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## EDUCATION.

**Extracts from an Address delivered before the County Superintendents of Iowa, by Hon. A. S. Kissell, Superintendent of Public Instruction.**

The supreme work of this hour and of this generation is to create an enlarged public sentiment in the interest of education. How shall it be done? is the important question. Happily, we can all do something, but chiefly school-officers and those in authority can, by addresses and through the press, widely disse-

minate the truths with which they themselves are deeply impressed. They can encourage the election of intelligent, efficient school-directors, who shall make a judicious but liberal use of the people's money. They can largely overcome the antagonism of tax-payers, convincing them that their money, by its wise use, has been transformed into a vital power for good.

Teaching is the most important part of school work; for it is of little consequence that we construct fine school-houses and furnish them with all the modern appliances which facilitate instruction, unless we have competent teachers to use them. We are daily becoming conscious of the fact that we are without any adequate supply of well-qualified teachers. This glaring deficiency is the burden of school-reports from all parts of the Union.

Let me here say that I would by no means disparage the labors of those faithful and conscientious teachers to whom we are indebted largely for all the good that has been accomplished in our schools. These teachers have brought to the profession eminent qualifications both natural and acquired, and natures largely endowed with love and Christian charity. They have struggled against indifference and opposition, and have accomplished a permanent and enduring work.

But if any class of workers in the world will have cause to rejoice in the good time coming, it is that of teachers. Yet among those who are to rejoice, I include none who dislike the vocation; none who teach because they must do something, and this is the least disagreeable employment they can think of; none who teach for purely pecuniary considerations; none who make a convenience of it to eke out college expenses or limited incomes from profitless professions; in short, none of those unlucky fellows, born insolvent to all inherent fitness for any thing, to whom teaching has been a mere make shift. I mean none of these, but only those noble, well-equipped and uncompromising men and women who, having resolved on faithful work, ample compensation, and fair appreciation, are determined to fight it out on that line if it takes a lifetime.

But the deficiency in the number of well-qualified instructors is not entirely the fault of teachers, since the question naturally resolves itself into one of political economy—that of supply and demand. In large portions of our country, a lamentable ignorance or indifference exists with reference to the character and ability