporary in their exercise.
APPENDIX.

Here, for the first time, a great State, situated in the centre of a mighty Union, possessing exhaustless resources of agricultural and mineral wealth, binding together its various parts by a network of iron, demands a system of public instruction adequate to the full development of its great physical resources, and of the intellect and moral power of its people. Such a system can only result from organization so perfectly constituted as never to conflict with each other; so harmonious in action as ever to furnish mutual aid; and so entire and complete as that one spirit shall pervade the whole. For the perfecting of such a system, your commissioners have found no adequate guides, in the experience of other States. They have, therefore, been compelled in many instances to rely upon their own sense of what provisions would prove sound and beneficial, when submitted to the touchstone of practice.

The results of their labors are embodied in the act, or acts, here presented. They desire here simply to state a few of the principles upon which they have proceeded, and of the reasons by which they have been guided and governed.

These principles have been four in number.

1. That every youth in Iowa is entitled to receive an education in the elements of knowledge; that every one desiring it is entitled to have facilities afforded for a further progress; and that those originally endowed with large capacities should be stimulated to improve them by the cheering prospect of having their education furnished as a reward of their merit, scholarship, and good behavior, provided the State might thereafter secure to itself the benefit of their services.

2. That education, to be successful, must become a distinct and separate pursuit and business, having its own laws and principles; its own means and agencies; its own pervading spirit. That the human mind, although a living, spiritual organization, possessing inherent active tendencies, requires, nevertheless, to be tutored and trained in accordance with method and system, to produce the full and complete development of all its powers and capacities.

3. That as property, material wealth, owes its existence to mind, it ought, in return, to furnish adequate means by which the intellect and moral power of the State can be brought out and developed in all their varieties of application.

4. That all are necessary who shall attend school instruction. That the latter are the duty of parents, who are the former dispensers of the school district. They are the duty of the State, who are the custodians of the interests of the school district. They are the duty of the whole State, to provide for all the interests of the school district. They are the duty of all, who are the custodians of the interests of the State.

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4. That to complete a perfect system of education, three elements are necessary. These are the organizing, the financial, and the educational. The first two mentioned are only important as they affect the last, and the first is wholly expended in the advancement of the other two.

In regard to the financial department, the commissioners have been desirous of making a liberal provision for adequate common school instruction; and also to supply the growing wants for high Academic or Polytechnic schools to meet the demands of the future. They have devolved upon the taxable property of the district the duty of furnishing school houses; of properly equipping them; of finding them in fuel; and of founding and sustaining district libraries; and of providing necessary apparatus. They have created a motive in the inhabitants of the district to do this, by subjecting their property to a county tax, and rendering their participation in it conditioned upon their having a school kept, and the proper returns made.

They have devolved upon the taxable property of the county the duty of raising, for common school purposes, the same amount as that portion of the public school money which it receives by apportionment of the county superintendent. In doing this, they have only adopted the same principle as that which for almost forty years was acted upon by the State of New York, and under which the school system of that State has mainly grown up to its present state of prosperity. It was only abandoned in that State, when a more onerous system of taxation for school purposes was required and substituted for it; while, in the State of Iowa, if a rigid economy is exercised, and the unsold lands judiciously managed in, regard to their sales, it may well be doubted whether such onerous system will ever be rendered necessary.

Your commissioners cannot regard any system of public instruction as complete, without some liberal provision for institutions of learning higher than the primary school, where the simplest elements of knowledge only are taught. They have accordingly made a provision for a high, Academic, or Polytechnic School, as soon as the population of a county reaches the number of 20,000. This they have made a part of the common school system, being well satisfied that under that system, these higher institutions will
meet with better encouragement, acquire greater strength and vigor, and dispense more certain benefit to the community, than under any other. A population of 20,000 would scarcely feel the pressure of the annual $3,000 tax for six years, and of the $1,000 tax annually thereafter, to found and sustain a high Academic or Polytechnic school, while the value of the educated mind, which would be annually reared into a higher style of life and action would transcend all powers of estimate, either as regards itself, or the pecuniary benefit it might confer upon the public.

For the State University they have made no provision beyond what the law now gives, with the exception of providing for the Normal Department out of the common school fund, which they have regarded as obviously just, that department belonging in fact to the common school system, and standing at the head of it.

The commissioners have made a four-fold division of the organizing forces embraced in their system. They have organized the district, the county, the State, and the special organizations of the high, Academic, or Polytechnic School, and State University.

The district organization has in it nothing peculiar. The manner of creating the district board of directors, as also the time for which it is created, are taken from the common school system of Ohio, while the general duties confided to it are similar to those devolved upon district trustees in several States of the Union. It is designed to be merely local, and to embrace all those local objects and expenses which are ordinarily matters of district cognizance.

Your commissioners, however, feel bound to say that they have presented this organization simply in reference to the existing state of things. Their own settled convictions are, that the whole district system, as stated in the bill, should be promptly discontinued, and that of making each civil township a district, substituted in its place. The following are some of the reasons which have led to this conviction.

1. It facilitates and greatly simplifies the organization of districts.
2. It gives much fewer occasions for controversies relative to boundaries.
3. It greatly reduces the number of district boards of directors, and consequently limits the expenses attending these boards.
Excerpts from the Commissioners’ Report of Recommendations for Iowa School Laws, 1856 (pg.5)

The commissioners have devolved upon the county superintendent the duty of attending to all the school lands in his county, as well the sixteenth sections in each township, as such portions of the five hundred thousand acres as may be located within its limits. These officers are far better situated to attend to the school lands within their own counties than the superintendent of public instruction. By thus dividing the responsibility among the various county superintendents, and placing it upon those favorably situated for undertaking it, the commissioners feel confident they have secured a greater degree of attention, and a less liability to loss. The county superintendents in this system are important officers, and in those counties in which large portions of the five hundred thousand acres, or investments from their sales, are situated, they should be remunerated beyond the amount of their salary.

Your commissioners could not deem the educational system of any state complete without a liberal provision for Teachers Institutes. This feature gives to the systems of Massachusetts and New York a decided superiority over those of other States, and from its highly beneficial effects as there displayed, every new State should be admonished of the propriety, nay, necessity of its adoption. The provisions they have made for that purpose do not, however, contemplate their immediate organization. It is prospective, and only become operative when the wants, demands, and necessities of education shall require it. The movement must first proceed from the teachers. They must bear their own expenses. Those incidentally incurred, for room, lights, fuel, &c., as also those for instruction, are to be borne by the State. The Legislature can, if they prefer, take the appropriation from the income of the common school fund, but the commissioners have deemed it a proper case for the State to furnish it from its own resources.

In the State of Massachusetts the places where these institutions are held have felt a sufficient interest in them to induce them to furnish gratuitously, board and accommodations to the teachers.

With the State superintendent of public instruction, subject to
Excerpts from the Commissioners’ Report of Recommendations for Iowa School Laws, 1856

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The advice and recommendation of the State board of education, they have lodged the State supervision of the whole system. While his financial duties are less onerous than those of the county superintendents, every other is of a higher character, and demands for its performance the highest order of talent, attainments, and character.

The special organizations of the high Academic or Polytechnic school and the State University require no particular comment, except in their connection with the educational part of their system.

The entire system of public instruction which your commissioners here present, seeks the attainment of three leading objects.

The first, is to render as universal, and as perfect as possible, the system of elementary or common school instruction.

The second, is to offer facilities in higher institutions for a much more advanced style of culture.

The third, to animate every youthful mind, and encourage to effort by holding out this higher style of culture as a reward for good conduct, strict application, and scholar-like attainments.

To secure the first of these objects, they have endeavored so to arrange the financial element as to enable the several districts, by amply compensating for services, to command those of the best qualified teachers. No common school system can ever succeed, where the compensation is so meagre as to encourage only those of the most ordinary talents and attainments to embark in it. Although the teacher should have higher aims and objects than mere pecuniary recompense, yet it must be obvious that the grade of compensation is not only important as furnishing a means of living, but also as indicating the high or low estimate which a community places upon the character of the service. Although the commissioners have endeavored to secure competency by examination and certificate, yet they have more confidence in being able to obtain it through an appreciating community, evidenced by a remuneration corresponding with the real importance of the services rendered.

Another object which the commissioners have had in view, in forming this system, is to employ in its development the greatest possible number of individuals. This not only benefits by securing
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the services, but also enlists the sympathies and active co-operation of those employed, and confers upon education itself the additional advantage of exalting it in the estimation of the community. They have accordingly provided for several honorary employments, such as presidents of district boards of directors, and various committees of examination, by which they hope to secure the services of such high-minded intelligent men, as are willing to seek their reward in the grateful feelings of a community whose higher interests they are thus unselfishly advancing.

Another consideration which has demanded a large share of the attention of your Commissioners is the efficient organization of the visitorial power. To establish a District School, and allow it to pursue its solitary course unnoticed and unknown, its merits unacknowledged, its defects unexposed, is very little better than having none at all; thus situated it will simply vegetate. It can live only in the approving smile and the favorable regard of men. They have, therefore, rendered the frequent exercise of the visitorial power a matter of duty. This will necessarily tend to make the District School known, to proclaim its merits, and to expose and cure its defects.

Your Commissioners have also been largely influenced by the convictions derived from their own experience. That the cause of education is best promoted by affording those interested in it frequent opportunities of meeting together; of comparing their observed facts, and discussing the principles involved in them, as well as all other matters relating to the general subject. From this careful collection of facts, and free interchange of thoughts, in the reasonings to which they give rise, have often been evolved new plans, methods, and arrangements, which have been greatly promotive of educational interests. With this view your Commissioners have rendered it the duty of the several superintendents, and the presidents of district boards of directors, in their respective counties, to meet once in each year in council, providing also that the Superintendent of Public Instruction shall be present at as many of these meetings as possible. They have also required a similar meeting to be had each year, between the Superintendent of Public Instruction and the several county superintendents, and

also begin to fear the act of the legislature. This is to provide a University. Your Commissioners are sensible of the obligation imposed by the act of the legislature. This is to provide a University.

Your Commissioners are sensible of the obligation imposed by the act of the legislature. This is to provide a University.
Excerpts from the Commissioners’ Report of Recommendations for Iowa School Laws, 1856 (pg.8)
Your Commissioners now feel that their task is ended. In the spirit of their recommendation to enlist in this great cause the unpaid services of others, they beg to present this result of their labors free of all charge, except for necessary expenses. It only remains for them to await, with no small solicitude, that legislative action upon which, in their judgment, hang such important consequences for the future.

HORACE MANN,
AMOS DEAN,
Commissioners.
Blueprint of Saint Elizabeths Hospital for the Mentally Ill, ca. 1853

Title XIV. Of Education.

CHAPTER 84.

The State University.

[Code—Chapter 65]

Article 1.

An Act for the Government and Regulation of the State University of Iowa.

[Passed Dec. 25, 1858; Laws of Board of Education.]

Sec. 1926. (1.) Be it enacted by the Board of Education of the State of Iowa, That the object of the state university of Iowa, established by the constitution at Iowa City, shall be to provide the best and most efficient means of imparting to the youth of the state, of both sexes, upon equal terms, a thorough education and a perfect knowledge of the different branches of literature, the arts and sciences, with their various applications.

Sec. 1927. (2.) There shall be attached to the university a collegiate department, in which, as soon as may be deemed expedient by the board of trustees hereinafter provided, regular college classes shall be formed or provided for, and a president and the necessary professors and tutors elected. There shall also be a normal department to the university, in which shall be taught the theory and practice of teaching, and everything which enters into it as an art, including all the most approved methods and processes now in use in all the varieties of teaching.

Sec. 1928. (3.) The university shall be governed and managed by a board of trustees consisting of seven persons, to be elected at the first meeting of the board of education, three of whom shall hold their offices for one year, and four for three years, and whenever the terms of any trustees expire, their places shall be supplied by new elections.

Sec. 1929. (4.) The members of the board of trustees shall each receive the same per diem during the time of their session, and mileage going to and returning therefrom, as members of the general assembly.

Sec. 1930. (5.) The university shall never be under the exclusive control of any religious denomination whatever.

Sec. 1931. (6.) In all cases where specimens of natural history, and geological and mineralogical specimens which are or may be hereafter collected by the state geologist of Iowa, or by any others appointed by the state to investigate its natural history and physical resources, are found, they shall belong to and be the property of the state university, and shall form a part of its cabinet of natural history.

Sec. 1932. (7.) The board of trustees shall appoint a secretary, a treasurer and librarian, and a curator of the cabinet of natural history, who shall hold their respective offices during the pleasure of the board.
18. An act providing for the management of the school fund and sale of the school lands, passed March 29, took effect April 7, 1858; 7th sess., chap. 158, p. 391.
As to pre-emption of school lands, see chapter 156 of 7th session, and chapter 16 of 6th session.

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CHAPTER 87.

SECRETARY OF BOARD OF EDUCATION.

An Act to provide for the Election and to define the Duties of the Secretary of the Board of Education.

[Passed Dec. 22, 1858; Laws of Board of Educations.]

SECRETARY OF BOARD OF EDUCATION.

By it enacted by the Board of Education of the State of Iowa, That at each regular meeting of the board, there shall be elected a secretary of said board, who shall hold his office until his successor is elected and qualified.

Sec. 2001. (2.) He shall, before entering upon the duties of his office, and as soon as may be after his election, give bond for the use of the state of Iowa, in the penal sum of one thousand dollars, with sufficient sureties to be approved by the secretary of state, conditioned for the faithful and impartial performance of the duties of his office, as secretary of the board of education.

Sec. 2002. (3.) He shall also, at the time of giving bond, take and subscribe an oath, or make affirmation to the effect that he will support the constitution of the United States and of the state of Iowa, and to the best of his ability, faithfully and impartially perform the duties of secretary, which oath shall be indorsed upon the back of said bond, which shall be filed with, and preserved by the secretary of state.

Sec. 2003. (4.) It shall be the duty of the secretary to keep an accurate journal of the proceedings of the board, and to perform all other duties required of him by the board, or by the laws of this state.

Sec. 2004. (5.) Immediately after the adjournment of the board of education, he shall furnish the printer authorized to print the laws, with copies of the acts and resolutions passed at the session, and cause them to be printed in a plain manner in the form of a pamphlet.

Sec. 2005. (6.) He shall make his certificate that the acts and resolutions therein contained are truly copied from the original rolls, and cause the same to be printed at the end of each volume, which shall be prima facie evidence of their correctness.

Sec. 2006. (7.) He shall, as near as may be, in the same manner as provided in the two preceding sections of this act, have the journals printed.

Sec. 2007. (8.) He shall, on or before the first day of March, after the acts, resolutions and journals, and such documents as may be required by law, are printed, after the adjournment of any session of the board, transmit to each superintendent of common schools in each organized county in this state, one copy of the laws for every school officer in the county.

Sec. 2008. (9.) He shall preserve in his office one hundred copies.
SECRETARY OF BOARD OF EDUCATION.  

report to the auditor of state the number of persons in each county of the state between the ages of five and twenty-one years.

Sec. 2018. (19.) He shall make a report to the general assembly and the board of education, at each session thereof, which shall embrace:

1. A statement of the condition of the common schools of the state, and shall contain the number of common school districts therein, the number of schools in the state, the number of scholars between five and twenty-one years of age, and also the number in each county who have attended school the previous year, as returned by the several county superintendents, the number of books in the district libraries, and the value of all apparatus in the schools.

2. Such plans as he may have matured for the management and improvement of the common school fund, and for the better and more perfect organization and efficiency of common schools.

3. All such matters and things relating to his office and to the common schools, as he shall deem expedient to communicate.

4. He shall cause his report to be printed, and shall present five hundred copies thereof to each body, on or before the second day of their session, for distribution.

Salary

Sec. 2019. (20.) He shall receive annually, the sum of one thousand five hundred dollars, as compensation for the duties required under this act, and also all necessary contingent expenses for traveling and clerk hire, pertaining to his office to be audited and paid as the salaries and contingent expenses of other state officers: provided, that his contingent expenses for these purposes shall not exceed the sum of seven hundred and fifty dollars in any one year.* And he shall, within twenty days after his election take possession of the books, papers, and effects belonging to the department of the superintendent of public instruction, which office is hereby abolished.

Sec. 2020. (21.) Whenever reasonable assurance shall be given by the county superintendent of any county, to the secretary of the board of education, that a number of not less than thirty teachers desire to assemble for the purpose of holding a teachers' institute in said county, to remain in session for a period of not less than six working days, he shall appoint such time and place for said meeting, and such lectures as the said teachers shall suggest, and shall give due notice thereof, and for the purpose of defraying the expenses of said institutes there is hereby appropriated out of any moneys in the state treasury not otherwise appropriated, a sum not exceeding fifty dollars annually for one such institute in each county held as aforesaid, which the said secretary shall immediately transmit to the county superintendent in whose county the institute shall be held, who shall pay out the same as the institute shall direct.

*[The matter of this section was passed, March 28, 1860; laws of eighth general assembly, chapter 60, see Part 15th of Educational laws.]


2. An act to repeal same, passed Feb. 17, took effect March 17, 1842; I. T., 4th sess., chap. 109, p. 93; also Reprint, 1843, p. 601.


* See section 7 of chapter 105 of 8th sess. on p. 102 of special laws of 8th sess.
CHAPTER 88.

COMMON SCHOOLS.

ARTICLE 1.

An Act to amend an Act, entitled "An Act to provide a system of Common Schools."


SECTION 2022. (1.) Be it enacted by the Board of Education of the State of Iowa, That the Act of the Board of Education, passed December, 1858, entitled "an act to provide a system of common schools," be amended, so as to read as follows:

Each civil township that is now or may be hereafter organized in the several counties of this state, is hereby declared a school district for all the purposes of this Act, and each sub-district, as now organized under an act entitled "an act for the public instruction of the state of Iowa," approved March 12th, 1858, shall continue such, subject to the provisions hereinafter made:

SEC. 2023. (2.) In each sub-district there shall be taught one or more schools for the instruction of youth between the ages of five and twenty-one years for at least twenty-four weeks, of five school days each, in each year, unless the county superintendent shall be satisfied that there is good and sufficient cause for failure so to do.

SEC. 2024. (3.) Scholars residing in one district may attend school in another, in the same or adjoining county, with the concurrence of the directors of both districts, and in such case, their proportion of the school money of the district to which they belong shall be paid to the treasurer of the district in which they attend school; and scholars may attend school in any sub-district of the township in which they reside, with the consent of the district board.

SEC. 2025. (4.) Any township in an unorganized county shall be for the purposes of this act regarded as a portion of the county to which its county is attached for revenue purposes.

SEC. 2026. (5.) Every school district which is now, or may hereafter be organized in this state, is hereby made a body corporate, by the name of the "district township of ________, in the county of ________, May hold property, &c.

District Township Meetings.

SEC. 2027. (6.) 1. Each township district shall hold regular meetings annually, on the second Monday in March.

2. When a new township has been organized, or a district is left without officers, the trustees of the township shall post written notices specifying the time and place of the aforesaid meeting, in five conspicuous places in the township: provided, that when any district township shall be divided into two or more entire townships for civil purposes, the existing board of directors shall continue to act for both or all the new districts, till the time of the next election of officers.

SEC. 2028. (7.) The electors of a district, when legally assembled at a district school meeting, shall have the following powers, viz.:

"Title XIV. Of Education," Iowa Code, 1860. Courtesy of Iowa Legislature
1. To appoint a chairman and secretary, in the absence of the regular officers.

2. To adjourn from time to time as occasion may require.

3. To levy such tax, not exceeding one per cent, in any one year, on the taxable property of the district, as the meeting shall deem sufficient to purchase or lease a suitable site for a school-house or school-houses, and to build, rent, or purchase a school-house or school-houses, and to keep in repair and furnish the same with the necessary fuel and apparatus, and for compensation of teachers, and for procuring district libraries and apparatus for the schools, books and stationery for the board and district meetings, and defray all other contingent expenses of the district: provided, that no tax shall be levied for building school-houses excepting at the regular meeting in March: and provided further, that no more than five mills on the dollar shall be levied in any one year for school-house purposes.

4. To direct the sale or other disposition to be made of any school-house or the site thereof, and of such other property, personal and real, as may belong to the district, and to direct the manner in which the proceeds arising therefrom shall be applied.

5. To provide for the payment of any debts contracted for school-houses or school purposes.

6. To delegate all the powers contained in the foregoing specifications to the district board of directors.

7. To determine the branches to be taught and the text-books to be used in the schools of their district, which power they may also delegate to the district board of directors. [This 7th subdivision was passed April 2, 1860; laws of eight general assembly, chapter 193.]

Sec. 2030. (9.) The several sub-districts shall annually, on the first Monday in March, hold a meeting for the election of a director, five days' notice of which meeting shall be given by the then resident director, or if there is none, by the district secretary posting a written notice in three public places therein.

Sec. 2031. (10.) At the meeting of the sub-districts, a chairman and secretary shall be appointed, who shall act as judges of the election, and give a certificate of election to the director elect.

Sec. 2032. (11.) Each director shall, within ten days after his election, appear before some officer qualified to administer oaths, and take an oath to support the constitution of the United States, and that of the state of Iowa, and that he will faithfully discharge the duties of his office, and in case of failure so to qualify, he shall forfeit ten dollars, to be recovered against him for the use of the district.

Sec. 2033. (12.) The electors of said sub-district shall also, at the regular meeting in March, determine whether they desire any funds raised by tax to erect, repair, lease or furnish a school-house in said sub-district, or for the lease or purchase of grounds for the same, and the amount for each purpose.
Article 3.

An Act to amend an act passed by the Board of Education, December 24, 1859, entitled "An act to amend an act entitled an act to provide a System of Common Schools."

[Passed April 3, 1860; took effect July 4, 1860; Laws of Eighth General Assembly, Chapter 146.]

Section 2095. (1.) Be it enacted by the General Assembly of the State of Iowa, That when a judgment has been obtained against a school district, it shall be the duty of the board of directors to pay off and satisfy the same from the proper fund by an order on the treasurer of the district; and it shall be the duty of the district meeting at the time for voting a tax for the payment of other liabilities of the district, to provide for the payment of such order or orders.

Sec. 2096. (2.) In case a district has borrowed money of the school fund as contemplated in section eight of "an act to establish a system of common schools," passed by the board of education December 24th, 1858, it shall be the duty of the board of supervisors to levy such tax not exceeding five mills on the dollar in any one year on the taxable property of the district as constituted at the time of making such loan, as may be necessary to pay the annual interest on said loan, and the principal when the same falls due, unless the board of supervisors shall see proper to extend the time of said loan.*

Article 4.

An Act to confer certain powers on Towns and Cities for School Purposes.

[Passed December 24, 1858; Laws of Board of Education.]

Section 2097. (1.) Be it enacted by the Board of Education of the State of Iowa, That any city or incorporated town in this state, including the territory annexed thereto for school purposes, may constitute a separate school district.†

Sec. 2098. (2.) At the written request of any ten voters of such city or town, the municipal authorities thereof shall provide for taking the sense of the people residing within the limits of the contemplated district, by means of a public vote by ballot.

Sec. 2099. (3.) Should the majority of the voters cast at any such election be in favor of a separate organization, an early day shall be fixed for electing by ballot, a president, vice president, secretary, treasurer and three directors, all of whom shall constitute a district board, having the same general powers, duties and obligations as attach to the like board in the township districts, except as herein provided. The said president, vice president, secretary and treasurer, shall hold their offices for the same time, and after the first election their successors shall be elected upon the same day and shall conform in other respects to the same rules and requirements as are provided by law for the same officers in the township districts.

Sec. 2100. (4.) After the first election, the directors shall, by lot, determine the length of their respective terms of office; one shall serve till the second Monday in March next after his election; another till one year after the said second Monday in March; and a third till two

* The word "loan" of this section is "law" in the archives.
† See section 2105.
Excerpts from Iowa Code about Education Reform, 1860 (pg.7)

Chap. 89. Miscellaneous School Laws.

ARTICLE 5.

An Act to provide for the authentication and taking effect of the Laws passed by the Board of Education.

[Passed December 24, 1858; Laws of Board of Education.]

Section 2115. (1.) Be it enacted by the Board of Education of the State of Iowa, That all acts passed by this board shall before they become laws, be correctly enrolled and signed by the presiding officer of this body.

Section 2116. (3.) That a printed certificate of the secretary of this board shall be appended to the pamphlet containing a copy of the laws of any session, stating that the acts therein contained have been by him compared with the original statutes as passed by this board, and such certificate shall be sufficient evidence of the correctness of those laws to render them receivable as genuine in all cases whatever.

Section 2117. (3.) That when not otherwise expressly provided, the laws passed at any general session of this board shall take effect on the first day of March next after the date of their enactment.

ARTICLE 6.

An Act providing for the Boundaries of Districts in certain cases.

[Passed December 24, 1858; Laws of Board of Education.]

Section 2118. (1.) Be it enacted by the Board of Education of the State of Iowa, That in all cases where that portion of any sub-district lying in a different civil township from the one in which the school-house of such sub-district is situated shall be entirely uninhabited, then and in that case said uninhabited portion of such sub-district shall make and constitute a part of the school district of the civil township in which it is situated.

ARTICLE 7.

An Act prohibiting the exclusion of the Bible from the Schools of the State.

[Passed December 24, 1858; Laws of Board of Education.]

Section 2119. (1.) Be it enacted by the Board of Education of the State of Iowa, That the Bible shall not be excluded from any school or institution in this state, under the control of the board, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian.

ARTICLE 8.

An Act to provide for the purchase of School District Libraries.

[Passed December 24, 1858; Laws of Board of Education.]

Section 2120. (1.) Be it enacted by the Board of Education of the State of Iowa, That the temporary school funds belonging to each school district in the several districts in each county, in proportion to the number of persons residing in such district between the ages of five and twenty-one years, at the time of apportioning other school funds among the several districts in each county, shall be apportioned.

Section 2121. (2.) The board of directors shall, at their regular meet-
Excerpts from Iowa Code about Education Reform, 1860 (pg.8)

**Title XIV. Of Education**

An Act relative to the introduction of Webster's Dictionary into the Common Schools of this State.

**Article 2.**

Section 2123. (1.) Be it enacted by the Board of Education of the State of Iowa, That the board of directors of each school district in this state may, at any regular or special meeting of said board, determine whether they will purchase for the use of the schools in their district, copies of Webster's unabridged dictionary.

Section 2124. (2.) Whenever the sub-director of any sub-district shall determine to purchase a copy of said dictionary for said sub-district, the secretary of the district shall immediately certify the same, specifying the number of copies determined upon, to the county superintendent, who shall certify the same to the auditor of state and to the county judge.

Section 2125. (3.) At the time of each annual appointment by the county judge, of school funds among the several districts, he shall deduct from the amount of funds derived from county tax apportioned to each district * * * the cost of all such dictionaries ordered by said district that * * * year, and the amount so deducted shall be returned to the state treasury as provided for surplus interest in section eight, chapter one hundred and fifty-eight, laws of 1858.

Section 2126. (4.) The auditor of state is hereby authorized and directed to purchase of the publishers, from time to time, as they are ordered for the several counties, the number of such books necessary to supply all orders so received, provided that they shall be purchased at a cost not exceeding four dollars per copy, on such terms of payment as are specified in section three of this act, and shall be the latest edition of Webster's quarto unabridged, printed on superior paper, well bound in leather, perfect in all respects, and shall be delivered free of charges at any points in this state * * * which may be designated by the auditor, and the auditor shall notify the state treasurer of the number of books so purchased for each county.

Section 2127. (5.) The secretary of the board of education shall receipt to the publishers for such books on their arrival in good order at the place or places designated by the auditor, and shall immediately distribute them to the several county superintendents by whom they were ordered, in the same manner as laws of the general assembly are distributed.

Section 2128. (6.) The county superintendents shall, on receipt of such books, at once distribute them to the proper districts.

Section 2129. (7.) Such dictionaries shall be kept in the schools.

[*The erasures and additions of this act were made by the act of the board of education, of December 24, 1859, an act to amend an act entitled an act relative to the introduction of Webster's dictionary into the common schools of this state, which took effect March 1, 1860.*]
“The Amana Colony,” October 14, 1869
18th Amendment to the U.S. Constitution, January 28, 1919 (pg.1)

AMENDMENT TO THE CONSTITUTION, 1919.

FRANK L. FOLK,

ACTING SECRETARY OF STATE OF THE UNITED STATES OF AMERICA.

TO ALL TO WHOM THESE PRESENTS SHALL COME,

GREETING:

KNOW YE, That the Congress of the United States at the second session, sixty-fifth Congress begun at Washington on the third day of December in the year one thousand nine hundred and seventeen, passed a Resolution in the words and figures following: to wit—

JOINT RESOLUTION

Proposing an amendment to the
Constitution of the United States.

RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA IN CONGRESS ASSEMBLED (TWO-THIRDS OF EACH HOUSE CONCURRING THEREIN), That the following amendment to the Constitution be, and hereby is, proposed to the States, to become valid as a part of the Constitution when ratified by the legislatures of the several States as provided by the Constitution:

" ARTICLE —.

"Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

"Sec. 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

"Sec. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress."

And, further, that it appears from official documents on file in this Department that the Amendment to the Constitution of the United States proposed as aforesaid has been ratified by the Legislatures of the States of Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, South Carolina, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin and Wyoming.

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AMENDMENT TO THE CONSTITUTION

And, further, that the States whose Legislatures have so ratified the said proposed Amendment, constitute three fourths of the whole number of States in the United States.

Now therefore, be it known that I, Frank L. Polk, Acting Secretary of State of the United States, by virtue and in pursuance of Section 205 of the Revised Statutes of the United States, do hereby certify that the Amendment aforesaid has become valid to all intents and purposes as a part of the Constitution of the United States.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the seal of the Department of State to be affixed.

Done at the City of Washington this 29th day of January in the year of our Lord one thousand nine hundred and nineteen.

[seal.]

FRANK L. POLK
Acting Secretary of State.
AMENDMENT TO THE CONSTITUTION, 1933

WILLIAM PHILLIPS

Acting Secretary of State of the United States of America.

To all to whom these presents shall come, greeting:

Know Ye, That the Congress of the United States, at the second session, seventy-second Congress begun and held at the City of Washington on Monday, the fifth day of December, in the year one thousand nine hundred and thirty-two, passed a Joint Resolution in the words and figures as follows: to wit—

JOINT RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is hereby proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by conventions in three-fourths of the several States:

"ARTICLE—"

"Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed."

"Sec. 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited."

"Sec. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress."

And, further, that it appears from official notices received at the Department of State that the Amendment to the Constitution of the United States proposed as aforesaid has been ratified by conventions in the States of Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

And, further, that the States wherein conventions have so ratified the said proposed Amendment, constitute the requisite three-fourths of the whole number of States in the United States.
AMENDMENT TO THE CONSTITUTION, 1933.

Now, therefore, be it known that I, William Phillips, Acting Secretary of State of the United States, by virtue and in pursuance of Section 160, Title 5, of the United States Code, do hereby certify that the Amendment aforesaid has become valid to all intents and purposes as a part of the Constitution of the United States.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the seal of the Department of State to be affixed.

DONE at the City of Washington this fifth day of December, in the year of our Lord one thousand nine hundred and thirty-three.

WILLIAM PHILLIPS
Acting Secretary of State.