

school teachers, or professors from the colleges or universities, appointed by the County Superintendent. Throughout this short term lectures upon methods in teaching are given. There are no such requirements for teachers as second, third or first class certificates. In some places the candidate may be only a graduate of the public school; most generally, however, they are graduates of high schools or academies. Besides passing an examination in methods, the candidate is also required to go through a test as to his knowledge of the elementary branches, such as writing, reading, arithmetic, geography, grammar, etc. Should the County Superintendent deem this examination satisfactory, the candidate is then allowed to teach.

In the town or city, there is likewise a Superintendent of Schools, whose duties are similar to those of the County Superintendent in the rural or district schools. He is appointed by the Board of Education each year and is responsible to them. He arranges the course of studies, supervises the work of the whole city schools, public and high schools, and licenses and examines the city teachers.

The work of the State Superintendent is to appoint and distribute the money by the state for the support of schools; to hear and decide appeals in controversies involving school laws; to control and direct teachers' institutes; to supervise the State Normal Schools and to make a report to the Legislature at each session, giving all required statistical information and making such suggestions as he may think proper. There are two Normal Schools at present in the State of Iowa. They differ in many ways from the Normal Schools of Ontario. They combine both the teaching of the elementary branches and the work of a high school or academy, and the way to impart such knowledge in the school-room.

The examination system so familiar and necessary to the pupils of Ontario, is in Iowa almost unknown. Instead

of this, they have what is known as the credit system. In order to pass from one grade to another or from the public school to the academy or high school or from these in turn to the college or university, the pupil must have a stated number of credits, a number which has been arranged either by the County or Town Superintendent, or in the colleges and academies either by the Board of Trustees or the Governor of the institution, or by the members of the faculty themselves. These credits are gained by doing a certain amount of work each week for so many weeks in the term and so many times each week. For instance, if Latin is taken five times a week, once every day for the entire term, the pupil is entitled to five credits in Latin at the end of the term. If it is taken only twice or three times a week, the pupil will receive only two or three credits for the term's work as the case may be. The number of credits and the course of studies is so arranged that the average pupil will require a certain length of time in nearly all instances, three years for a high school or academy course and four years for a university or college course.

The difficulty in this method of grading does not become apparent until the pupil leaves one school to enter another or a higher one. In the high school or academy the studies and number of credits allotted for each study are arranged by the superintendent or faculty of each institution without reference to the course or arrangement in the various colleges or universities. The result is that when a boy or girl graduates from the secondary schools and desires to take up higher work, he is confronted with college entrance requirements, for which in some cases, he has been totally unprepared. He must have so many more hours in Latin or so many more credits in mathematics, or he may be required to have done some work in science or economics or some other branch which was never taught in the preparatory school,