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[FROM THE DEPARTMENT OF INSTRUCTION...SAN FRANCISCO.]

# COMMENTARIES

ON

# THE SCHOOL LAW

WITH

The Elements of School Architecture.

LAWS RELATING TO THE SCHOOL LANDS.

FORMS AND INSTRUCTIONS.

BY ANDREW J. MOULDER,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.



SACRAMENTO:

JOHN O'MEARA, STATE PRINTER.

1858.

## CONTENTS :

	Pages.
I. School Laws and Commentaries.....	3— 65
II. School Architecture.....	66— 95
III. Text-Books for Public Schools.....	96—102
IV. Thought-Springs.....	103—121
V. State School Lands.....	122—132
VI. School Statistics.....	133
VII. School Officers.....	134—167
VIII. Forms and Notes.....	168—178
IX. Index.....	181

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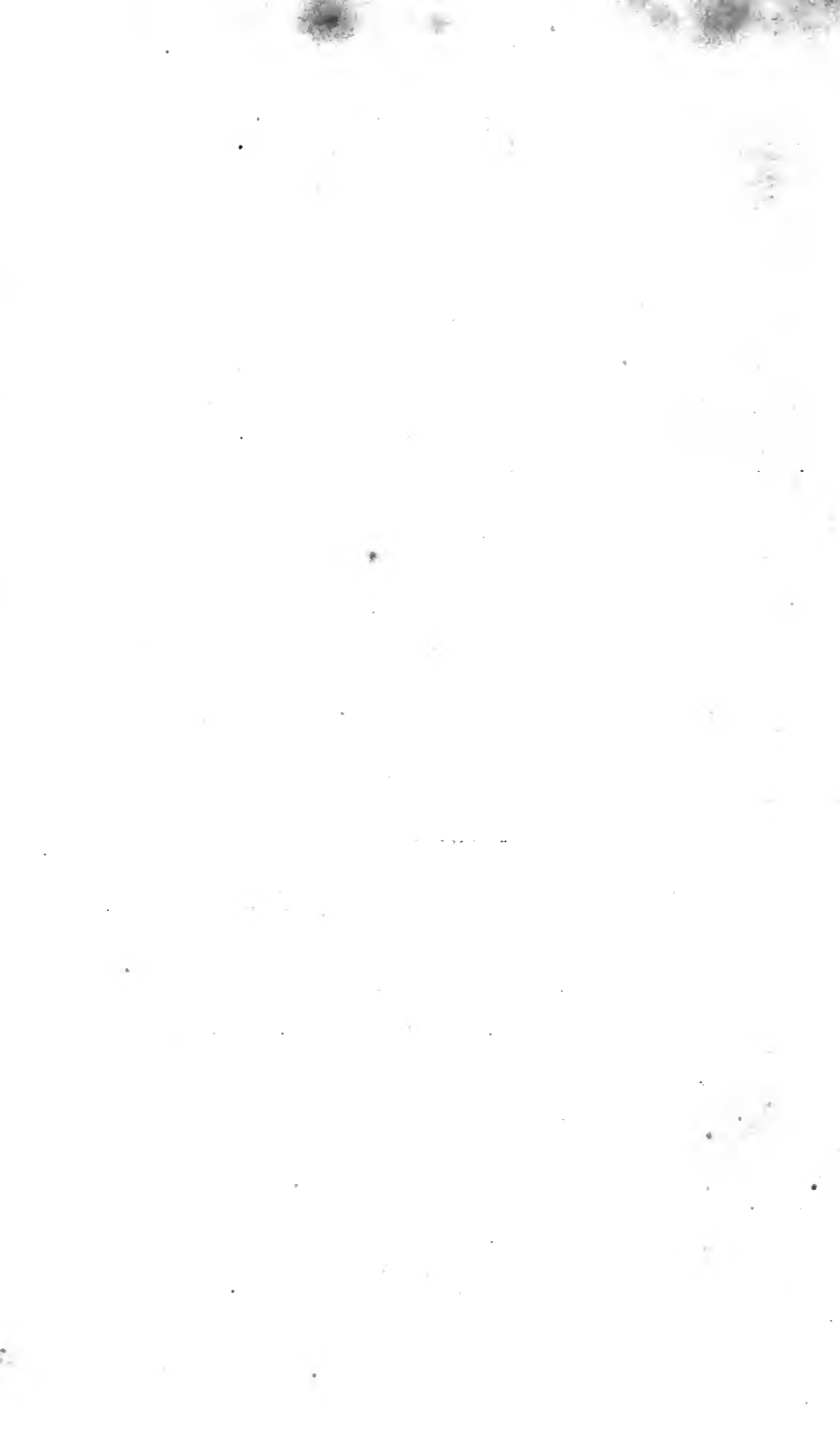
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# COMMENTARIES

ON

# THE SCHOOL LAW.



## AN ACT

To establish, support, and regulate Common Schools, and to repeal former Acts concerning the same. Passed May 3, 1855.

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

### STATE BOARD.

SECTION 1. The Governor, the Superintendent of Public Instruction, and the Surveyor General of the State, shall constitute a State Board of Education. State Board of Education. The Governor shall be the President, and the Superintendent shall be the Secretary of the Board.

SECTION 2. The State Board of Education shall have a seal, an impression and description of which shall be deposited by seal. the Secretary of the Board in the State Treasurer's office, and on or before the fifteenth day of January of each year, the Reports. the Board shall make a full report of all their official acts to the Legislature.

### SUPERINTENDENT OF PUBLIC INSTRUCTION.

SECTION 3. It shall be the duty of the Superintendent of Public Instruction, by and with the advice, and subject to the Duty of Superintendent of Public Instruction. supervision of the State Board of Education: First, To prepare and publish, in connection with this Act, instructions and forms for the direction of Superintendents, Boards, Trustees, Mar-

76689

shals, and Teachers of the Common Schools, and to distribute to each County Superintendent a sufficient number of copies of this Act, and of the said instructions and forms, for the supply of the Common School Officers in the county. Second, By all proper means in his power to disseminate intelligence among the people in relation to the method and value of education. Third, To exercise a general supervision over such Normal Schools and Teachers' Institutes as may by law be established. Fourth, Immediately after the State Controller has made his semi-annual report, as herein required, to apportion to the several counties the amount of School Moneys in the State Treasury to which each shall be entitled under the provisions of this Act, in proportion to the number of children residing therein, between the ages of four and eighteen, as shown by the last previous reports of the County Superintendents and School Marshals, or other officers charged therewith, and make a record thereof in the Book of Records, to be kept by the State Board of Education, and furnish to the Controller of State, to each County Treasurer, and to each County Superintendent, an abstract of such apportionment; and with each apportionment, to furnish to each County Treasurer his order on the Controller of State, under the seal of the State Board of Education, for the amount of School Moneys in the State Treasury to which such county shall be entitled, and take such County Treasurer's receipt for the same. Fifth, To present to the Legislature, annually, on or before the tenth day of each session, a full report of the condition of public instruction in the State; the number and grade of Schools in each county; the number of white children in each county, between the ages of four and eighteen years; the number of such attending Common Schools established under the provisions of this Act; the amount of Common School Moneys apportioned to each county; the amount of money raised and expended by any county, town, city or School District, for the support of Common Schools therein; together with such suggestions as he may deem it expedient to make in relation to the construction of School Houses, the improvement and better management of Common Schools, the qualification of Teachers, the ways and means for raising funds for the support of Common Schools, and providing suitable School Houses, and for the promotion of the general interests of education throughout the State.

SECTION 4. All necessary expenditures of moneys, incurred by the Superintendent of Public Instruction in the discharge of his official duties, shall be paid out of any fund in the Treasury not otherwise appropriated, the amount being duly certified by the State Board of Education, and the Controller of State is hereby authorized to issue his warrants on the Treasurer for the same.

SECTION 5. He may annually call a State Convention of Teachers and Officers of Common Schools, and such Convention may discuss and recommend improvements in teaching, and the management of Schools, and a series of School Books throughout the State, and may consider other subjects pertaining to public

Moneys—how expended.

State Convention of Teachers.

instruction; *provided*, the State shall incur no expense from such Convention.

STATE TREASURER AND STATE CONTROLLER.

SECTION 6. It shall be the duty of the State Treasurer to receive and hold as a special deposit, all Common School Moneys paid into the Treasury, and pay them over only on the warrant of the Controller of State, issued upon the order of the State Board of Education, under the seal of said Board, and signed by the Superintendent of Public Instruction in favor of the County Treasurer, which orders, duly indorsed by the County Treasurers, shall be the only valid vouchers in the hands of the State Controller for the disbursement of said Common School Moneys.

Duty of State Treasurer.

SECTION 7. All School Moneys due each county in the State shall be paid over by the State Treasurer to the County Treasurers on the first day of January and the first day of July of each year, or as soon thereafter as the County Treasurers may apply for the same, upon the warrant of the Controller of State, drawn in conformity with the apportionment of the Superintendent of Public Instruction, as provided for in section three of this Act; *provided*, however, that no mileage nor allowance other than the commissions provided for by law, shall be made to any County Treasurer for receiving and transporting said money to his county.

State Controller. School Moneys—when paid.

SECTION 8. The State Controller shall keep a separate and distinct account of the Common School Fund, and of the interest and income thereof, together with such moneys as shall be raised by State tax or special appropriation, or otherwise, for the support of Common Schools.

How School Accounts are to be kept.

SECTION 9. The State Controller shall, on or before the tenth day of June, and the tenth day of December, of each year, report to the Board of Education, who shall include the same in their annual report to the Legislature, a statement of the securities belonging to the Common School Fund, together with a particular statement of the moneys in the Treasury accruing on or before the first day of July and the first day of January next following, from the interest or income of the Common School Fund, or from State taxes, or appropriations, or from any other source for the support of Common Schools.

School Moneys reported by Controller semi-annually.

REMARKS.

The principal of the State School Fund consists of the proceeds of the sale of the 500,000 acres of land granted by Congress for the purposes of Internal Improvements, and, by our Constitution, devoted to the cause of learning.

Up to this date, May 12th, 1858, the number of acres sold is 237,760, at \$2 per acre; making the total School Fund \$475,520. Upon this the State pays 7 per cent. interest per annum, producing \$33,286 40 annually, or \$16,643 20 distributable semi-annually.

Sales of the School Lands having almost ceased under the old Law, the Legislature passed a Law, at its recent session, approved April 23d, 1858, which may be found at length in the Appendix to this volume, reducing the price to \$1 25 per acre, and containing other provisions calculated to expedite the sale.

Under this Law, it is expected the principal of the School Fund will rapidly augment, and, by consequence, the amount semi-annually apportioned.

In addition to this source of revenue, the School Fund is entitled to 25 per cent. of the nett proceeds received by the State from Poll Taxes. The amount of this is variable, depending upon the energy with which the collection of this tax is enforced in the several counties.

From the 10th of December, 1857, to the 10th of May, 1858—five months—the amount placed to the credit of the School Fund, from this source, was \$7,953 49.

It is also provided that all escheated estates, recovered by the State, shall be credited to the School Fund, but, as yet, no practical benefit has resulted from the Law.

#### COUNTY SUPERINTENDENTS.

SECTION 10. [Amended by Act of March 28th, 1857; and Act of March 28th, 1857, again amended by Act of April 26th, 1858, to read as follows:] Unless otherwise provided, by special law, a Superintendent of Common Schools shall be elected in each county, at the general elections, before the term of office of the present incumbents shall expire, and shall enter on the duties of his office on the first Monday of the month subsequent to his election. He shall hold office for two years, or until his successor is elected and qualified, and shall take the oath of office, and give official bond, in a sum to be fixed by the Board of Supervisors, which bond shall be in a sum not less than double the estimated amount of School Moneys to come into the County

Superintendent to  
be elected.

Term of Office.

Bond.

Treasury each year. *Provided*, That in the counties of Tuolumne, Stanislaus, Los Angeles, Monterey, Santa Cruz, Sonoma, the County Clerk of each of said counties shall be *ex officio* Superintendent of Common Schools for the county. *Provided*, That in the county of Sonoma, the County Clerks of said county shall keep on file in their offices: First, The reports of the School Trustees, Marshals and Teachers, and record the same in a book to be kept for that purpose; and at the close of his term of office, to deliver the same to his successor in office. Second, To make a full report, in writing, annually, on or before the twentieth day of November, for the School Year ending on the last day of October, next previous thereto, to the Superintendent of Public Instruction; such report to include an abstract of all the various annual reports of the School Trustees, Marshals and Teachers, by this Act required to be made to the County Clerk.

County Clerks,  
*ex officio* Super-  
intendents.

Duties of County  
Clerk of Sonoma.

He shall, upon receiving notice from the County Treasurer, as provided by this Act, apportion the Common School Moneys in the County Treasury, among the several School Districts, in proportion to the number of children, as now provided for by law, and shall forthwith, in writing, notify the County Treasurer and School Trustees of each District, of such apportionment; and it shall be the duty of the County Treasurers of said counties, on receiving any Common School Moneys subject to distribution, to notify the County Clerk of the amount thereof, and to pay over, on the warrants of the Trustees of the School Districts, duly indorsed by the person entitled to receive the same, the several amounts of School Moneys to which each School District shall be entitled.

Duties of County  
Clerks, *ex officio*  
Superintendents.

#### REMARKS.

The principal change in the old Law, here effected, is in constituting the Clerks of the counties specified, *ex officio* County Superintendents.

They have all the powers, and are to perform all the duties devolved by the Law upon County Superintendents, elected as such, with this exception: they are not permitted to draw warrants upon the Treasurer; that power having been transferred to the Trustees of the School Districts.

In the five counties specified, viz: Tuolumne, Stanislaus, Los Angeles, Monterey, Santa Cruz, and Sonoma, the District Trustees are made the direct disbursing agents of the School Fund.

In case two or more Public Schools are maintained in

the same District, and one or more of them has not been supported for three months prior to the 31st of October preceding, the Trustees may, in their discretion, exclude the latter from any share of the School Fund, and devote the whole to such School or Schools as were maintained for the full period of three months required by Law.

Where all the Schools in a certain District have complied with the Law, the Trustees should divide the Fund among them, in proportion to the average number of children in daily attendance.

The attention of County Clerks, *ex officio* Superintendents, is specially called to the necessity of requiring the Trustees and School Marshals to make their returns within the time prescribed by Law, and, further, to the importance of the duty devolving upon themselves to make full reports to the Department of Instruction on or before the 20th day of November of each year.

**SECTION 11.** The County Superintendent shall have power, and it shall be his duty, in accordance with the principles and provisions of this Act, and the instructions of the State Board of Education and the Superintendent of Public Instruction: First, To visit each School in the county under his control, personally, at least once a year, and to exercise a general supervision over the interests of Common Schools in his county, and give to the School Trustees, Marshals and Teachers, such aid and counsel as may be important to the prosperity of the Schools. Second, To aid the various School Trustees in the examination of Teachers for Public Schools, and to see that the examination in all cases is sufficiently rigid and thorough. Third, To distribute promptly such blank reports, forms, laws and instructions, as shall be deposited in his office for the use of the School Trustees, Teachers and Marshals, and any other officers entitled to receive the same. Fourth, To draw his warrants on the County Treasurer in favor of, and deliver the same to the persons entitled to receive the same; *provided*, that no such warrant shall be drawn in favor of any city, town, or School District, until full and correct returns shall have been made to him by the same, as required by law, and a certificate of the Trustees or Board of Education given, showing for what purpose, in accordance with this Act, the money is required. Fifth, To keep on file in his office the report of the School Trustees, Marshals and Teachers, received by him, and to record all his official acts as such County Superintendent, in a book to be provided for that purpose; and at the close of his official term

Duty of County Superintendent.

to deliver to his successors such records, and all documents, books and papers, belonging to his office, and to take his receipts for the same, which shall be filed in the office of the County Treasurer. Sixth, To make full report in writing, annually, on or before the twentieth day of November, for the School Year ending on the last day of October next previous thereto, to the Superintendent of Public Instruction; such report to include an abstract of all the various annual reports of the City Boards of Education, School Trustees, Marshals and Teachers, by law required to be made to the County Superintendent for the preceding School Year.

#### REMARKS.

It is particularly desirable that County Superintendents should visit the several Schools in their counties, not simply once, but repeatedly, during the year.

In this way, inefficient and unfaithful Teachers may be marked, and all incited to exertion by the conviction that they are held to an accountability. Nothing conduces so much to efficiency as the sense of responsibility. It is true, a Superintendent has no power to discharge an incompetent or otherwise objectionable Teacher, but it is his duty to report such to the Trustees, and urge them, for the interest of the School, to revoke their certificate.

By frequent visits, too, the pupils may be stimulated to exertion, and their parents aroused to a deeper sense of their responsibility.

On all such occasions examine the children—not simply from the text-books—but test their general information, and, by proper appeals, excite their emulation.

Much may be done, in this way, to infuse spirit in the conduct of a School, and improve its efficiency. The duty of aiding Trustees in the examination of Teachers should never be neglected.

The State Superintendent is aware that Trustees but too often fail to ask the assistance of the County Superintendent in such examinations, but each Superintendent should, at the outset, notify the Trustees of his county, that it is his desire, as it certainly is his privilege, to participate in all these examinations.

The Superintendent, from his position, is presumed to be more competent for this duty than the majority of Trustees. His aid is therefore highly desirable.

In case the Trustees insist upon granting a certificate as Teacher, to one who is, in the opinion of the Superintendent, clearly incompetent or morally objectionable, he should formally enter his protest, record it in the official archives, and, if deemed proper, give it publicity.

Subdivision third, of the Superintendent's duties, requires no comment. The State Superintendent will, on application, promptly furnish copies of the laws, blank reports, forms, and instructions.

In distributing them, the County Superintendents should not fail to enforce upon the several School Officers the necessity of making, not simply a skeleton, but a full report, and promptly, within the prescribed time.

From a neglect of this, much inconvenience arises, and often a total loss of any share of the School Fund.

The State Superintendent requests, particularly, that all School Officers will take pains to fill up *all* the columns in the blank forms furnished. It has but too often happened that a report has been returned to this Department, with but two or three, out of a dozen columns, filled up. The information sought by these blank forms is all desirable, and even essential.

A neglect in this particular, hereafter, will not be tolerated.

In reference to the apportionment of the School Fund among the several Districts of a county, the Superintendent should exclude: *First*, Those Districts that have failed to make returns in time. *Second*, Those Districts in which Schools have not been maintained for three months prior to the 31st of October preceding, although they may have made returns. *Third*, Those Districts, though making returns, whose reports fail to show that Schools were maintained for the period required, even though it be within the personal knowledge of the Superintendent that they were so maintained. *Fourth*, Those Districts in



which the census was not taken, or, if taken, not reported, even though a School was kept up for three months.

The reason of this is apparent. The State Superintendent bases his semi-annual apportionment upon such reports only as distinctly specify that Schools were supported for three months prior to the close of the preceding School Year. He excludes from consideration all others. Such others, therefore, lose the benefit of the Fund, the whole of which must be distributed among the Districts not delinquent.

It occasionally happens that the Trustees of a School District fail to report to the County Superintendent, but report directly to the Superintendent of Public Instruction, in which case they are allowed to participate in the apportionment, although the County Superintendent is ignorant of the fact.

To give the County Superintendents notice of such cases, the Superintendent of Public Instruction will hereafter specify, in his printed abstract of the semi-annual apportionment, the several Districts in each county entitled to distribution, and those excluded.

There is one circumstance, often occasioning confusion, which the County Superintendents are specially requested to rectify hereafter. It is the use of the word "Township" in the reports.

The School Law does not recognize a township, as such. It is true, provision is made that, until otherwise determined and established by the proper authorities, each township in the State shall constitute one School District.

In cases where a township is still a District, the State Superintendent particularly requests the several School Officers to use the word "District" only.

Where a township has been subdivided into two or more Districts, there is no necessity to specify the township. On the contrary, it produces confusion, as the apportionment has reference solely to Districts.

So, where two or more Schools are maintained in the

same District, report for the District as an entirety, and not for the several Schools.

In the case last mentioned, should one or more of the Schools have failed to make returns, or to keep open during three months in the year, the District is still entitled to its full share of the apportionment, provided any one of the Schools complied with the Law.

In such event, it is within the discretion of the Trustees to devote the entire Fund belonging to their District to the latter.

Hereafter, the County Superintendents will not draw their warrants in favor of a School District, unless there is cash at the time to the credit of the District, and it is particularly directed that the Funds of any given year shall not be used to pay debts contracted in the preceding year. If this should be allowed, the Schools may be crippled for years to come, in settling back indebtedness. The several Districts must support their Schools from the revenue of the current year, and if this cannot be done, they should suspend. Better this, than exhaust the resources of years to come, for present necessities.

County Superintendents are requested to notify the Trustees of this regulation, and to enforce it without exceptions.

They are required to keep a record of their official acts, in a book to be provided for the purpose. The State Superintendent would recommend that an account be opened with each School District. Credit it with its *pro rata* of the State and County School Moneys, and debit it with the amount of warrants drawn in its favor.

This will show, at a glance, the condition of its finances.

When its fund is exhausted, notify the Trustees of the fact.

Any further expenditures will then be upon their own responsibility. In addition, a general account should be opened, credited with all School Moneys received, and debited with all expenditures, as evidenced by warrants drawn.

The County Superintendents should also be careful to demand and preserve, for reference, duplicate reports of School Trustees, Teachers and Marshals, and in case such officers exhibit a disposition to procrastinate or to neglect their duty, to spur them to exertion by personal appeals. In addition to the items heretofore embraced in the annual reports of the County Superintendents, the Superintendent of Public Instruction requests that they will show, hereafter, the number of deaf and dumb children—also the condition, quality, and probable value of the 16th and 36th Sections of School Lands in their respective counties. Specify how many such Sections there are in the county; whether they are settled upon or not, and if they are, whether the settlement was made prior or subsequent to survey; the quality of the land; the existence of timber, mines or quarries thereon; its proximity to water courses; its probable value per acre; and generally, every circumstance calculated to complete a description of it. Specify further, whether any, and if any, what School Sections are covered by Mexican grants, and what fall upon worthless desert or mountain lands. In some of the counties the township and sectional lines have not been run, or have been only partially run by the U. S. Surveyors. In such cases, mention the fact, and the probable number of available School Sections to which the county would be entitled if the survey were completed.

All this information is necessary, to enable the State Superintendent to furnish the next Legislature with reliable data upon which to base intelligent legislation, whereby the several counties may secure the greatest possible quantity and best quality of School Lands.

It is earnestly hoped the County Superintendents will exert themselves to obtain the most complete information upon these points. To this end they should consult the County Surveyors—the Trustees, in whose locality the School Lands happen to fall, and test all by personal inspection and investigation.

SECTION 12. Upon receiving notice from the County Treasurer, as provided in this Act, the County Superintendent shall apportion the Common School Moneys in the County Treasury among the several towns, cities and School Districts, in proportion to the number of white children residing therein, between the ages of four and eighteen years, as shown by the last previous reports of the Common School Marshals, and other officers charged therewith, and shall forthwith, in writing, notify the County Treasurer of such apportionment in detail, and no School District shall be entitled to any portion of the Common School Moneys in which there shall not have been taught a Common School for three months within the year ending on the last day of October previous.

Apportionment of  
School Moneys.

What Districts  
entitled.

#### REMARKS.

Much that was said in comment upon the preceding section will apply here. One point in this connection is deserving of special attention. The Law requires the Trustees to report to the County Superintendents by the 1st of November, and the School Marshals to the Superintendents *and to the Trustees*, by the 10th of November.

If literally complied with, it is apparent the reports of the Trustees cannot embrace *the latest* census of the Marshals. They can only show the number of children reported by census a year prior to their date.

To obviate this difficulty, the County Superintendents, in making their returns to the Superintendent of Public Instruction, should not rely upon the reports of the Trustees, but test and correct them by the last census of the School Marshals.

#### COUNTY TREASURERS.

SECTION 13. It shall be the duty of the County Treasurer of each county: First, To receive and hold as a special deposit, all Common School Moneys, whether received by him from the State Treasurer or any other source, or raised by the county for the benefit of Common Schools; and to keep a separate account thereof, and of their disbursements. Second, On receiving any Common School Moneys subject to distribution, to notify the County Superintendent of Common Schools of the amount thereof. Third, To pay over, on the warrant of the County Superintendent, duly indorsed by the person entitled to receive the same, the several amounts of School Moneys to which

each city, town and district shall be entitled. Fourth, And on or before the first day of November, annually, to make a full report of the Common School Moneys received into the County Treasury within the School Year ending on the last day of October next previous thereto; with a particular statement of the disbursement of the said School Moneys; and of any amount of said School Moneys which may remain in his hands for distribution at the close of such School Year, designating whether of State or County School Fund, to the Superintendent of Public Instruction.

## REMARKS.

It is not necessary to notify the County Superintendent every time a trifling sum is received to the credit of the School Fund. It would be most convenient, perhaps, to make the notification at stated times, say three or more months apart, to be agreed upon with the County Superintendent.

The attention of County Treasurers is particularly called to the necessity of making full reports, as required by the Law, to the Superintendent of Public Instruction.

This has been but too often neglected heretofore, or, if reports have been made, they have, in most instances, been such miserable apologies as to be entirely worthless.

The State Superintendent requests that each and every column, in the blank forms furnished, be filled up, hereafter. It is impossible to furnish the Legislature with an intelligible exhibit of the financial condition of the Schools, unless this is done. Any neglect in this particular, hereafter, will be specially reported to the Legislature by the Superintendent of Public Instruction.

## TRUSTEES.

SECTION 14. [As amended by Act of March 28th, 1857.] In each School District of this State, unless otherwise provided by law, there shall annually be elected three Common School Trustees, by the qualified electors in the District, at a <sup>Trustees—when</sup> <sub>elected.</sub> School District meeting, to be held *on the first Saturday in April*, and the District Officers shall give at least one week's notice of the time and place of said meeting, which shall be at the School House, if there be one.

Such Trustees are required to take the oath of office, and to file the same, with their certificates of election, in the office of the County Superintendent, and they shall enter on their duties on the second Term of Office. Monday subsequent to their election, and shall hold their office for one year, or until their successors are elected and qualified.

#### REMARKS.

The duties, powers and responsibility of School Trustees, have been much increased by the Act of April 26th, 1858, to which reference will presently be made. It is therefore important that the electors should have full notice of the election. To this end, the notice here required should be published in a county newspaper, if there be one, *and also* posted in half a dozen conspicuous places in the District. For these posters the State Superintendent will prepare a blank, and furnish copies on application. The "District Officers" alluded to in the Act, are the Trustees.

To secure a larger attendance at the election, the Superintendent of Public Instruction recommends the Trustees to notify parents and guardians, personally, of the time and place, through the medium of the Teacher and his pupils. In this way the notice will be brought home to those most interested. The Trustees should fix upon such hours of the day as may least interfere with the business of the electors, and keep the polls open for such a length of time as will secure the largest possible vote.

The Trustees will appoint the Judges and Clerks of the election, and allow them such compensation as they may deem proper.

The election must be by ballot, as required by the Constitution, Art. 2, Sec. 6.

A plurality of votes is sufficient to elect.

The Judges of the election must immediately, thereafter, certify the returns to the County Clerk, whose duty it is to issue the certificates of election to the Trustees.

The oath of office, a form for which will be provided by the Superintendent of Public Instruction, may be taken before any officer competent to administer the same.

To secure full and prompt compliance with the Law, the County Superintendents are requested to aid the Trustees in procuring their certificates of election, to which, for convenience, the oath of office should always be attached.

**SECTION 15.** In all cases of failure on the part of the people to elect Trustees as herein provided, and also upon this Act <sup>Appointment of Trustees where</sup> taking effect, and when vacancies occur, and when a new <sup>vacancies occur.</sup> District is formed, the County Superintendent shall appoint the same.

#### REMARKS.

This is one of the most important duties devolving upon the County Superintendents. Its proper execution will contribute greatly to the efficiency of the Schools, and the advancement of the cause of education.

When appointments are to be made, ascertain first whether the parties will serve.

Other things being equal, select the parents or guardians of children attending the Public Schools.

Prefer those who give evidence of their intention to become permanent residents of the State and the District. Never appoint an ignorant or unlettered man.

It is true, such are occasionally found, who, feeling their own deficiencies, are more than commonly anxious to secure the benefits of an education for their children, and, to their credit be it said, evidence a far deeper interest in the cause, than their more favored fellows; but, as a general rule, educated citizens are needed to fulfill intelligently the duties of Trustees.

In cases of failure to elect, it is a good rule, other things being equal, to reappoint the former Trustees. Their experience should weigh the balance in their favor.

**SECTION 16.** The School Trustees of the several School Districts shall have power, and it shall be their duty within their <sup>Duty of Trustees.</sup> respective jurisdictions: First, To select and designate a Common School Marshal, and file a certificate of his appointment in the office

of the County Superintendent. Second, To fix the location of School Houses in accordance with the expressed wishes of a majority of the qualified electors within their Districts, expressed at a District meeting to be called on at least five days notice by the Trustees; but in case a majority of such voters shall not agree thereon, then the said Trustees may fix the location of School Houses according to their own best judgment. Third, To superintend the erection and repairs of all School Houses; to distribute the blank forms, laws and instructions received by them, to the persons by law entitled to receive the same. Fourth, To examine persons proposing to become School Teachers, under the provisions of this Act, and to grant certificates of approbation and recommendation to such as they shall find, after a rigid and thorough examination and investigation, to be persons of good moral character, of sufficient learning and ability for teaching, having a special regard to their ability to impart knowledge, and to no others; and to revoke any such certificate at pleasure, first giving reasonable notice to the person holding the same; all such certificates shall remain in force during one year from and after their respective dates, unless sooner revoked, and no longer, and any certificate otherwise granted shall be void. Fifth, To employ and fix the salaries and time of service of Common School Teachers. Sixth, To suspend or expel from any such Common School, with the advice of the Teacher, any pupil who will not submit to the reasonable and ordinary rules of order and discipline therein. Seventh, To arrange among themselves in such a manner that at least one of the Trustees shall visit, and ascertain the character, progress and prospects of each School, at least once a month. Eighth, To carry out and execute their powers and duties, as conferred and imposed by this Act, in accordance with the instructions of the State Board of Education, and in form, as shall be prescribed by the Superintendent of Public Instruction. Ninth, To make and keep a record of all their official acts and decisions, and a strict and particular account of all moneys received and disbursed, and all bills audited and paid; said record and account, together with the vouchers relating thereto, shall be subject, at all times, to the inspection and examination of the Superintendent of Public Instruction, or the County Superintendent, or any elector of the School District. Tenth, To report to the County Superintendent of their respective counties, on or before the first day of November, annually, the amount of all expenditures on account of Schools in their respective precincts during the previous School Year, ending on the last day of October; and the manner in which the same shall have been expended; specifying what portion and amount thereof has been expended for the services of legally qualified Teachers; the amount which, during that time, shall have been raised in the several Common School Districts, by subscription or otherwise, and allowed to such qualified Teachers as salary or compensation; the names of the Teachers employed, and the time of service, and the salaries paid to each; the number of pupils taught, and the average attendance and progress of the pupils in each School organized and



taught under the provisions of this Act; and such other statistics as shall be directed by the Superintendent of Public Instruction. Eleventh, And at the close of their official term, to deliver over their books of records, and all papers, books, blanks, documents, moneys, and all other property in their hands as such Trustees, to their successors in office, and take their receipt for the same, which receipt shall be filed with the County Superintendent. *Provided*, That if the Trustees neglect to make returns as herein required, the District shall still be entitled to its portion of School Money, if proof satisfactory to the Superintendent of Public Instruction be made in writing and filed with the State and County Superintendent, showing the facts required to be reported by the Trustees.

Delinquent Districts—how they may obtain their Fund.

#### REMARKS.

As the School Marshals are to make their reports by the 10th of November, the Trustees should appoint so early in October as to give them full time to make a thorough census of the District.

The Trustees should exercise a judicious discrimination in the selection of a person for the position of School Marshal, as upon the energy, tact and fidelity with which he executes his trust, depends the amount of the School Fund, both State and County, to which the District will be entitled. Other things being equal, and circumstances permitting, it is often judicious to appoint the Teacher as Marshal, especially in the rural Districts. Give him ample means to make his census complete.

It is poor economy to cramp him in the discharge of his duties. Blank appointments will, as usual, be furnished on application by the Superintendent of Public Instruction.

Before fixing upon a location for a School House, the Trustees should call the meeting, required by the Act, by posting notice in half a dozen conspicuous places in the District a week before the time appointed.

The notice should specify the time, place, and object of the meeting. Both time and place should be selected with a view to secure the largest possible attendance.

The meeting should be organized, as any other public meeting.

One of the Trustees, or any citizen, may call it to order at the time appointed. A President and Secretary should then, on motion, be elected.

The meeting is then prepared for business, and may discuss the question of location.

None but qualified electors may have a voice in the discussion or the voting. The vote may be taken, at the pleasure of the meeting, either *viva voce*, by tellers, or by ballot, and a majority of those voting shall decide the question. The Act says, "a majority of the electors within the District"; but this must be construed to mean a majority of the District electors present at the meeting, as it would be difficult—in many cases impossible—to determine what is an actual majority of the electors in the District.

Besides, it may be impossible to secure the attendance of an absolute majority.

If, after due notice, the meeting should prove so insignificant in numbers, as clearly not to express the wishes of the District, it should be adjourned to another day, and notice should again be given in the prescribed manner.

It has been said that a majority of those present may fix upon a location.

A plurality, therefore, will not suffice.

In case the meeting is so divided in its preferences for three or more locations, that an absolute majority cannot be obtained for any one, the Trustees are empowered to exercise their own best judgment in the premises.

In such an event, they should select such a location as is most convenient to the greatest number of families in the District.

The power "to superintend the erection and repairs of all School Houses," implies the power to authorize and contract for such erection and repairs.

This power the Trustees should never exercise, unless they see clearly the way to obtain the means.

They should bear in mind, they cannot use any portion of the State School Fund for such purposes, that Fund

being expressly devoted to the payment of Teachers' salaries.

The last session of the Legislature, by Act, approved April 26th, 1858, which will be given presently, provided the means whereby funds for the erection of School Houses could be obtained.

In distributing the laws, forms, and instructions, to the Teachers and School Marshals, the Trustees are requested to urge a prompt and full compliance with the Law. Impress upon the Teacher the importance of filling up every column in his blank report, and require him to furnish one copy to themselves, one to the County Superintendent, and one to the Superintendent of Public Instruction.

Require him to do this punctually, on the 1st of November of each year, that the Trustees may embody the information in their own reports.

Impress upon the School Marshal the necessity of obtaining the name of *every* child, between four and eighteen years of age, in the District.

To insure this, perhaps, the best plan would be to make his compensation contingent upon the thoroughness of his work.

It is the very worst policy—in fact, a premium to indolence and inefficiency—to contract with him to do his work for a fixed sum. He has then no incentive to make his census complete.

The Trustees know about the number of children in the District. By fixing a *per capita* compensation, they can tell very nearly the gross amount they will have to pay, and, in addition, make it the interest of the Marshal, as it certainly is that of the District, not to let a single child escape his notice.

The Superintendent of Public Instruction will require, hereafter, from the Marshal, certain additional information, which will be referred to in its proper place, and provided for in the census blanks. It will be entirely within the sphere of his duties, and the Superintendent requests that

the Trustees will hold him to a rigid accountability for the proper fulfillment of these additional requirements.

*teacher*  
*term*  
The duty of examining persons proposing to become Teachers, is one of the most important devolving upon Trustees, as upon a fit selection depend the efficiency and popularity of their School—the welfare, and, to a certain extent, the moral training of their children.

To the obligations imposed by such grave responsibilities, little that can be said by the State Superintendent can add binding force. One point, however, should not be overlooked. It is made the duty of the County Superintendent to aid the Trustees in such examinations.

The latter should, therefore, always give their Superintendent timely notice of the time and place of the examination, and specially request his presence.

His experience, to be presumed from the position he occupies, may prove of great service.

In making such examination, it is important that all the Trustees be present.

Two, at least, are necessary. One Trustee has no right to grant a certificate, even though it be acquiesced in by his colleagues.

In case the County Superintendent participate in the examination, proper deference should be accorded to his opinion of the fitness and qualifications of the applicant.

However learned and competent the person applying to be Teacher may be, reject him if morally objectionable, or if addicted to vicious habits.

With the young, example is more forcible than precept, and nothing so blunts their sensibilities—so familiarizes them with vice, as to see its display in their instructors.

In examining the mental qualifications and acquirements of an applicant, do not rely entirely upon books. Test the range of his general information; require an exposition of his plan of instruction—his rules for the government of children and the observance of order.

It not unfrequently happens, ignorant pretenders, failing

in other employments, endeavor to fasten themselves, as Teachers, upon the Schools. They commit to memory the leading rules of Arithmetic and Grammar, and the elements of Geography, and thus, after a few days cramming, present themselves for examination.

A careful scrutiny will always detect such. A mere skimming inquiry may not do so. A competent teacher is familiar, not only with the rules of science, but with the philosophy of those rules. By this test may the pretender always be detected.

Examine an applicant not only as to the terms of a rule, but require him to explain the reasoning by which this rule was arrived at, or, in other words, why it is the rule. This is particularly necessary in Arithmetic, and in the Mathematics generally.

If, at any time, it is discovered that a Teacher is incompetent—neglects his duties—or is addicted to habits at variance with good morals, the Trustees should, after reasonable notice, revoke their certificate.

In this connection, the State Superintendent would say that he has opened a Register in his office, in which are recorded the names of competent ladies and gentlemen desiring positions as Teachers, and the address of Trustees and others seeking to employ Teachers.

County Superintendents, Trustees, and private individuals, desiring the services of experienced instructors, are requested to make application to the Superintendent of Public Instruction. He will be happy to recommend to them suitable persons.

The Trustees have the right to fix the time of service of Common School Teachers.

This carries with it the right to fix the hours during which the School shall be kept open—the time and duration of vacations, and generally the right to establish such regulations for the internal government of the School as they may deem proper.

The State Superintendent considers it good policy to

*here*

permit a recess of the School as often as possible consistently with the proper preparation of the tasks imposed upon the pupils.

This is more particularly necessary when the children are quite young. Their tender frames cannot stand close confinement in the same position for three or four hours. Far short of that time, they become restless, weary, and incapable of fixing their minds upon study. When this occurs, nature calls for relaxation. A half hour's run in the fields will enable them to accomplish more, in the next hour, than in double the time closely confined.

The frequency of the recess should be in proportion to the age of the pupils.

A child of seven or eight years cannot be expected to apply himself so closely, or for so long a time at a sitting, as a youth of twelve or fourteen years.

The Trustees have the power to dismiss refractory pupils from the Public Schools.

This power should only be exercised as a last resource.

When a pupil displays such persistent insubordination—such precocious viciousness, as to threaten infection to his fellows, self-defense requires that he shall be banished from their companionship.

But the Superintendent would advise that no pupil be dismissed or suspended for mere idleness or incapacity.

The first is a fault that may be corrected by patience—the second a misfortune that may be repaired by perseverance.

This misfortune, too, is often more apparent than real. Many a dull and sluggish school-boy has matured into a ripe and accomplished scholar.

Reference is made, in the Act, to the dismissal of pupils “who will not submit to the reasonable and ordinary rules of order and discipline” prescribed for the government of the School.

The Superintendent of Public Instruction would emphatically discourage a resort to corporal punishment.

He considers this relic of a less enlightened age, about on a par with the fashion, once so prevalent, of beating, clubbing and starving the hapless insane, to calm their ravings.

Experience has shown that it is possible for an enlightened instructor to govern without recourse to the rod.

This passion for birching, in former times so universal, is happily falling into disrepute.

Some of the soundest thinkers of the age discourage it.

Its frequency, in time, deprives it of all sting.

It blunts the sensibilities, hardens the nature, and tends to break the spirit of youth.

There is nothing so sad as the spectacle of a youth, of impulsive temperament, buoyant spirits, and ardent aspirations, checked, dulled, dispirited by constant ill usage.

Burke, we believe it was, once remarked, "We should excuse something to the spirit of liberty." To all in charge of the rising generation, the Superintendent would say, "Excuse much to the spirit of youth."

Exhaust all other resources before recourse is had to the rod—better, then, turn over the incorrigible, for correction, to his parents. Flogging has been abolished, for children of older growth, in our Navy. Why not in our Schools?

The duty of visiting the Schools, the Trustees are earnestly requested to perform as often as possible.

If, instead of one member, the whole Board would unite in the visit, and make it the occasion for a gathering of the pupils' parents, it would carry much more weight.

It would remind the Teacher of his accountability, and spur him to a faithful discharge of his duties.

It would give, too, a fillip to the exertions of the pupils, and convince them their efforts are not overlooked.

The Trustees should regularly organize, as a Board, by the election of a President and Secretary.

The Secretary should provide a book, in which should be recorded, in due form, all their official acts.

Their accounts should be so clearly kept, as to show,

separately, their receipts from the State, and the County, and from District subscriptions and rate-bills—their expenditures for Teachers' salary—for the erection and repair of School Houses—for the purchase of books and apparatus, and for incidentals. This is necessary, to make their annual report full and complete.

They should never audit any account unless there is cash, at the time, to the credit of their District, and never anticipate the resources of the coming year to satisfy present necessities.

The funds accruing in any one year must meet the expenses of that year.

In no event, hereafter, can the School Fund, received after the 31st of October, be devoted to the payment of debts incurred prior to that time.

When the Trustees find that the cash to their credit is exhausted, or about to be exhausted, with no immediate prospect of more being received, they should at once cease to incur expense, or have recourse to rate-bill and voluntary subscriptions.

In reference to the tenth subdivision of the Trustees' duties, it is scarcely necessary for the Superintendent to urge a prompt and faithful compliance. Suffice it to say, unless the reports here required are furnished within the time prescribed, the District will be deprived of any share of the School Fund, both State and County, for a whole year. Nor will it be sufficient to send a mere skeleton report. Every item should be separately set forth—every column, in the blank, filled. The omission of one may throw out the whole report, and lose the District its share of the fund.

The Trustees will transmit one copy of their report to the County Superintendent, one to the Superintendent of Public Instruction, and retain one for reference.

Under the Proviso at the close of the Section, the State Superintendent has occasionally repaired the neglect of the Trustees, by issuing, on proper evidence, a supplemental apportionment for the benefit of delinquent Districts. The



Superintendent will only exercise this discretionary power in extreme cases, and he desires to warn parties interested that he will hereafter closely scrutinize all applications for relief under this Proviso, and reject them, except in cases of extreme hardship.

#### DISTRICT TAX FOR THE SUPPORT OF SCHOOLS.

The Act of April 26th, 1858, which may properly be introduced here, provides, in Sections 2, 3, 4, and 5, as follows :

SECTION 2. The Board of Trustees of any School District in this State where a Public School has been kept for the period of four consecutive months, or more, in the School Year, and when there is not sufficient money in the County Treasury to the credit of the School Fund of said District, to defray one-half of the expenses of another term of said School, of four months duration, may, when in their judgment the same shall be advisable, call an election, and submit to the qualified electors of said District the question, whether they will be taxed to pay the expense of an additional term of said School.

Trustees may call an election, and submit question of taxation.

SECTION 3. Notice of said election shall be given by publication in some newspaper published in the county, if any be published therein ; if not, then by posting in three of the most public places in said District, for twenty days next preceding said election, of the time and place of holding the same, and of the amount of money necessary to be raised to defray the expenses of said additional term, and of the rate of taxes necessary to be levied, and the length of the proposed term.

Notice of election—how given.

SECTION 4. The voting at said election shall be by ballot, on which ballot shall be written or printed the words, "Tax, yes," or "Tax, no;" and if a majority of the votes polled at such election shall be in favor of such tax, the Board of Trustees shall be empowered, and it is hereby made their duty, to levy and cause to be collected, a special tax, at the rate specified in their notice, on all the real and personal property in said District subject to taxation, which fund so raised shall be paid into the County Treasury to the credit of said School District, and shall be applied to the payment of the expenses of said additional term, and to no other purpose whatever ; *provided, however,* that, in case there should be a surplus remaining after the expenses of said term have been paid, the amount of such surplus shall be subject to the order of the Board of Trustees, as in other cases ; *and provided, further,* that any deficiency in said fund shall be raised by ratio bill, from those sending children to said School.

Manner of voting.

SECTION 5. Said Board of Trustees shall have power to appoint Collection of tax. the Judges and Clerks of said election, and the Assessor and Collector of said tax; and said Collector, before entering upon the discharge of his duties, shall take the oath of office, and give bonds, in double the estimated amount of money to come into his hands, with good and sufficient sureties, to be approved by the Board of Trustees, conditioned for the faithful performance of his duties, and when he shall have been so qualified, he shall have the same power to enforce the collection of said tax as is given to Sheriffs and Tax Collectors in the collection of State and County taxes. He shall receive, as compensation, five per cent. of all the money collected by him, but no other compensation whatever; and the Assessor shall be authorized to use, so far as the same may be practicable, the assessment list of the County Assessor.

#### REMARKS.

Under the provisions of Section 2, these four circumstances must combine to justify an election: *First*, The District must have maintained a Public School for four months. *Second*, Those months must have been consecutive—two at one time, and two at another, will not suffice. *Third*, The money in the County Treasury to the credit of the District, must be clearly insufficient to defray one-half the ordinary expenses of another term of the School, of four months duration. *Fourth*, The Trustees must consider the proposed tax advisable.

In the absence of any one of these conditions, the tax, even if approved by a vote of the electors, will be illegal.

In case two Schools have been supported in the same District, at the same time, for periods whose aggregate would amount to four months, under a liberal construction of the Act the Trustees may, for the purposes of this tax, consider them as one, maintained for the full four months required.

It will not be sufficient, however, if one of the Schools was kept open for two months, and, after an interval, another was maintained for two months longer.

In giving the notice required by Section 3, the Trustees should not only publish it in the county newspaper, but they should, *also*, post it in every place of resort in the District.

The tax will become unpopular, and, in the end, bring the cause of education into disfavor, if the slightest cause for murmuring is permitted.

Let not the opponents of the tax have even an apology for charging that a snap-judgment was taken upon them.

To this end, neglect no means to give the notice the most extended publicity, even beyond the literal requirements of the Act.

The notice, whether published or posted, or both, must be given for twenty days next preceding the election. A shorter period will vitiate the tax.

The Trustees should select such time for the election as may best suit the convenience of voters.

They need not confine the election to one place. They may order polls to be opened at as many points as they deem proper.

It would be best to open them at all the usual election precincts in the District.

The Trustees must estimate how much money they will need for the additional term of four months, or less, as they may decide upon.

They must obtain an approximation, at least, to the value of the taxable property in the District, and therefrom propose to the electors the lowest possible rate of taxation that will produce the sum required.

In giving the notice, it is essential to the validity of the tax that all the requirements of the Act shall be literally complied with.

The time, the place or places, the amount of money, the rate of taxation, and the length of the proposed term, should all be specially set forth.

The Judges and Clerks of the election must certify the vote to the Trustees, within a time to be fixed by them.

A full Board, or at least a quorum, should be present at the count. If the vote for and against the tax be a tie, the proposition to tax is lost. In such event, however, the Trustees may order a new election; but at such new election, all the forms required for the first must be complied

with. If a majority of the votes be in favor, it is made the duty of the Trustees to levy the tax proposed. This should be done, at a meeting of the Board, by the passage of a formal resolution, in set terms, fixing the rate. At such meeting a quorum must, of course, be present.

This resolution should be published a reasonable length of time in the county paper, if there be one; if not, it should be posted in the usual manner throughout the District. No portion of the fund realized from this special tax can be used to pay back indebtedness.

It must be devoted to the payment of the expenses of the additional term.

It may happen, either from the rate proposed being too small, or the inability to collect the whole amount of taxes, that the amount raised is insufficient to support the School for such additional term.

In this case, it is provided that the Trustees shall raise the deficiency by rate-bill, in manner and form as will be explained in the commentary upon Section 31 of the School Law.

This Law, particularly Section 5, confers important powers upon the Trustees.

In appointing the Judges and Clerks of the election, endeavor to secure the services of gentlemen connected with the cause of education. For this purpose, it might be well to select the Teacher as one of the officers.

Other things being equal, always appoint a tax payer, or parent of children attending the School.

Allow the officers of election such compensation, unless they agree to waive it, as will insure the faithful performance of their duties. The expenses of the election may be legitimately drawn from the proceeds of the tax.

Use every precaution to secure an energetic Assessor and Collector, for on them will greatly depend the amount realized from the tax.

It will be good policy to appoint, as Assessor, one of the Deputy County Assessors, or other person who has had experience in such capacity.

If none of these, then such resident of the District as, from long experience, may be presumed to be best acquainted with the value of property.

His labors will be greatly facilitated by the authority conferred upon him by the Act, to use the assessment list of the County Assessor.

The Trustees should notify the latter of the appointment of School Tax Assessor, and request his co-operation.

They should also fix the time within which the assessment must be completed.

The assessment must be returned to the Board of Trustees, and be by them formally adopted.

Although no provision is made by the Act for equalizing the taxes, analogy and equity require that the Trustees should act, for a reasonable length of time after the return of the assessment list, as a Board of Equalization, to hear complaints, and reduce the assessment in cases where justice clearly requires it.

For the proper and satisfactory execution of this Act, it is apparent the boundaries of the School District must be distinctly fixed by the Board of Supervisors.

If there is any doubt about the exact boundaries, application should be made to the Supervisors to fix them, beyond dispute, before an attempt is made to impose the tax.

In case any person assessed claims that his property is not within the District, the Trustees will take evidence upon the point, and, if his claim is sustained, strike his name from the assessment list.

Should it be claimed and established that but a portion of a tax payer's property is within the District, the Trustees may reduce his assessment to an equitable amount.

No provision is expressly made for the compensation of the Assessor, but the Trustees may allow him such sum as they think proper, payable out of the proceeds of the tax.

There is nothing in the law to forbid the appointment of the same person to act as Assessor, and, after the completion of his duties as such, to act as Collector of the tax.

The Trustees may use their discretion in the matter.

It might be good policy, at times, to unite the two offices in the same person.

It will probably be found the cheapest plan.

As soon as the assessment list has been equalized and formally adopted, it should be placed in the hands of the Collector.

The Collector should, of course, be familiar with the powers conferred by law upon Sheriffs and Tax Collectors to enforce the collection of taxes, as his powers in the premises are the same. When in doubt, he should consult with those officers, and, if possible, obtain their co-operation.

Should different individuals be selected for Assessor and Collector, the Trustees would do well to appoint either the Sheriff, the Tax Collector, or one of their Deputies, as Collector under this Act.

Their well known official position presupposes a knowledge of their powers, of the form and manner of collecting taxes, and, at the same time, will carry a weight and authority that no private individual can command.

Should the Trustees, however, appoint a private citizen as Collector, they should furnish him with a proper certificate of his appointment, that he may be enabled to satisfy all who may doubt his authority.

#### DISTRICT TAX FOR THE ERECTION OF SCHOOL HOUSES.

The same Act of April 26th, 1858, continues:

**SECTION 6.** The Board of Trustees of any School District which is not provided with a suitable School House, and where When School House is needed. one may be necessary, shall have power to call an election, after due notice, as provided for in Section 3; at which election the question, whether or no they will be taxed for the purpose of building a School House, shall be submitted to the qualified electors of said District. Before calling said election, the Trustees shall cause Elections—how to be called. to be made, and shall decide upon, some plan for said School House, with estimates of the expense necessary to be incurred in building same, and shall, in their notice of said election, state the amount of money required, the rate of tax necessary to be levied, and shall also state where the plan and specifications can

be seen, which shall be in the most convenient and central place in said District.

SECTION 7. The voting at said election shall be in the same manner as provided for in Section 4, and if a majority of the votes then polled shall be in favor of a tax for said purpose, the Board of Trustees shall, in that case, be empowered and required to levy a tax, at the rate specified in the notice of the election, on all the real and personal property in said District subject to taxation, and cause the same to be collected and applied to the building of a School House, according to the plan submitted to the people.

How the vote shall be taken.

SECTION 8. All the powers conferred upon the Trustees, the Assessor, and Tax Collector, in relation to the tax for School Purposes, shall extend to the levying and collection of the last mentioned tax.

Powers of Trustees, Assessor, and Tax Collector.

SECTION 9. The taxes herein authorized to be levied shall not, in any case, be both levied in the same year; and the provisions of this Act shall not apply to any incorporated city or town, except within the county of Sonoma.

Both taxes not to be levied in same year.

SECTION 10. All Acts and parts of Acts in conflict, or inconsistent with the provisions of this Act, are hereby repealed.

#### REMARKS.

The mode of proceeding for the authorization, assessment, and collection of this tax for the erection of School Houses, is the same as explained in the commentaries upon Sections 2, 3, 4, and 5.

The notice should be published, as before, for twenty days preceding the election, in the manner described, and should fully set forth the circumstances specified at the close of Section 6. The Trustees may fix upon their own plans. The estimates, they should obtain from two or more practical builders.

Copies of the plans and specifications should be exhibited at the several places of holding the election.

Should the tax be authorized, the Trustees must build the School House substantially, in accordance with the plans exhibited.

They need not be tied down, however, to all the details.

They may make such modifications, not too radical, as, in their judgment, will improve the convenience of the School House.

In their estimates for the construction of the building, they may, and should, include the cost of desks, seats and other necessary School furniture.

They may use their discretion as to the best mode of having the building erected, whether under their own superintendence, or by contract. If the latter, it would be, perhaps, most satisfactory to the tax payers, to advertise for proposals, and give the contract to the lowest responsible bidder.

The Superintendent of Public Instruction will embody, in this volume, plans and suggestions for the proper construction of School Houses and School furniture, which Trustees, intending to build, will do well to consult.

He has paid much attention to School Architecture, and has the benefit of the experience of writers who have made this subject their specialty.

Should Trustees desire more specific plans and directions than it is possible to give in a work necessarily so limited as this, he will be happy to furnish them, on application.

The Act prohibits the levying of the tax for the support of an additional term of the School, and the tax for the erection of a School House, in the same year.

The reason is apparent. It would impose too heavy a burden upon the tax payers.

It will be observed that no incorporated city, or town, with the exception named, has the right to impose either of these taxes. They must rely upon the general powers conferred upon their Common Council by Section 22 of the School Law, which see.

#### SUPERINTENDENTS AND TRUSTEES NOT TO BE INTERESTED IN CONTRACTS.

The Act of March 28th, 1857, amendatory of Section 14th of the School Law of May 3d, 1855, contains this further provision :

**SECTION 3.** No Superintendent, or Trustee of Common Schools, shall be interested in any contract let or made by any District over or in which he has any official supervision or control ; nor shall he be employed as Teacher in any such District ;

Interest in con-  
tracts.



and all contracts, agreements and proceedings, in violation of this Section, are declared void; and any Superintendent, or Trustee of Common Schools, violating, or aiding in the violation of the provisions of this Section, shall be deemed guilty of a misdemeanor.

This Act was further amended by Act of April 25th, 1857, which provides as follows:

So much of an Act entitled "An Act amendatory of and supplementary to an Act to establish, support and regulate Com- <sup>Exceptions.</sup> mon Schools, and to repeal former Acts concerning the same," approved March twenty-eighth, eighteen hundred and fifty-seven, so far as the same prohibits the present incumbents of the office of Superintendent of Common Schools, of the counties of Placer, Sutter, Amador and El Dorado, from teaching School, is hereby repealed, so far as the same relates to said counties of Placer, Sutter, Amador and El Dorado.

The object of this law is apparent. It is to prevent officials from making contracts with themselves, and from auditing, in their official capacity, claims acquired as individuals against the School Fund.

The Act of April 25th, 1857, makes an exception, it will be observed, in favor of *the present incumbents* only, of the office of Superintendent of Common Schools of the counties specified.

By "present incumbents" are, of course, meant those in office at the date of the Act—April 25th, 1857. The general prohibition will extend to their successors, and to themselves, if they be their own successors.

SECTION 17. The Trustees may cause the Common Schools, within their respective jurisdiction, to be divided into Primary, Grammar and High School Departments, and to employ <sup>Grading the Schools.</sup> competent and legally qualified Teachers for the instruction of the different departments, whenever they shall deem such division, into departments, advisable; *provided*, there be sufficient means for all such departments; and if not, then in the order in which they are herein named, the Primary School having preference.

#### REMARKS.

It is impossible for the Common School system to develop its full results, unless the Schools are graded at the earliest moment circumstances will permit. The youth of

GRADING

twelve or fourteen years of age can scarcely receive justice at the hands of a Teacher, a majority of whose pupils are from seven to nine years of age. The reasoning on this subject has been so forcibly put by Mr. Burrowes, that we cannot do better than ponder it here :

“Division of labor—that great promoter of modern improvement—nowhere applies more efficiently, or productively, than in the business of instruction. Every person conversant with the subject is aware that, under a proper system, a class of ten, or even twenty pupils, of similar attainment and studies, may be heard to recite in the same length of time as a class of two or three, and each be made to derive an equal degree of benefit. From this, it follows, that a School divided into two or three classes, in each study, may be made to derive a much larger degree of benefit in the same time than one composed of the same number of pupils broken into ten or fifteen classes. This desirable result can only be effected by the proper gradation of the Schools, which is nothing more than that systematic division of labor which assigns to the same School, and the same Teacher, all pupils of the same, or nearly the same class of attainments and studies; sending to their appropriate higher or lower institutions those engaged in other branches.

This arrangement will be found, wherever practicable, to be the most economical mode that can be adopted for the improvement of the Schools. It will cause a greater degree of progress to be made by each pupil, in the same time, as well as enable a larger number to be properly instructed for the same expenditure. Common justice will finally decide, when fullness of supply shall permit fair competition, that in teaching, as in every other profession, its members must receive compensation in proportion to their qualifications and services. When this shall generally be the case—and already it is the rule in many Districts—the economy of graded Schools will be plain. Thus, if there are only fifty pupils studying Geography, Grammar, His-

tory, and Algebra, in a District with five Schools, and if these fifty are scattered amongst all these Schools, it requires no argument to show that five Teachers, of the higher grade, both of salary and qualification, are, or ought to be, paid to do what one might more readily accomplish. Nor is the waste of money the most serious evil. The time and minds of all the pupils—both of the more and less advanced—in the mixed Schools are wasted: whereas, by the proper gradation of the Schools, both these priceless portions of the capital of life, now in the process of investment for eternity, might be saved.

The existing scarcity of well qualified Teachers forms another strong reason for speedy classification. So long as there shall be found a few pupils studying the higher branches in every School, so long will the want of more Teachers of the higher branches be felt, and this want will increase, and cramp the system more and more. Every effort to improve the Schools, without grading them, will but increase the scarcity of Teachers of the higher attainments, by causing an unreal demand for their services. This state of things will also, and most unjustly, cause many worthy, and comparatively successful Teachers of the lower branches, to be decried, or to be placed in the false position of being compelled to attempt instruction in branches above their present attainments. The opening of two or three of the Schools of each District solely for pupils in the higher branches, in the care of properly qualified Teachers, would materially lessen both these evils. The existing scarcity of Teachers of the higher branches would be less felt, and those of the lower Schools be relieved from their present embarrassments. By these remarks it is not designed to convey the idea that any one is fit to take charge of a Primary School. On the contrary, it is known that peculiar fitness and preparation are as indispensable in the child's first as in his last Teacher. It is, however, indisputable, that many females and others, not yet in possession of the higher branches, are admirably adapted, by tact, disposition, habit, and acquirement, to the

instruction of early childhood in the first elements of knowledge. Mixed or ungraded Schools, by imposing instruction in all the branches upon their Teachers, exclude hundreds of such from the profession. The grading of the Schools will correct this mere practical evil, and restore them to their proper position and to a large degree of usefulness, thus increasing, merely by systematizing, the teaching force of the system.

The government of the Schools will also be found to be facilitated, and their moral tone improved, by gradation. Precisely similar motives to good conduct and incentives to study, or the same forms of restraint and punishment, are not to be indifferently employed in regard to all classes of pupils. Those who have merely passed the period of infancy must be treated differently from those who are approaching maturity. This commingling of the various species of discipline, which are unavoidable in a mixed School, is not only inconvenient, but, to some extent, injurious to both classes of youth. The constant association of the very young with those of more advanced age will also, probably, be found to be more or less morally and intellectually detrimental. The boy of six or seven will naturally imitate the lad of sixteen or seventeen; but unfortunately, that perverseness, which seems to be a portion of our nature, will cause the vices of the exemplar, instead of his virtues, to be most generally copied. So, on the other hand, though the elder may not become positively demoralized, in the ethical sense of the term, by this contact, yet he incurs the risk of being retarded in his intellectual development, and of losing a portion of opportunity for that useful preparation for the battle of life which is found in continually measuring one's self with none but equals and superiors, which is perhaps one of the best fruits, as it should be an essential feature, in every well ordered School.

Finally, a strong reason in favor of the immediate classification of the Schools, is the effect which it will produce upon the educational feelings of the District. While the Schools are mixed, the studies confused, their whole con-

dition unattractive, and the general result, therefore, unsatisfactory, little increase of favor to the Schools, or of love of learning, will be manifested. The common system will be sustained, or rather tolerated, more out of an indefinite idea of duty and desire to promote the good of the future, than from any strong conviction of its value, based on positive, tangible, present, beneficial results. But grade the Schools properly, and classify the pupils in each grade correctly, and the fruits of the system will soon become manifest. Parents will then see that their children are making substantial and regular progress in their own home schools; they will, therefore, make every sacrifice to keep them longer in them than they would generally do. The pupils themselves, instead of wishing for the day, as they now generally do, when they shall be emancipated from the tedium of attendance at institutions in which there is neither methodical study, the hope of rising to a higher school, nor much progress, will desire to continue in each grade, not only for the sake of the knowledge to be acquired there, but for the honor of transfer to the next. Thus a new feeling will be infused into all; and, were there no other good to follow the arrangement, this alone should decide in its favor."

## SCHOOL MARSHALS.

**SECTION 18.** The Marshals selected and designated by the Trustees, under the provisions of this Act, shall, in the month of October, annually, take a specific census of all the white children within their respective precincts, between the ages of four and eighteen years, specifying the names of the children, of the parents or guardians of such children, and the town, city and School District within which they reside, and make full report thereof, in writing, under oath, to the County Superintendent of Common Schools, and deliver a true copy thereof to the Trustees, in their respective School Districts, by the tenth day of November next thereafter.

## REMARKS.

Upon the energy, fidelity and tact of the Marshal will depend the amount of the School Fund to which each District will be entitled.

The Marshal should commence his labors as near the first of October as possible, that he may have ample time to glean his District.

He should provide himself with a certificate of his appointment, which he should exhibit on all proper occasions, that due deference may be paid to his authority.

In Districts wherein a newspaper is published, it would be well to have a standing notice of the appointment, that the citizens may understand, in advance, the object of his visit.

The Marshal should also provide himself with a copy of the Ordinance of the Board of Supervisors, organizing the District and defining its limits. He should go systematically to work, commencing at one end, and visiting every family in his way to the other. Much of his success will depend upon his tact and address.

In visiting a family, he should at once make known his object. This will prevent any irritation at his supposed intrusion.

He should make his inquiries, especially of females, as delicately as possible.

When any disinclination to answer is evidenced, he should explain that it is to the interest of every citizen to show as large a number of children as possible in the District, as each additional child entitles the School to an additional amount from the State and County Fund, and by so much reduces the amount to be raised by the inhabitants of the District.

Equity would, perhaps, require that children temporarily residing in District A, while their parents and home are in District B, should be credited to the latter; but this will produce confusion and will be found impracticable.

The Marshal should therefore only report the names of children actually residing in the District.

This will include children temporarily absent on a visit, but not children at boarding-school in another District.

These last must be reported for the District in which their School is located.

In addition to the items heretofore furnished by the Marshal, the State Superintendent directs that he shall, in future, report the number of deaf and dumb persons in the District, without reference to their age. Inquiry should always be made on this point. A column will be provided in the Census Blanks for this purpose.

To guard against frauds, it is necessary that the Marshal swear to the correctness of his returns, as required by law. Without this, his report is informal and cannot be accepted.

He is required to present a copy of it, by the 10th of November—1st. To the County Superintendent. 2d. To the Board of Trustees of the District; and 3d. To the Superintendent of Public Instruction. Unless presented by the 10th of November, the District is liable to lose its share of the School Fund.

Whenever possible, it should always be made by the 1st of November, particularly to the Trustees, that they may embody the information in their reports, which they are required to make on that day.

#### COMPENSATION.

SECTION 19. The County Treasurer, Superintendent, Trustees, and Marshals of Common Schools, within their several counties, shall respectively receive, for their official services, under this Act, such compensation as shall be allowed by the Board of Supervisors, which shall be audited and paid in the same manner as other county salaries and expenses are audited and paid.

#### REMARKS.

The fund out of which such compensation is to be made, is not specified. It may, or may not be, out of the School Fund.

This Fund is, unfortunately, so small, and of such moment to the success of our Schools, that the effort should always be made to induce the Supervisors to leave it intact, and to pay the officers mentioned out of the General Fund. This will permit the whole of the School Fund to

be devoted to the support of the Schools proper. Unless specially authorized by the Board of Supervisors, the County Superintendent has no right to draw warrants on the School Fund for the contingent expenses of his office. For such expenses, his account must first be audited in the usual manner by the Supervisors.

#### SCHOOL DISTRICTS.

SECTION 20. Until otherwise determined and established by the proper authorities, each city and each town or township in this State shall constitute one School District.

SECTION 21. Upon a petition being presented to the Board of Supervisors, such Board shall, except in incorporated cities and towns which have made provisions for Schools within their respective limits, have the power to constitute and establish School Districts, and to define and to alter the boundaries thereof in accordance with the wishes of the qualified electors in the respective precincts, and as the best judgment of said Board may direct.

Establishing new Districts.

#### REMARKS.

Whenever a new District is established, it is hoped the Supervisors will give it some distinctive name. This is far better than the present bald system of nomenclature by numerals. It is much more euphonious and expressive, for instance, to say "Buchanan District," than District No. 1, or District No. 2.

The division of Districts should, by all means, be encouraged.

The greater the number of Districts, the more numerous the Schools, and the more active the interest of citizens in their immediate vicinity. Whenever a School is so located that the distance is too great for any considerable number of families to send their children, they should at once petition the Supervisors to divide the District. Under the operation of the Act of April 26th, 1858, they can easily raise the funds to build a School House, and then, with scarcely any additional burden, they can support a School of their own in their immediate neighborhood.



## INCORPORATED CITIES AND TOWNS.

SECTION 22. The Common Council of each and every incorporated city in this State shall be, and hereby is authorized and empowered: First, To raise annually, by tax upon the real estate and personal property within the city, as estimated by the City Assessors, such amount of money, not exceeding one-fourth of one per cent. on the valuation on the assessment roll, as shall be requisite for the support of Free Common Schools therein, and providing and furnishing suitable houses therefor, and purchasing lots on which to build School Houses, and paying contingent expenses. Second, To provide, by ordinance, for the collection, custody, and disbursement of the moneys thus raised by city tax for School Purposes. Third, To provide, by ordinance, for the drawing from the County Treasury, on the warrant of the County Superintendent of Common Schools, the moneys to which said city shall be entitled under the provisions of this Act, and for the custody and disbursement by the City Treasurer of the same, in accordance with the provisions of this Act. Fourth, To provide, by ordinance, for constituting and establishing School Districts, and for the examination of Common School Teachers; the regulation of Common Schools within the city; the census, or enumeration of the children; and for making the annual and other reports to the County Superintendent. Fifth, To provide, by ordinance, for the election or appointment of a City Board of Education and Superintendent of Common Schools, and prescribe their powers and duties; and, Sixth, To ordain all such rules and regulations as they may deem expedient and necessary for the promotion of the interests, prosperity, and usefulness of Common Schools within the city; *provided*, that the Common Council shall not make any ordinance, nor do any act, which shall be in conflict with the principles or provisions of the Constitution of the State, or of any Act of the Legislature. Seventh, *Provided*, that the Common Council, on the petition of fifty heads of white families, citizens of the District, shall establish a School or Schools in said District, and shall award said School or Schools a *pro rata* of the School Fund; *provided*, no sectarian doctrines are taught in said School or Schools, and said Schools so established shall, in all particulars, be under the supervision and control of the Common Council, as are all other Common Schools within their jurisdiction, under the provisions of this Act.

## REMARKS.

Before the County Superintendent is legally bound to draw his warrant in favor of any city, he must be furnished with a certificate of the election of the Board of Education,

and also, in obedience to Clause Fourth of Section 11, "with a certificate of the Board of Education, showing for what purpose, in accordance with the Act, the money is required."

Provision is made for the establishment of an additional School in a city, whenever the heads of fifty families petition therefor.

The language of the Statute appears to be imperative. The Council, therefore, would seem to have no choice but to comply with the petition; but, on the express condition that no sectarian doctrines are taught in said School. A promise to this effect should be set forth in the petition, and wherever there is reason to believe it is violated, the Council should investigate, and if they find such to be the fact, they may disband the School, or, at least, refuse it a *pro rata* of the School Fund.

The City Board of Education, unless organized by special law, is the creature of the Common Council, and can only exercise such powers as are conferred upon it by ordinance.

This ordinance the Council have a right to repeal or modify, at pleasure, but such repeal or modification cannot affect contracts made by the Board, at the time, possessing full powers.

#### RULES FOR A BOARD OF EDUCATION.

The following selections from the Rules and Regulations of the San Francisco Board of Education—the result of many years' experience—may furnish some useful hints to similar Boards in other cities and towns, and to the Trustees of Rural Districts also :

SECTION 1. The Public Schools of this city shall be taught every day, of term time, except Saturdays, Sundays, and National Holidays, with a vacation of at least three weeks at the close of the term, or at such time as the Board of Education may designate.

SECTION 2. The daily sessions shall commence at ten o'clock, A. M., and close precisely at half after three, P. M., in the Grammar and Intermediate, and at three, P. M., in the Primary Departments,

with intermissions from twelve to half after twelve o'clock, and from two to two o'clock and ten minutes—the roll to be called immediately before the hour for closing.

SECTION 3. Pupils are required to be punctual in attendance, and to bring written excuses from their parents or guardians for tardiness or absence.

#### GENERAL DUTIES OF TEACHERS.

SECTION 4. *It shall be the duty of the Teachers,*

1. To make themselves familiar with these Rules, and to take especial care to observe and enforce all the Regulations of the Board regarding discipline and instruction. To be present in their School Rooms fifteen minutes before ten o'clock, A. M.

2. To fill any vacancies in positions of Assistant Teachers under their charge for the day, and report immediately to the Superintendent.

3. To obtain leave on the day previous, when they find it necessary to be absent from School, and notify the Superintendent after such absence becomes necessary.

4. To require punctual attendance of scholars in the session room at ten, A. M., allowing no time after that hour for the School to assemble, and to close punctually at the appointed hour.

5. To devote themselves faithfully to the public service during School hours.

6. To carefully instruct their pupils to avoid idleness, profanity, falsehood, deceit, and all immorality, and to conduct themselves in an orderly and proper manner.

7. To exercise a general supervision over their morals, and, on all suitable occasions, to inculcate the principles of truth and virtue.

8. To visit and consult with the parents or guardians of their pupils as often as they can do so, and to make known to them all cases of confirmed tardiness, absences, and truancy, and to do all in their power, by letter or personal interview, to correct the evil.

9. To use all proper means to improve themselves in knowledge, in order to greater efficiency and usefulness as Teachers.

10. To draw up Special Rules for the government of their Schools, subject to the approval of the Superintendent.

11. To make reports promptly, as required by Law.

12. To make written statements to the Superintendent for all supplies needed.

13. To make no contracts or incur any debts on account of the Public Schools.

14. To refuse to change the Order of Exercises to amuse or entertain any visitor, unless by the order of a Director, or the Superintendent.

15. To aim at such discipline in their Schools as would be exercised by a kind and judicious parent in his family.

16. To apply, in case of need, to the Directors of their respective Districts, for temporary aid, advice, or assistance.

17. To give vigilant attention to the ventilation and temperature of their School Rooms, so that the air shall be changed in the rooms at each recess, and at the close of the daily session.

18. To require from each scholar, on entering School, a Certificate of Vaccination, signed by some reputable physician, certifying that he or she has been duly vaccinated within seven years.

19. To require from each scholar, on entering School, a certificate, signed by the Principal of the School he or she last attended.

#### SPECIAL DUTIES OF PRINCIPALS.

##### SECTION 5. *Principals are required,*

1. To have immediate charge and supervision of the highest department in their School, and a general supervision of all its departments.

2. To keep a register of the names, ages, and residences of the scholars, and also records of daily absences, and such class records as shall exhibit the advancement and standing of each scholar.

3. To make report to the Superintendent semi-annually, in May and November, of the number of pupils that have attended during the term, with the average attendance.

4. To keep a daily record of the attendance of the Teachers in their respective Schools. This shall be done by the Principals of the Grammar and Mixed Schools; also those of the Intermediate and Primary, when separate from the Grammar.

5. To conform at all times to the Order of Exercises approved by the Board.

6. To prescribe such rules for the use of the yards and out-buildings as shall insure their neatness, and to examine them as often as may be necessary for that purpose; and they shall be responsible for any want of neatness on their premises.

#### SPECIAL DUTIES OF ASSISTANT TEACHERS.

##### SECTION 6. *Assistant Teachers are required,*

1. To receive the suggestions and follow the directions of the Principal, with the privilege of an appeal to the Superintendent or Board of Education.

2. To report to the Principal all injury or damage done their School Rooms, furniture, or apparatus, and all serious or important matters pertaining to their pupils, in instruction or discipline, when his advice or aid may be beneficial.

#### TEACHERS ARE AUTHORIZED.

SECTION 7. 1. To have full jurisdiction over the conduct of pupils, both during School hours, and while on their way to and from School.

## MISCELLANEOUS RULES.

## TEXT-BOOKS.

SECTION 8. The Books used and the studies pursued in all the Public Schools shall be *such*, and *such only*, as may be authorized by the Board of Education, and the Teachers shall not permit any books, tracts, or other publications to be distributed in their Schools.

SECTION 9. No festival or exhibition shall be held by the Public Schools, without permission of the Board of Education.

## AGE OF PUPILS.

SECTION 10. No pupil shall be received into any Public School in this city under the age of five years.

## NUMBER OF PUPILS.

SECTION 11. Each Teacher shall have in charge, as an average attendance, in the Primary Department, fifty scholars; in the Intermediate Department, forty-five scholars; in the Grammar Department, forty scholars; and no more than that number shall be allowed in any School.

SECTION 12. There shall be entered upon the School Register, in the Primary Department, sixty scholars to each Teacher employed; in the Intermediate Department, fifty-six to each Teacher employed; and in the Grammar Department, fifty to each Teacher; and such scholars shall be designated as the regular scholars. Of those applying for admission after the number of regular scholars is complete, their names shall be entered upon the School Register, in the order of their applications, and these shall be admitted to seats, whenever a vacancy occurs, as hereinafter provided.

SECTION 13. Whenever any regular scholar shall be absent from School for two consecutive days, the Teacher in charge shall personally notify the parent or guardian of such absence, and if no excuse be rendered and accepted by the Teacher, on the third day, then such teacher shall announce a vacancy, and notify the scholar next in order upon the Register, who may claim the seat within one day thereafter, and if not so claimed, it shall be offered to the second in order, and so on: *Provided*, That upon the second absence of any regular scholar, the parent or guardian shall be notified upon the first day, and, if the absence be not excused, the vacancy shall be declared upon the second day: *Provided*, That no pupil shall be allowed a seat after the second, or any subsequent absence, without first obtaining the permission of the Director residing nearest to the School House, or of the Superintendent.

## SMOKING IN SCHOOL ROOMS.

SECTION 14. No smoking shall be allowed in the School Rooms under the control of the Board of Education.

## PAY OF SUBSTITUTES.

SECTION 15. Whenever any Teacher shall be absent from School, and a substitute rendered necessary, the earnings of the latter shall be withdrawn from the salary of the former, unless, upon the recommendation of the Committee on Salaries and Judiciary, the Board shall otherwise order.

## ABSENCE OF TEACHERS.

SECTION 16. The absence of any Teacher from School, during School hours, for one day, without leave first obtained from the Director having such School in charge, or from the Superintendent, shall *at once* operate as a forfeiture of his or her appointment, unless such absence be occasioned by illness.

SECTION 17. Any Teacher absent for less than a day, shall report to the Director having charge of the School, or to the Superintendent, within twelve hours thereafter, and the excuse therefor, upon a like penalty for failure to report.

## VACANCIES.

SECTION 18. When a vacancy occurs in the position of a Teacher, the Principal may fill the same for the day, and shall report immediately to the Superintendent, who shall fill the vacancy from those having certificates, until an election by the Board, and shall report such appointment to the Board at its next meeting; and in case of the absence of the Superintendent from the city, the vacancy shall be filled by the President of the Board, in like manner.

## VACCINATION.

SECTION 19. Every scholar, upon entering any School, shall present to the Principal of the School a certificate, signed by some reputable physician, that he or she has been vaccinated within seven years, and the Principal shall file such certificate in the Superintendent's office.

## TRANSFER OF SCHOLARS.

SECTION 20. No scholar shall be transferred from one School to another, unless he or she can produce a certificate of good character and standing from the Principal of the School he or she last attended.

It would be well for the Trustees of the Rural Districts, as well as Boards of Education, to adapt these rules to their condition.

Some such regulations are necessary for the internal government of all Schools, whether in the country or the city. We resume the School Law :

**SECTION 23.** No Trustees or Marshals elected or appointed under the foregoing provisions of this Act, shall have any jurisdiction or control within the limits of any city which shall have provided for the support, regulation and management of Common Schools therein, under the provisions of the next preceding section of this Act.

#### REMARKS.

From this it follows, that if any town shall be incorporated by the Legislature, the old Trustees of the School District in which said town is located, will continue to exercise their usual functions, until the Council organize a Board of Education, or otherwise provide for the support, regulation and management of the Common Schools therein.

The Council are only empowered, not directed, so to do. If, therefore, they neglect this duty, the powers of the Trustees and the Trustee system of government generally, will continue.

**SECTION 24.** All the powers, rights and privileges conferred upon incorporated cities by the provisions of this Act, shall be enjoyed and may be exercised in like manner by incorporated towns; and the town officers shall have the same powers as the corresponding officers in cities.

#### STATE SCHOOL FUND.

**SECTION 25.** Controller's warrants, drawn upon the General Fund, and paid into the State Treasury for School Land, shall draw the same rate of interest and be entitled to all the preference of civil bonds; and the State Treasurer, on receiving any such warrants, shall indorse upon the same, "Common School Fund," with the date of their reception, and subscribe thereto his official signature; and no portion of said securities shall be sold or exchanged for other securities, except by special Act of the Legislature.

## REMARKS.

This section has become obsolete, as there are no longer any floating warrants on the General Fund.

Warrants are never issued unless there is cash in the Treasury, at the time, to pay them.

The School Lands are now sold either for cash, or on such credit terms as may be found more particularly set forth in the Act passed by the last Legislature for the selection and sale of School Lands, for which see Appendix to this volume.

SECTION 26. No portion of the Common School Fund, nor of the interest or income thereof, nor of the moneys raised by State Tax, or specially appropriated for the support of Common Schools, shall be diverted to any other object or purpose.

## REMARKS.

This is in conformity with the requirements of the Constitution.

It is especially binding upon County Treasurers and Boards of Supervisors. However urgent the necessity, they cannot use the School Funds, even temporarily, for any other purpose; and if they attempt it, the County Superintendent of Schools, or any Trustee or Teacher, may restrain them by *injunction*, or if the mischief has been done, may recover damages, in a civil action.

The principal of the State School Fund—\$475,520—is only nominally in the Treasury. The State is, for that amount, the Trustee of the Schools, and acknowledges her indebtedness each year by paying the interest.

SECTION 27. The School Moneys distributed to the various counties of this State from the State School Fund, shall not be used for any other purpose than the payment of qualified Teachers under this Act, and no portion of said "Funds" shall either directly or indirectly be paid for the erection of School Houses, the use of School Rooms, furniture, or any other contingent expenses of Common Schools.



## REMARKS.

To carry out this provision of the Law, it is necessary that the County Treasurer and County Superintendent keep the account of the State School Moneys received, separate and distinct from that of School Funds received from other sources.

It is only in this way they can ascertain what amount of their funds must necessarily be paid for Teachers' salaries.

The County Superintendent's account with each School District must specify the amount received from the State School Fund. In that amount, the Teacher, before service, has a contingent, and after service, a vested interest. It must be in the Treasury to meet his demand, and if it be not, the officer diverting it is responsible to him in damages.

The Act says the State Fund shall only be used for the payment of "qualified Teachers." What constitutes a "qualified Teacher" may be found particularly described in Section 34 following. That which cannot be done directly, may not be done by indirect means. Hence a Board of Education or Trustees cannot pay a Teacher a higher salary than they otherwise would, on condition that he pays the rent of the School House, or defrays the contingent expenses of the School.

Even should there be a surplus in the Fund, derived from the State, applicable to the payment of Teachers—which, unfortunately, is not likely soon to occur—while the School is in debt for rent, furniture, or janitor's services, this surplus may not be used to cancel the debt.

## COUNTY SCHOOL FUND.

SECTION 28. Each and every county in this State is hereby empowered and authorized to raise annually, by special tax, (in the same manner that other county taxes shall be levied,) upon the real estate and personal property within the county, an amount of money not exceeding ten cents on each one hundred dollars of valuation, for the support of Common Schools therein, and providing suitable houses, and purchasing libraries and apparatus for such Common Schools.

SECTION 29. All moneys raised by county tax, as above provided; for Common School purposes, shall be paid into the County Treasury as a special deposit, and shall be apportioned by the "County Superintendent of Common Schools," among the towns, cities, and School Districts in the county, upon the basis provided by this Act for the apportionment of State School Moneys, and be drawn from the County Treasury on the warrant of the County Superintendent, as before provided.

SECTION 30. The School Trustees or Board of Education of each city, town, and district, may use the moneys from the County School Fund to purchase, build, or rent, School Houses, to purchase libraries, and to pay teachers or contingent expenses, as they may deem proper.

#### REMARKS.

It is probable every county in the State will impose the small tax here authorized for the support of Schools.

No tax is more cheerfully paid—none devoted to a more worthy purpose. It will bear its fruits in years to come. The proceeds of this tax, it will be observed, may be used for any class of School expenses. From it must be made up what of the Teacher's salary the State Fund fails to pay. As this tax is small, it should not be relied on for building School Houses, as the Act of April 26th, 1858, affords a special means for raising the funds required for this purpose.

A reasonable sum should every year be used for the purchase of School apparatus and a library. No School is complete without maps, globes, mathematical blocks and figures, and, if of a high grade, philosophical instruments.

The eye is the chief inlet to the brain. Days of description could scarcely give a child so clear a perception of the nature of the earth's motion, latitude, longitude, the equator, and the poles, as a simple inspection of a globe.

An alphabet of block letters will be found exceedingly useful in Primary Schools. A child will learn his letters in a few days, if required to pick out of a heap the block representing a particular letter.

In fact, object-teaching, where it is applicable, is the only proper way to impart the rudiments of any branch of study.

Thus, take for illustration, even the science of mineralogy. Place before the child specimens of chalk, quartz, silex, mica, granite, the metals, etc., and he will soon be able to pick out any one called for.

When he has become thoroughly familiar with the object itself, it is easy to make him comprehend its properties.

No School would be considered complete without books, and yet apparatus, the appliances of object-teaching, are just as essential. How often are they wanting!

Under Section 29, the County Superintendent can appropriate none of the School Funds, either State or County, to any District excluded from distribution by the Superintendent of Public Instruction.

Even if the County Superintendent knows that a School was maintained for three or more months in a given year, but failed to report to the Department of Instruction, whereby it was deprived of any share of the State Fund, he cannot allow it any portion even of the County School Fund.

#### SCHOOLS AND TEACHERS.

SECTION 31. Any balance required to be raised in any School District for the payment of Teachers' compensation, beyond the amount apportioned to such District by the previous provisions of this Act, and other Public Moneys belonging to the District, applicable to the payment of Teachers' compensation, shall be raised by rate bill, made out by the Trustees against those sending to School, in proportion to the number of days, and of children sent, to be ascertained by the Teachers' list; and in making out such rate bill, it shall be the duty of the Trustees to exempt such indigent inhabitants as may, in their judgment, be entitled to such exemption.

#### REMARKS.

From the terms of the Act, the Trustees can only have recourse to the rate bill, to raise funds to pay a balance due for Teachers' compensation. It may not, therefore,

be employed to defray other expenses of the School. When the funds to the credit of the District are insufficient to pay both Teacher and contingent expenses, they may be used, so far as applicable, for the latter, and then the balance due the Teacher may be raised by rate bill. From the language of this Section, it will be seen how important it is that the Teacher keep a list of his Scholars, and their daily attendance, as upon this list must the Trustees base their rate bill.

In preparing this, the rate per day for each pupil should be established as follows :

If, for the sake of illustration, \$200 is to be raised, and ten pupils attended School thirty days—ten, sixty days, and ten, ninety days, the whole service would be equivalent to one pupil attending eighteen hundred days, which would make the rate, 11 1-9 cents per day. The assessment upon the parents of each of the first ten pupils would therefore be,  $\$3.33\frac{1}{3}$ —for all,  $\$33.33\frac{1}{3}$ ; upon the parents of each of the second ten,  $\$6.66\frac{2}{3}$ —for all,  $\$66.66\frac{2}{3}$ , and upon the parents of each of the last ten, \$10—for all, \$100, making, in the aggregate, the \$200 required.

The Trustees must therefore be careful not to impose the same rate upon the parents of all the children alike, but make due allowance for the time they have attended School.

Were this not indicated by the terms of the Act, it would be only reasonable that the children should, through their parents, pay in proportion to the benefits they have received from the Public Schools.

It is directed that the Trustees exempt such indigent inhabitants as may, in their judgment, be entitled to such exemption.

This discretion should be exercised with tact and delicacy.

Care should be taken that none be exempted, except those clearly unable to pay; otherwise those assessed may murmur at the unequal imposition.

No means is indicated by the Act, to collect this tax. The usual plan is to draw up the rate bill in handsome

form, showing the assessment upon each child, and intrust it to the Teacher, with power to collect. This power should be in writing, appended to the bill, and signed by the Trustees.

Where it is not desirable to make the Teacher collector, it may be placed in the hands of any competent person. The Constable of the District is sometimes appointed collector, but this should be avoided as much as possible, as there is always something more or less offensive in the visit of a Constable; and besides, he has no authority to enforce the collection.

The payment is altogether voluntary. If the parents of the children who have received the benefits of the Teacher's services, are so ungenerous as to refuse him the compensation the public funds are insufficient to pay him, there is no remedy. This, it is to be hoped, will rarely happen. Our people have the cause of education at heart, and give cheerfully for its support.

The laborer is worthy of his hire, and surely no laborer earns his recompense more worthily than the faithful and devoted Teacher.

**SECTION 32.** No Common School shall receive any moneys, benefits or immunities under the provisions of this Act, unless such School shall be instructed by a Teacher or Teachers duly examined, approved and employed by competent and legal authority, as herein before provided.

#### REMARKS.

This, of course, excludes all independent or private Schools. To constitute a Public School, the Teacher must have been examined and appointed by the Trustees, must be bound by their regulations, subject to their supervision, and the school must at all times be open to the visit and inspection of the Trustees, the County Superintendent, and the Superintendent of Public Instruction. A Private School, in operation, may become a Public School, with the consent of the Trustees, by the Teacher's offering himself for

examination and appointment. If the Trustees give him a certificate, and he submit to the rules governing Public Schools, his School will thereafter be entitled to distribution from the public funds.

SECTION 33. No books, tracts or papers of a sectarian or denominational character, shall be used or introduced in any School established under the provisions of this Act; nor shall sectarian or denominational doctrines be taught therein; nor shall any School whatever receive any of the Public School Funds, which has not been taught in accordance with the principles of this Act.

#### REMARKS.

The Trustees should always establish a rule, forbidding the Teacher to allow the distribution of any books or tracts, unless first approved by themselves. Of course, such approval will not be given, if the books come within the prohibition of the Statute. This prohibition, it will be observed, only extends to papers, etc., of a sectarian or denominational character. There are many excellent books and papers, inculcating religion and morals, which are not open to this objection. The Statute does not require that children should be brought up in heathenism, or atheism. It only prohibits the introduction of those doctrinal disputes that divide the religious sects of the country.

Avoid these, and there is not only no objection, but it is the duty of the Teacher to cultivate the moral nature of his pupils.

Whenever it is established, by undoubted evidence, that a Public School is violating this section of the Law, the County Superintendent should refuse to recognize it, and should draw no more warrants in its favor. Before taking this step, however, the case should always be submitted to the Superintendent of Public Instruction.

A School excluded for this cause from a share of the public funds, may be restored to its privileges, by ceasing its sectarian teachings. A repetition of the offense should be unpardonable.

SECTION 34. No Teacher shall be entitled to any portion of the Public Common School Moneys, as compensation or salary for services rendered, unless such Teacher shall have been duly employed by competent authority, nor unless such Teacher shall have had, during the whole time of such service, such certificate of competency and approval as required by this Act in full force and effect, and bearing date within one year next before the services aforesaid shall have been rendered; nor unless such Teacher shall have made report in manner and in form as shall be prescribed by the Superintendent of Public Instruction.

## REMARKS.

From this, it is apparent, the Teacher must submit himself for examination, and his certificate must be renewed every year.

For any services performed after the lapse of a year from the date of his certificate, he is not entitled to compensation from the public funds. "Employed by competent authority." This can only be the Trustees, or Board of Education.

Neither the parents of the pupils nor the County Superintendent can employ a Public School Teacher. It is further provided that no Teacher shall receive any compensation from the School Funds, unless he has reported in manner and form as prescribed by the Superintendent of Public Instruction.

Such manner and form are prescribed in the blank reports furnished by the Department of Instruction, a copy of which may be found in the Appendix to this volume.

This condition will hereafter be rigidly enforced. The Teacher, before he can receive his compensation, must not only have prepared a report and transmitted copies of it, by the 1st of November, to the Trustees, County Superintendent, and Superintendent of Public Instruction, but that report must have been full and complete.

Every column of the blank must have been filled up. He must have strictly complied with "the manner and form prescribed."

The State Superintendent is thus particular, because Teachers have but too often neglected this duty. It has

been impossible, in consequence, to make a full report to the Legislature. Ugly gaps in the statistics have thus occurred, to destroy the symmetry and completeness of the annual exhibit.

#### MISCELLANEOUS PROVISIONS.

SECTION 35. The Common School Year shall commence on the first day of November, and shall end on the last day of October.

SECTION 36. Any printing required under this Act shall be executed in the form and manner and at the prices of other State printing, and shall be paid for in like manner out of the General Fund, upon the bill for the same being certified to by the State Board of Education.

SECTION 37. The Act entitled "An Act to establish a System of Common Schools," approved May 3d, 1852; and an Act entitled "An Act to be entitled an Act amendatory of and supplementary to an Act entitled an Act to establish a System of Common Schools, approved May 3d, 1852," approved May 18th, 1853, and all other laws and parts of laws inconsistent with this Act, are hereby repealed; *provided*, this repeal shall not render invalid any lawful proceedings already taken under the laws hereby repealed; and the Common School Moneys and securities already accrued shall inure to the benefit of and belong to the School Fund referred to in this Act.

#### CONCLUSION.

In conclusion, the State Superintendent would urge those in immediate charge of the youth of our State, to make it their aim to educate, as well as instruct. Education is the development and cultivation of what is innate—the sensibilities and moral faculties; instruction, the imparting of useful knowledge.

One may be perfectly competent as an Instructor, and yet signally deficient as an Educator.

The accomplished Teacher should combine both qualities.

It is not enough that he store the mind of his charge with all the knowledge to which man has attained. He must cultivate the moral qualities—elevate the sentiments—repress the passions—bring into subjection the senses—ennoble the aspirations.



As the man is but the child of larger growth, and the State but man in the aggregate, the Teacher is, in truth, the architect of the State.

Let him bear in mind the dignity of his office, and strive to magnify it.

It is not necessary that his government should be one of terrorism. It has been reduced almost to an axiom, that in a well conducted school "the minimum of punishment is the maximum of qualification."

He is the best Teacher who gains the confidence of his pupils—not he who makes them quake with the fury of his glance.

It is not incompatible with his dignity, to descend, occasionally, from the pedestal of the superior, and become the familiar of his pupils.

Show them that he is their friend—can share in their enjoyments, and sympathize in their griefs.

He is a good man whom children love—none so penetrating as they, in reading character. Once secure their confidence, and you may find a thousand avenues to their heads, as well as their hearts, that are closed to the terrorist.

In their government, inculcate, in season and out of season, a hearty detestation of falsehood. We venture the assertion, that it is entirely within the power of the Teacher to make the child grow up an honest and a truthful man.

To effect this, always encourage a frank confession of fault, and when confessed, pardon it, if possible, and make the child understand that it is pardoned because confessed.

On the other hand, impress upon him that his punishment would have been the severest known to the discipline of the school, if he had falsified.

And be not suspicious of children. Suspicion begets cunning and evasion. Children are singularly sensitive, and man can scarcely appreciate the cutting pang the ingenuous child experiences, when wrongfully accused of telling a lie.

Teach him that you have confidence in his word, and

he will rarely abuse that confidence. Take for granted that what he affirms is true, unless the contrary is proved, and make him understand that you do so. But should that contrary be proved, make him a signal example, to the comprehension of all his fellows.

Experience has established, that pride is the strongest sentiment in the heart of a child, to which the Teacher can appeal.

When not developed into arrogance, it is a secondary virtue.

It were best, it is true, if we could make truth and honor, which is virtue, loved for virtue's sake. With the child this is not always possible; but it is possible to make him cherish truth and honor because their absence is disgraceful.

It is the pride of a spirited youth to earn the name of gentleman. Teach him that a gentleman never lies, and he will cultivate frankness—is ever magnanimous, and he will not impose upon the weak, nor stand by unconcerned when the weak are imposed upon—is forgetful of self, and he will practice generosity—is mindful of benefits, and he will not be ungrateful—never skulks when duty calls him to face danger, and he will be courageous—is courteous to inferiors, and he will eschew insolence—is respectful to age and women, and he will become polite—scorns a meanness, and he will scorn it.

In a word, teach him self-respect. And here the State Superintendent would urge all instructors to discourage the habit, once so common, of one child's informing on another. In years gone by, the master would severely punish a youth for not giving the name of some offender. He thus makes a martyr of him. Rather encourage him to be faithful to his friends. Teach him to despise the character of an informer.

The State Superintendent, in his experience as a Teacher, made it a point, not only to avoid requiring one pupil to inform upon another, but punished him if he volunteered the information—and with the happiest results.

The great aim in teaching should be to make the pupil

understand *thoroughly* one principle or one branch of study before proceeding to another. The disposition is too prevalent to be content with only a smattering of many branches, without a thorough knowledge of any.

The student should be taught not only the rules of a science, but the reason of those rules—the process by which learned men arrived at them. In after times he may possibly forget the mere language of the rules, but it will matter little, as he can himself deduce them.

He should be required to test his comprehension of a particular branch by frequent application to the ordinary business of life. It is for this he studies, not to burden his memory with a string of meaningless words.

Visitors, whether County Superintendents, Trustees or parents, should always apply this test, and if the reply is "The problem is not in the book," they may rest assured the child has not been properly instructed. Another feature of great value in imparting instruction is the familiar conversation of an intelligent Teacher.

He should invariably correct on the spot any bad grammar, cant expression, or improper pronunciation among his pupils.

It will not be long before the child will instinctively avoid them.

Mere naked facts—abstract propositions, make little impression upon the youthful mind.

The Teacher should endeavor to illustrate them in every possible way, by aiding the child with an association of ideas.

A pertinent anecdote will often effect this.

A Teacher, devoted to his profession, will watch the expansion of his pupil's mind with as much interest as the horticulturist does the growth of some rare and costly exotic.

He will often stop in the midst of the dry details of a recitation, and rivet the attention of his pupils by his conversation.

He will see by the lighting up of their countenances, how they grasp his ideas.

A Teacher, thoroughly master of Physiology, Astronomy, Chemistry, Geology, Botany and Natural Philosophy, can store the minds of his scholars with a fund of information on those subjects, long before they have commenced the formal study.

At every turn something will occur "to point a moral, or adorn a tale."

Children are proverbially inquisitive. They always want to know the "why" of what they see.

Instead of rebuking, the master should encourage this disposition to ask questions, and should always take pains to give an intelligible reply.

An excellent rule is to permit each pupil at the close of a session, to put some question, bearing upon his studies, to the whole School—he to answer, if his fellows cannot.

It sets them to thinking, and incites them to study out puzzling questions. And after all, the purpose of Instruction is to excite this very faculty of thinking.

Books will not always do this—the Teacher always can.

We doubt whether the School could be better employed, one day in the week, particularly in the rural districts, than by an excursion through the fields, the woods, and along the brook-side—the Teacher taking his text from the natural objects encountered, and discoursing in a familiar style upon their properties and relations.

The fields would furnish him occasion to explain the germination of seeds—the constituents of plants—the necessity and operation of light upon them—the mode by which they feed, and on what they feed—the beautiful provision by which they absorb carbonic acid gas, decompose it, and return the oxygen—the design apparent in this—the ingenious expedients by which many of them disseminate their seeds—the office of the leaves—the nature and varieties of flowers—the functions of the stamens, pistils, petals, pollen—the mode of reproduction—some account of the most curious foreign plants and flowers—the difference in the flora and vegetation of polar and tropical regions—the reason of this difference—the medi-

cial qualities of plants—the names and localities of such as furnish the best known vegetable medicines.

Then, by ~~association of ideas~~, explain the character of ante-diluvian vegetation, and how we, at this late day, derive our knowledge of it. This will introduce the subject of fossils, which, in its ramifications, will furnish an endless theme for instruction.

The skies above will furnish the text for a conversation on Astronomy and Meteorology—topics of exceeding interest to children, and to the accomplished Teacher inexhaustible.

The brook-side is equally suggestive. Here may be found the materials for a lecture on the elements of Geology, Mineralogy, Hydraulics, Evaporation, Ichthyology, Navigation, the Steam-engine, Commerce, the Tides, Marine plants, the topography of the Ocean's bed, effects of the Deluge, etc., etc.

All this could not be expounded on one such occasion. It would require many. But we doubt whether months of application to text-books would produce greater results than days thus devoted.

The success of such a plan depends, of course, on the Teacher.

He must be a man of varied attainments, extensive reading, possessing a fund of appropriate anecdote, and withal, an entertaining talker.

To all, we say, in conclusion, make your children think.

When you have done this, you have excited their interest.

Learning will then become a pleasure, instead of a task, and knowledge follow in due time.

#### SPECIAL DUTIES OF COUNTY SUPERINTENDENTS.

It is important that the Superintendent of Public Instruction, and through him, the Legislature and the People, be thoroughly informed of the condition of our Public Schools, that remedies may be devised to repair defects, and arrangements made to supply deficiencies. With this view, some-

thing more will be hereafter required of County Superintendents, than the mere filling up of the old forms of blank Reports.

The State Superintendent will have prepared a blank note book, with appropriate headings and instructions, designed to furnish information upon many items, coming within the sphere of the County Superintendent's duties, but not heretofore attended to.

Among these items may be mentioned the condition of the School Sections in the county, as referred to more at length in the commentaries on Section 11, the condition of the School Houses, the character of the furniture therein, the age of Teachers, their experience in teaching; how many intend to devote themselves permanently to the profession; their manner of teaching, and general ability to teach and govern; the number of examinations and exhibitions held during the year; improvements made, and projected, bearing upon the cause of education; defects to be remedied, and wants to be supplied; the number of Private Schools, Seminaries, and Colleges in the county; with the number of pupils attending each.

These note books are to be considered as part of the Superintendent's Annual Report, and should be transmitted at the same time.

It is earnestly hoped County Superintendents will make them as full, practical and interesting as possible.

Those of superior merit will be embodied in full, in the Annual Report of the Superintendent of Public Instruction to the Legislature, and with it, will be published for distribution throughout the State. Any failure to furnish these Reports will be specially reported to the Legislature.

The Superintendent of Public Instruction would recommend, also, that County Superintendents publish, in their local papers, from time to time, a Report upon the condition of their Schools, with suggestions for their improvement.

Some already do this. Among them may be mentioned, with approval, Mr. Henry B. Janes of San Francisco, Mr.

Nelson Slater of Sacramento, and Mr. Grove K. Godfrey of Shasta. There may be others, but they have not been brought to the notice of the State Superintendent.

The example of these officers is worthy of imitation.

Such publications tend to keep alive the interest of the citizens in Public Schools, and stimulate them to make the improvements needed. It is true, complaint is very often justly made, that County Superintendents are but poorly compensated; but in some instances, at least, this is their own fault.

An active, energetic discharge of their duties, in the manner here indicated, will furnish the strongest argument for an increase of their compensation—an argument which will, doubtless, have its weight with the Board of Supervisors.

#### SPECIAL DUTIES OF CENSUS MARSHALS.

In addition to the items heretofore embodied in the returns of the Census Marshals, the State Superintendent directs that they shall give the number of deaf and dumb persons in their Districts, as set forth more at length in the Commentaries on Section 18, and *also the number of children under four years of age*, and whether born in California or abroad. This should be done in a separate column, so as not to confound them with children between four and eighteen years of age, upon which, alone, the apportionment is made.

It will impose but little additional labor upon the Marshals, as it will be very easy, when inquiring of a family the names of children between four and eighteen years of age, to obtain the number under four years of age. The names of the latter need not be given—their number is all that is wanted. Nor will it be necessary to give their birth place, further than to specify whether born “in California” or “abroad.”

Trustees are particularly requested to enforce compliance with these requirements. The necessary columns will be added to the census blanks.

## SCHOOL ARCHITECTURE.

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This is a subject to which, unfortunately, but little attention has been paid in California, and yet the selection of the Teacher and the mode of instruction, scarcely exercise more influence in fashioning the character and giving tone to the plastic mind of the youth of our country.

As to its operation upon the health and physical development of the pupils, its importance can scarcely be overestimated.

In the infancy of the Common School system, the rudest shanty was considered sufficient for the training ground of the youthful mind. Men altogether overlooked or recklessly disregarded the controlling influence of surrounding circumstances upon the impressionable minds of the young.

No attention was paid to location—an uninviting, forbidden spot, with perhaps bog and filth, or worse still, demoralizing places of public resort in close proximity, was as likely to be selected as a grassy eminence, embowered in trees and commanding an extended view of the loveliest landscape.

The style of building was regarded as of no consequence.

Rough clapboards were huddled together by some village carpenter, whose only instructions were to furnish room wherein to cram a certain number of unfortunate youngsters.

The mode of lighting, of ventilating, the style of School furniture, were all despised and held of trifling moment.



In later years, however, a vast change of public sentiment has taken place on this subject, and in many of the old settled States, the minds of intelligent and philanthropic friends of education have been specially turned to this matter, and the result has been a wonderful improvement in the cheerfulness, comfort, and even ornamentation of School Houses.

The effort has been to make them attractive resorts to the young, aiding the acquisition of learning, and conducing, or, if not conducing, at least not actively injurious to the health of their inmates.

This is the principle which underlies the whole subject, and to enforce this, is the object of the present essay by the State Superintendent. In a work necessarily so contracted as this, he cannot be expected to enter into minute details. But he can point out certain fundamental rules for the guidance of Trustees and Building Committees—things that reason and experience have taught ought most assuredly to be done, and others that, as certainly, ought not to be done.

Parties about to build a School House should take into consideration :

*First*, The location. *Second*, The character of the School, whether graded, or ungraded. *Third*, The style of the building. *Fourth*, The mode of lighting, heating, and ventilating. And, *Fifth*, The School furniture and appurtenances.

#### THE LOCATION.

The primary considerations in selecting a location, are convenience, accessibility, fitness, and attractiveness.

By CONVENIENCE is meant, its proximity to the greatest number of families. This is easily determined. Justice, and the success of the School, require that it shall be carefully considered.

The location should not only be convenient, but ACCESSIBLE.

In rural Districts, care should be taken that a stream of

water, liable to be swollen past fording in the rainy season, or a high ridge of hills, or marshy ground, or extensive fields infested by wild cattle, shall not intervene between the School House and any considerable number of homesteads.

There should be a FITNESS, too, in the location.

It is manifestly wrong to build a School House in the vicinity of a tavern, a drinking shop, a country grocery, the resort of idlers, or any manufacturing establishment, whose operations are offensive or injurious to health.

Avoid, in fact, every spot where the exhalations, either natural or artificial, are offensive to the child.

*Attractiveness*, however, is one of the most important points to be considered.

Let those who imagine surrounding circumstances have little weight in the formation of character, reflect for a moment upon the difference in the impress upon the plastic mind of a child brought up in the Gin Lanes of London, or the recesses of the Five Points, and one nurtured in the elm-embowered retreats of New Haven, or the sylvan shades of Savannah. Independent of their moral training, the mere physical surroundings must exert a marked influence.

Note the difference in the character, to say nothing of the *physique*, of the almost brutalized colliers of England, passing their lives in the gloom of deepest mines, and of the free-roving Switzer, impressed from infancy by scenery the most sublime,—of the debased peasants inhabiting the marshy plains of Southern France, and the active-minded mountaineers of Calabria.

It is not contended that mere natural features can make a man either good or bad; that depends upon other circumstances; but they unquestionably give a tone to the youthful character, which, if favorable, may be turned to advantage by the instructor, both of the mind and the heart.

By all means, then, select the most attractive spot that can be obtained, for the location of a School House. Al-

ways prefer a wooded high, commanding a fine prospect of the surrounding country.

Let it stand back from the bustle of the public road. See that there are as many shade trees as possible round about. If none, plant them before you commence your foundations. Every rural School House should have a grassy play-ground of an acre at least. Even in a village this should never be less than half an acre. If the children, during play hours, are liable to be intruded upon by outsiders, or if temptations exist to draw them into association with all sorts of characters in the public streets, their grounds should be surrounded by a high and substantial fence.

In concluding this portion of the subject, we cannot do better than take to heart the teachings of one who has made it his study :

“Pleasantness, or beauty of position, almost as much improves the tone of the mind, as healthfulness of location does that of the body; and it is but another instance of the goodness of Providence, that that which is necessary and useful is also often agreeable and beautiful. The high, airy, and commanding site—be it for school, dwelling, or town—is as attractive by its beauty as it is desirable for its salubrity; and the buoyant vigor of body it confers is well calculated to enhance the enjoyment of its charms. Life is made up of innumerable incidents and events, some of them inconsiderable—apparently almost trivial—in their nature, but not therefore trivial in their consequences. Hence, the child who daily emerges from the valley, and mounts, gradually, higher and higher, to his place of study—each moment widening his horizon, and bringing new objects into view, and presenting new subjects for contemplation—will, probably, enter the School Room with higher spirit and better feeling, than he who plunges down, through gloom, damp, and mire, to his silent, secluded mind-prison, at the edge, it may be, of the brooding marsh.”

“It is time that the beautiful should be recognized as

an element in education ; and if so, at what point may it be more easily or effectually commenced than in the selection of the place for study ? Let it be remembered how many of the hours of plastic childhood are to be there passed, and how impossible it is for the most observant to fully detect and estimate the injurious effects of unpleasant outward objects and influences, upon the moral character. We obtain our ideas through our senses ; and if sight, the most important of them, be constantly exercised upon repulsive objects, or within a narrow scope, during the most impressible years of life, the ideas supplied through this medium must be of the same kind, and the mind take the same tinge and stint. So of abstract ideas and moral qualities ; we, of necessity as often as from choice, express them by the terms proper to physical objects, and thus measure and stamp them, as it were, by the same means. But if the natural objects which we daily contemplate, and therefore use for this higher purpose, be of mean and repulsive kind, is there not some danger that the intellectual and moral character, whose standard they thus become, may also be low, contracted, and grovelling ? Beauty, beyond all question, is a want of the human soul, and should be a part of that soul's training, in every department of human culture."

#### GRADING THE SCHOOLS.

For a full exposition of this point, reference is made to the Commentaries on Section 17 of the School Law, in a former part of this work.

It is sufficient here to say, that Trustees should see that their Schools are graded whenever the number of pupils, and the difference in their ages and attainments, will justify it.

In constructing a House for a graded School, provision must of course be made for at least two departments—the Primary, and Intermediate or Grammar. In a growing neighborhood, the building, even when designed for a Primary School, should be so arranged as to permit, when

necessity requires it, such modifications as will adapt it also for an Intermediate School.

The same is true where good policy calls for a graded School, but lack of means forbids it for the present.

By bearing in mind the prospective wants of the School, considerable expense may be saved. The requisite modifications and additions may be made for a small fraction of the amount it would cost to remodel the whole building.

#### THE STYLE OF BUILDING.

By this is meant its Architecture—the plan of its front, rear, and sides—the number, size, and fashion, of its doors, windows, porticoes, columns, (if there be any,) the ornamentation, and the ground plan and internal arrangements.

The first point to consider, in this connection, are the dimensions.

It is safe to declare that in six cases out of ten, School Houses, planned by inexperienced persons, are too small for the number of pupils they are to accommodate, and that this parsimony of space is the fruitful cause of disease in children.

The evils resulting from this cause are so forcibly summed up by Prof. Mayhew, that we give his remarks in full, and earnestly invoke attention to his warnings:

He premises with the declaration that a large majority of the School Houses in the Northern and Western States have been found, by actual measurement, to be about twenty by twenty-four feet on the ground, and seven feet in height.

“They are,” he says, “more frequently smaller than larger. School Houses of these dimensions have a capacity of 3,360 cubic feet, and are usually occupied by at least forty-five scholars in the winter season. Not unfrequently sixty or seventy, and occasionally more than a hundred scholars occupy a room of this size.

“A simple arithmetical computation will abundantly sat-

pp 9

isfy any person who is acquainted with the composition of the atmosphere, the influence of respiration upon its fitness to sustain animal life, and the quantity of air that enters the lungs at each inspiration, that a School Room of the preceding dimensions contains quite too little air to sustain the healthy respiration of even *forty-five* scholars three hours—the usual length of each session; and frequently the School House is imperfectly ventilated between the sessions at noon, and sometimes for several days together.

“Mark the following particulars: 1. The quantity of air breathed by forty-five persons in three hours, according to the data just given, is 3,375 cubic feet. 2. *Air once respired will not sustain animal life.* 3. The School Room was estimated to possess a capacity of 3,360 cubic feet—*fifteen feet less than is necessary to sustain healthy respiration.* 4. Were forty-five persons, whose lungs possess the estimated capacity, placed in an air-tight room of the preceding dimensions, and could they breathe pure air till it was all once respired, and then enter upon its second respiration, *they would all die with the apoplexy before the expiration of a three hours' session.*

“From the nature of the case, these conditions cannot conveniently be fulfilled. But numerous instances of fearful approximation exist. We have no air-tight houses. But in our latitude, comfort requires that rooms which are to be occupied by children in the winter season, be made very close. The dimensions of rooms are, moreover, frequently narrowed, that the *warm breath* may lessen the amount of fuel necessary to preserve a comfortable temperature. It is true, on the other hand, that the quantity of air which children breathe is somewhat less than I have estimated. But the derangement resulting from breathing impure air, in their case, is greater than in the case of adults, whose constitutions are matured, and who are hence less susceptible of injury. It is also true, in many Schools, that the number occupying a room of the dimensions supposed is considerably greater than I have estimated. More-

over, in many instances, a great proportion of the larger scholars will respire the estimated quantity of air.

“Again, all the air in a room is not respired *once* before a portion of it is breathed the second, or even the *third* and *fourth* time. The atmosphere is not suddenly changed from purity to impurity—from a healthful to an infectious state. Were it so, the change, being more perceptible, would be seen and *felt* too, and a *remedy* would be sought and applied. But because the change is gradual, it is not the less fearful in its consequences. In a room occupied by *forty-five persons*, THE FIRST MINUTE, *thirty-two thousand four hundred cubic inches of air impart their entire vitality to sustain animal life, and, mingling with the atmosphere of the room, proportionately deteriorate the whole mass.* Thus are abundantly sown in early life the fruitful seeds of disease and premature death.

“This detail shows conclusively sufficient cause for that uneasy, listless state of feeling which is so prevalent in crowded School Rooms. It explains why children that are amiable at home are mischievous in School, and why those that are troublesome at home are frequently well-nigh uncontrollable in School. It discloses the true cause why so many Teachers, who are justly considered both pleasant and amiable in the ordinary domestic and social relations, are obnoxious in the School Room, being there habitually sour and fretful. The ever-active children are disqualified for study, and engage in mischief as their only alternative. On the other hand, the irritable Teacher, who can hardly look with complaisance upon good behavior, is disposed to magnify the most trifling departure from the rules of propriety. The scholars are continually becoming more ungovernable, and the Teacher more unfit to govern them. Week after week they become less and less attached to him, and he, in turn, becomes less interested in them.

“This detail explains, also, why so many children are unable to attend School at all, or become unwell so soon after commencing to attend, when their health is sufficient to engage in other pursuits. The number of scholars an-

swering this description is greater than most persons are aware of."

It is established by philosophical reasoning, supported by numerous experiments, that the principal room of the School House, and each such room where there are several departments, should be large enough to allow each occupant a suitable quantity of pure air, which is not less than one hundred and fifty cubic feet.

This is a matter of easy calculation. Thus, if a School Room is designed for thirty scholars, it should contain four thousand five hundred cubic feet. It must therefore be thirty by twenty feet on the ground, and seven and a half feet high. If for fifty scholars, its capacity should be seven thousand five hundred cubic feet, or about thirty-six by thirty feet on the ground, by seven feet in height, and so on, for any greater number of pupils. These heights are merely given for illustration. The room should always be from ten to fourteen feet high.

The size having been determined, the next point to settle is the fashion, or outward style and ornamentation of the building. This must be left, in a great measure, to the good taste of the Trustees or Building Committees, assisted by an Architect or experienced builder.

Where this assistance cannot be conveniently obtained, it is good policy for the Trustees to invite citizens of the District, of acknowledged taste and cultivation, especially those interested in education, to furnish plans for the School House.

From a number thus obtained, the best may be selected, or the merits of two or more may be combined.

The subject admits of such amplification that it is impossible to give, within the limits of a work like this, a sufficient number of plates to illustrate it. The State Superintendent will, on application, be happy to furnish Building Committees with drawings illustrating the most tasteful and approved models for School Houses.



## GROUND PLANS AND INTERNAL ARRANGEMENTS.

In arranging the plan of a School House, provision should always be made for two entries or vestibules, one for boys and the other for girls, wherein to deposit their hats, coats, satchels, luncheon, etc.

Each entry should be furnished with a scraper, mat, hooks, or shelves, basin, and towels. A separate entry thus furnished will prevent much confusion, rudeness, and impropriety, and promote the health, refinement, and orderly habits of the children.

Allowance should also be made for closets for apparatus and books, passages among the desks sufficiently wide, and full space for classes at recitation.

From the summing up of Mr. Burrowes, an able writer on School Architecture, we gather, that the best form for a School Room is a rectangle, whose length is one-fourth greater than its breadth, with the Teacher's desk at one end. This keeps the whole School in front, and in view of the Teacher, and gives ample space across the end, before his desk, for classes.

In those sections of California where the winters are severe, every School House should have a cellar. This not only renders the floor drier, and the house more healthful and comfortable, but saves the cost of a wood or coal house.

The Teacher's desk should be movable, and on a raised platform of sixteen inches or two feet high, and four feet wide, extending entirely across one end of the room.

This platform will also serve for declamation, black-board, and other similar exercises.

A black-board, five feet in height, commencing two feet from the floor, is indispensable.

It should extend all around the room; or, at the very least, across the ends of the room behind and facing the Teacher's desk. It is impossible for the Teacher to reach the full comprehension of his pupils without it.

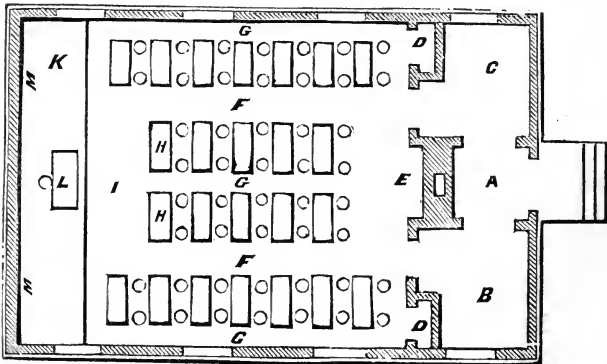
There should be wide doors to every School House, so as to give egress to the occupants in the shortest possible time, in case of emergency. A door composed of two parts or valves, opening outward, would effect this object.

Every School Room should be so constructed that each scholar may pass to and from his seat without disturbing or in the least incommoding any other one. By this means, too, the Teacher may pass at all times to any part of the room, and approach each scholar in his seat, whenever it may be desirable to do so for purposes of instruction or otherwise. Such an arrangement is of the utmost importance, for without it, no Teacher can advantageously superintend the affairs of a whole School, and especially of a large one. In this connection, we give a number of ground plans, showing the proper internal arrangement of a School.

PLAN FOR UNGRADED OR PRIMARY SCHOOLS.

Number 1. This plan represents the ground floor of a School House, one story high, twenty-three by thirty-four feet on the outside; thirteen feet high in the clear of floor and ceiling, and pitch of roof five feet. It will accommodate forty-eight pupils—two at each desk.

No. 1.

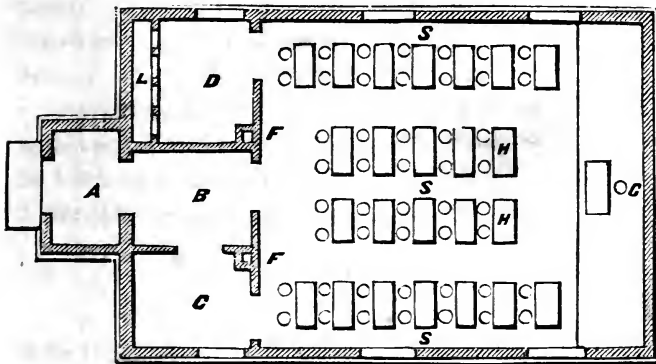


- A—Lobby 6 feet square.  
 B—Clothes room for girls, 6 by 7 feet.  
 C—Clothes room for boys, same size.  
 D D—Closets for books, etc.  
 E—Fire place, or recess for stove.  
 F F—Passages two feet wide.

- G G G—Passages 16 inches wide.  
 H H—Seats for two pupils each.  
 I—Space for classes at recitation.  
 K—Platform 4 by 22 feet.  
 L—Teacher's desk.  
 M M—Black-board.

No. 2. The following plan represents the ground floor of a building twenty-three by thirty-four feet, one story high, thirteen feet in the clear, and pitch of roof nine feet. It differs from No. 1 in having an outside lobby, made at the entrance, which gives an additional room, appropriated for library and recitation :

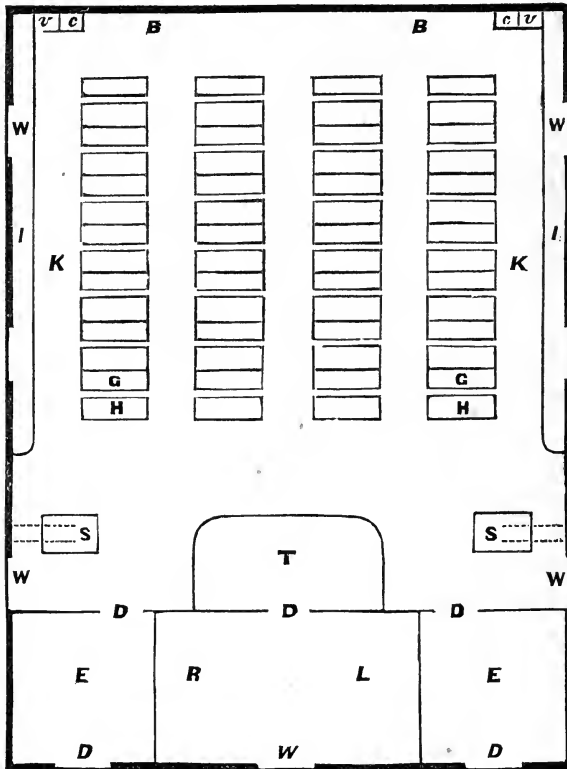
No. 2.



- A—Lobby or outside porch, 5 by 6 feet.  
 B—Recitation or Teacher's room, 8 by 8 feet.  
 C—Girls' clothes room, 6 by 8 feet.  
 D—Boys' clothes room, 6 by 8 feet.  
 F F—One a smoke flue, the other a ventilator, brought together in the loft, and topped out together.  
 G—Teacher's desk, on a platform, 4 by 22 feet, with black-board behind.  
 H H—Seats for two pupils.  
 L—Library.  
 S—Passages or aisles.

## No. 3. Plan of a School House for fifty-six scholars.

No. 3.



(Size, 30 by 40 feet. Scale, 10 feet to the inch.)

D D D D—Doors.

E E—Entries lighted over outer doors, one for the boys and the other for girls.

T—Teacher's platform and desk.

R L—Room for recitation, library and apparatus, which may be entered by a single door back of the Teacher's desk, as represented in the plan, or by two, one on either side of the desk, as in the following plan, No. 4.

S S—Stoves, with air tubes beneath and metal casing.

K K—Aisles, four feet wide. The remaining aisles are each two feet wide.

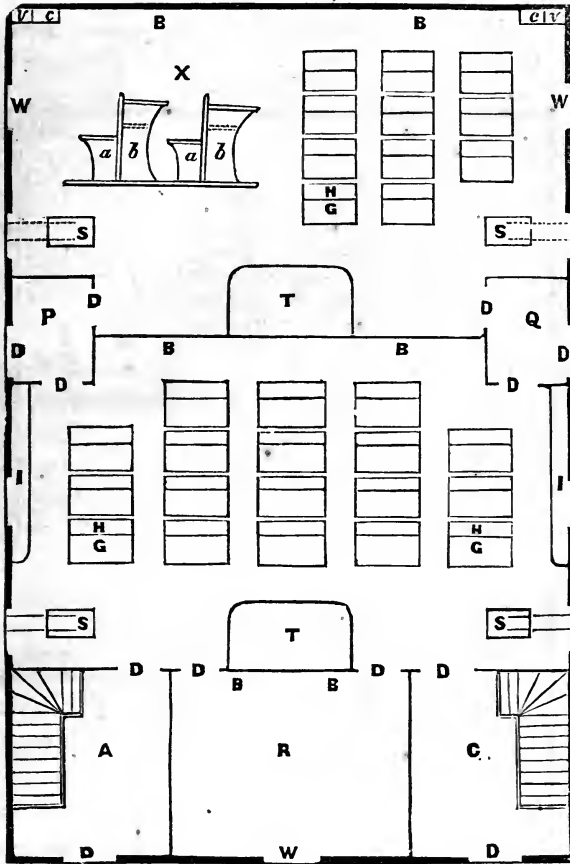
C V—Chimneys and Ventilators.

I I—Recitation Seats.

B B—Black-board, made by giving the wall a colored hard finish.

G H—Seats and Desks, four feet in length. The seat and desk may be made together, as represented at X, in the following plan, or as in Plate No. 1, in article on school furniture. Instead of being permanently fastened to the floor, they might be advantageously attached in front by a strap hinge, which will admit of their being turned forward while sweeping under and behind them.

## No. 4.



(The size of the Room is 36 by 54 feet. The scale of the cut, 12 feet to the inch.)

- A—Entrance for boys to High or Grammar School on second floor. If there be no second floor, it may represent lobby, or clothes room for boys of Primary and Intermediate or Primary and Grammar Departments, in which case, the other entrance, P, may be dispensed with.
- C—Entrance for girls to High or Grammar School. Same remarks apply.
- P—Entrance and lobby for boys to the Primary and Intermediate Departments.
- Q—Entrance and lobby for girls to the same.

- D D—Doors.
- W W W—Windows.
- T—Teacher's platform and desk.
- G H—Desk and seat for two scholars, a section of which is represented at X in the Primary Department, whereof *a* is the seat and *b* the desk, made together.
- I I—Recitation seats.
- B B—Black-boards.
- S S—Stoves in casing, with air tubes beneath.
- c v—Chimneys and Ventilators.
- R—Room for recitation, library and apparatus, and other purposes.

## PRIMARY AND INTERMEDIATE DEPARTMENT ON SAME FLOOR.

No. 4. The preceding plan represents the manner of arranging a graded School—the Primary and Intermediate Departments on the first floor. Provision is also made, as shown by the flight of stairs represented in the lobbies, A and C, for a Grammar School on the second floor. If only two grades are contemplated, the building need only be one story in height, and then the plan will answer either for Primary and Intermediate, or Primary and Grammar Departments.

## ARRANGEMENT OF SEATS AND DESKS.

The pupils should be faced toward a wall containing no windows, or if any, they should have close blinds or curtains. If possible, this should be the north wall. The Teacher's platform should be across the end, and not the side of the room. Seats and desks should be of different heights, for the convenience of pupils of different ages and sizes.

In such cases, the smaller seats for the younger pupils should be placed in front—nearest the Teacher's desk—that he may have them more under his eye and control.

Seats and desks should never touch the wall, that the pupil near it may have the free use of his arm, and not come in contact with the damp, cold wall.

The following plate represents a new mode of arranging seats and desks, intended to save floor space without the use of the double desk. It is the invention of Mr. Woodcock, of New Hampshire, to whom a patent has been granted. It has the additional advantage of allowing more room for passages, and particularly for a wide middle passage and for outside passages along the walls.

The dividing or partition board may either be used or not, as convenience shall direct:



In his descriptive circular, Mr. Woodcock says :

“By this new arrangement two rows of desks are combined together, with a separating partition between them ; or, with a standard at each end, the partition may be dispensed with. Two rows of desks, A A and C C, are shown, connected to each partition board, D. The Teacher’s desk is represented at E ; B are the seats of the scholars at the desks ; a a are the desk standards. Each scholar’s desk is arranged opposite the seat space of the opposite scholar, thus separating them and preventing playing and whispering in school.

“By this arrangement, as many scholars can be seated at

single as at double desks, and they will occupy no more floor-room.

“There is also, again, over single desks, as arranged in the common way in schools, by seating forty-eight scholars with these desks in the same space as thirty-six are commonly seated.

“The desks and chairs are arranged diagonally on the floor, so that no one scholar can see the face of another without one of the two being at right or left half-face. When the School has been called to procession, all can rise at once and step into files in the aisles without coming in contact with one another. Scholars are more directly under view of the Teacher, and can therefore be kept in better order.”

#### LIGHTING, HEATING AND VENTILATING.

To secure the requisite light, the windows should be of sufficient size and number on the south, east and west sides. There should be none on the north, which the children should face.

By this means their eyes are relieved from the glare, and the light falls comfortably from behind, and from either side, upon their books.

The windows, says Mr. Burrowes, should reach nearly to the ceiling, and need not descend as near the floor as in a dwelling house.

Ventilation and light will thus be increased, and currents of air across the persons of the pupils avoided. Besides, school windows are not so much to look out of, as to admit air and light.

VENTILATION.—They should always be so constructed with pulleys, as to allow the top sash to be lowered, as well as the under one to be raised. This is very important, especially in hot weather.

By this means the heated air, which is lighter, and therefore rises, escapes from the higher opening, while the cool air from without, being heavier, enters, to take its



place, through the lower aperture. A constant current of air is thus produced, which must greatly contribute to the comfort of the children in hot weather.

The average height of the ceiling from the floor should be twelve feet—of the windows not less than six feet—seven or eight feet would be better, by at least three feet in breadth.

Experience has established that the best plan is to fix the window-sill four feet from the floor, allow a medium height of seven feet to the window, leaving one foot above to the ceiling.

TO REGULATE THE QUANTITY OF LIGHT, there should always be blinds, if obtainable, or curtains of suitable material, to shield the pupils from the direct rays of the sun entering from the east during the morning, and from the west in the afternoon.

As an additional precaution to ensure ventilation, Mr. Burrowes recommends an opening in the ceiling, in a one story School House. This aperture should not be less than three feet square, in a room twenty-five by thirty feet; and it should have a cover or valve to it, so arranged, by means of hinges and a pulley, as to admit of being opened and closed at pleasure from the floor of the room. This aperture ought always to be kept open in mild weather, and will be found an efficient means of rapidly cooling the room in cold weather, when it may be unadvisable to open the windows.

HEATING SCHOOL ROOMS.—The proper heating of a School Room is a matter of much importance. It is indispensable to order, to study, and to health. On this subject we quote freely from Mr. Burrowes' elaborate work.

The chief objects to be effected are, the generation of a sufficient degree of heat, its equal diffusion throughout the whole room, and its uniform continuance during the hours of study. The experience of practical teachers, sanctioned by the opinion of physicians, has settled, that the proper temperature of a School Room, is from sixty-five to seventy

degrees of heat, according to Fahrenheit's scale. Any degree materially short of this, renders the pupils uncomfortable and uneasy, and is therefore incompatible with study and order, while too great a degree of heat is equally disturbing and injurious. It stimulates and over-excites the pupil, thus producing impatience, inattention and disorder, while the inevitable relaxation which follows, exposes the system to cold and other diseases.

But it is not enough that a proper temperature shall be found in a certain part of the room. It must be equal throughout the whole chamber, or the injustice will be committed of having a portion of the pupils—say one-third—comfortably warm and successfully pursuing their studies, while an equal portion are almost roasting and fidgeting near the stove, and the remainder, chilled in body and torpid in mind, at the frigid ends of the apartment. Neither uniformity of effort, or of progress, nor proper order can be expected under such circumstances.

EQUALITY OF TEMPERATURE is then also requisite. The utmost care should be taken to keep up an even temperature throughout the School session. Nothing so tries the youthful system as fitful alternations from a roaring fire to dying embers. The only way to prevent this is to have a thermometer in the School House, conveniently located for the inspection of the Teacher. This he should occasionally inspect, and regulate the supply of fuel, or open the ventilating valves in the ceiling, accordingly. In heating a School House, we premise, that an open fire-place is out of the question. It can never produce uniformity of heat, and besides consumes more fuel than the stove.

An improved stove is probably the only appliance likely to be used in the present condition of our school finances. It should always be located, as nearly as possible, in the center of the room, that the opposite extremities may receive an equal degree of heat.

Those portions of the room immediately around the stove, must necessarily be hotter, and too uncomfortable for occupation by the pupils. The best remedy for this is a number of movable screens.

But by far the best arrangement we have been able to find, is that described at length by Mr. Burrowes :

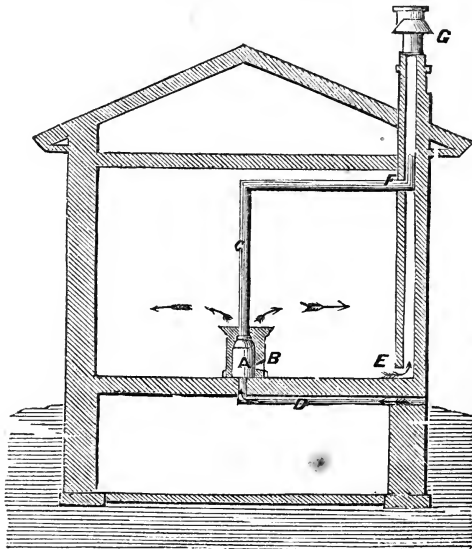
“When a stove stands uninclosed in a room, and without any direct connection with the outer atmosphere, there is a constant current of air towards it from every side of the apartment, both to supply the draft of combustion within the fire-chamber, and to seek contact with the outer surface of the hot plates, and then pass upward in a heated and consequently more rarified condition. This current, which is not at all impeded by the ordinary movable screens, owing to their being open below and at the sides, enters the apartment at the bottom of the doors and windows, and through the chinks and openings in the floor and washboard, passes most strongly close along the floor, where the air is coldest and densest, and thus comes in direct contact with the feet and ankles of the occupants. This effect is extremely unpleasant, at the same time that it is most injurious to health. Children, especially in the country, often enter school with damp feet, and exposure to this cold current of air, in a state of inaction for hours together, is the sure but unsuspected cause of many a severe cold and hard cough. The object, therefore, should be to prevent this chilling and unwholesome draft, and supercede it with an equal supply of pure warm air, so introduced as to incommode no one, and cause the space in the immediate vicinity of the stove to be as comfortable and eligible as any other part of the room. This can readily be effected in the following simple manner :

“A circular hole is cut in the floor, under the stove, of from eight to twelve inches in diameter. This aperture is then connected with the pure outward air, by means of a trunk or flue in the cellar, of equal size, and extending from it to one of the openings in the cellar wall, in the manner indicated in the plate accompanying.

“The stove is then placed over the aperture, and a close circular tin case or inclosure is put all around, and six or eight inches from the stove, and firmly fastened to the floor. This case is to extend about six inches above the top of the stove, but is to have no open space between it

and the floor:—in effect it is to be an enlarged continuation of the trunk or flue in the cellar.

“The kind of stove most suitable for this purpose, is what is known as the ‘bar-room stove;’ that is, one of an upright conical form—small in diameter, so as to occupy the least practicable space on the floor, and high, so as to keep the upward current of air as long as possible within the case, and in contact with the stove. In the aperture beneath the stove, a sliding grate or register should be inserted, not only to prevent pieces of coal, dust, etc. from falling into the flue, but to close off the draft entirely whenever desirable. The tin case should have a hinged and latched door, at least two feet wide, and extending from the floor to the top of the stove-door, to admit fuel and afford ready access to the ash-drawer; and it should be so fastened to the floor as to be easily removable, with the stove, in summer, at which time the sliding grate or register will close the aperture, and thus present no impediment to the free use of the place where the stove stood.



A—Stove.  
 B—Case or Screen, fast to the floor.  
 C—Smoke-pipe.  
 D—Cold air pipe.

E—Lower valve in ventiduct.  
 F—Upper valve in ventiduct.  
 G—Ejecting ventilator.

“The operation of this simple arrangement can be readily understood. The pure, cold, outer air rushes into the chamber around the stove, through the flue in the cellar, to fill the vacuum caused by the heating and rising of the air previously there. This, in its turn, is heated, rarefied and rises, and is in the same way succeeded by other portions of outer air. A constant stream of heated air into the room is thus established and kept up. This pure rarefied air, on entering the apartment, rises at once toward the ceiling, and, as it is increased in quantity by a continued supply, gradually fills first the higher and then the lower portions of the room, until it entirely expels, through the valve at the floor, and any other openings which may exist, the dense cold air previously in the room. But the process does not cease when the whole volume of the air previously in the room is excluded. It still continues;—the newly arrived warmer and purer air always taking the highest position in the room, and forcing out, below, the lower and colder portion of that already introduced, being also that which it is most desirable to get rid of, for the reason that it has become the most impure by passing through the lungs of the occupants of the room.

“The advantages of this plan are: 1. The close and high case around the stove, (which should always be of tin, as that bright white metal does not radiate heat like sheet-iron,) effectually protects the pupils seated near the stove, from any undue degree of heat. 2. It cuts off those chilling and injurious currents of cold air, already spoken of along the floor toward the stove. 3. It supplies the draft of air for combustion from the cold outer air, and not from the warm air in the room, thus, to some extent, economizing heat. 4. It introduces a constant and full supply of pure air from without, which becomes moderately heated as it enters, and soon renders the whole room comfortably warm in every part.

“To complete this arrangement, and render it perfectly effectual and healthful, there should always be a ventilating flue, of sufficient capacity, placed at the furthest possible

point from the stove, and capped with a proper ejecting apparatus. And this ventiduct should have two valves or openings, one close to the floor, which need scarcely ever be closed, and the other close to the ceiling, so arranged as to be opened and closed at pleasure. Through the lower valve, the cold, dense, and often impure air near the floor, will be forced out of the room by the downward pressure of the lighter and more rarefied air above. The upper valve is to be used when the room becomes too warm in winter, or for general ventilation in summer, and on other proper occasions. It should always, however, be kept closed in the morning while the fire is kindling, and until the room shall have become thoroughly warm. If kept open during this time, the escape of the warm air out of the upper valve will be nearly equal to the entry of warm air around the stove, and therefore little progress can be made in heating the room.

“An additional advantage of this plan consists in the fact that the stove may be placed at any desirable point in the room, so that it be only distant from the ventilating flue. This arises from the circumstance, that no reliance whatever is placed on the direct *radiation* of heat from the stove, for the heating of the room. The process being simply that of the *diffusion* of warm air, one position for the stove is almost as effective as another;—warm air as readily diffusing itself throughout an apartment from one point as from any other. Hence no embarrassment need grow out of the question of selecting a position for the stove.

“The entire cost of the extra work and fixtures required for this arrangement, and which the ordinary mechanics of any neighborhood can supply, should not be more than thirty dollars. This would include the cold air shaft in the cellar, which may be of rough boards, so that it is tight and smooth in the inside; the register; and the tin case. Neither the stove nor the ventilating flue are included;—a stove of some kind there must be in every School; and no School House, no matter how heated, should be without the ventilating flue and valves.”

## SCHOOL FURNITURE.

It may be thought by some that any remarks on this subject by the State Superintendent, are unnecessary—that any one of common sense can plan and construct the few articles of furniture needed in a School Room.

Common sense, it is true, will do much, but common sense aided by the combined experience of a host of observing Teachers, and the recommendations of medical men who have studied the subject in its bearing upon health, will do a vast deal more. In some of the large Eastern cities there are establishments specially devoted to the planning and construction of the most approved School furniture.

The State Superintendent has before him nearly two hundred handsomely executed plates from such an establishment, showing the improvements experience and study have made in this style of furniture.

Copies of some of these plates, showing the best form of desks, seats, etc., most suitable for, or most likely to be adopted in California, are appended.

The cheapest furniture is not always the most economical. A desk of rough deal boards is much more likely to be cut and defaced, than one of handsome finish. In support of this, Mr. Burrowes mentions a School that had been supplied with desks and seats of a sufficiently appropriate form, but composed of roughly put together and unpainted pine boards. The tops of the desks and seats were so cut with knives, furrowed with slate pencils and discolored with ink, that it was found necessary to have them planed off every year, and to renew the tops at the end of about four years, in order to keep them in anything like a decent state. Improved furniture, properly constructed and handsomely painted and varnished, was placed in the same School; and now, at the end of five years, there is not a scratch or mark on any part of it, except such as are owing to the unavoidable wear of daily usage. This furniture, in the first instance, cost about twice as

much as that which it superceded; but the saving already, in the item of repairs, has nearly paid the difference. But while neatness, and even elegance, are highly desirable, a proper construction is indispensable. Who does not remember the torments he endured at some period in his early youth from the utter unfitness of School furniture—the rough seat without a back—so high that his feet dangled in the air—the desk so steep that he had to hold his slate or copy-book with one hand, while he wrote upon it with the other.

Experience has done away with all such barbarities, and the aim now is to make the youngster as comfortable in the School House as by the fireside. Three hours confinement in the same position is hard enough upon the frame of a child, even when the utmost care is taken to make him easy. How can he study with advantage when his attention is distracted by pain and lassitude, occasioned by the improper construction of his seat and desk?

Let us profit by our own early experience, and give the young ones the benefit of it.

SEATS AND DESKS.—The experience of all well conducted Schools has established: 1st. That every pupil, whether old or young, should have a desk as well as a seat; 2d. That both should be made as comfortable and as well adapted to their object as possible; 3d. That the seats and desks should be so arranged as to permit each pupil to pass to and from his own without disturbing any other in so doing; and 4th. That the more neatly and substantially seats and desks are made at first, the longer they will last, and the greater will be the saving to the District in the end.”

The seat, in the first place, should always have a back. It should be of such a hight that the feet may rest firmly on the ground, and should be slightly higher before than behind. Hence, all the seats in a School Room should not necessarily be of the same hight, but allowance should be made for the different sizes of the pupils. A seat for a child of twelve years of age, is too high for one of seven or eight.



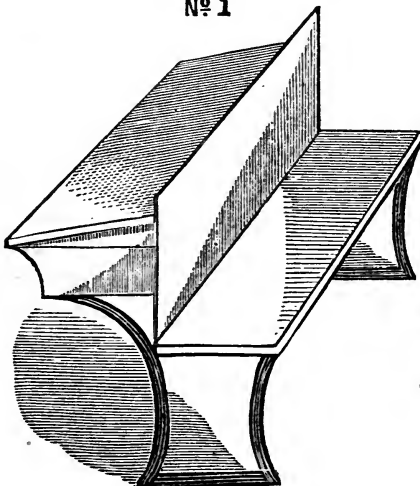
The desk, too, should be of such a height as to allow the arms to rest comfortably upon it in writing. At the same time, care should be taken that it be not so low as to force a contraction of the chest, and an unnecessary stooping in the shoulders. It should incline gently from the rear to the front, with hollow spaces on top for pens, pencils, etc., and room beneath for books, slates and copy books.

**RELATIVE SIZES OF SEATS AND DESKS.**—The following table is said to show pretty accurately, the proportion which should exist between the heights of seats and desks for the various sizes of pupils; the corresponding width and length of the desks; and the proper distances between desks of the same size in the same row, so as to admit the chair between them.

Height of Seat.	Height of front of Desk.	Width of Desk.	Length of Desk per Pupil.	Chair space between Desks
10 inches.	21 inches.	12 inches.	17 inches.	20 inches.
12 “	23 “	13 “	19 “	22 “
14 “	25 “	14 “	21 “	24 “
16 “	27 “	15 “	22 “	26 “

The following cuts represent some of the most approved patterns for desks and seats. With the exception of No. 1,

No 1

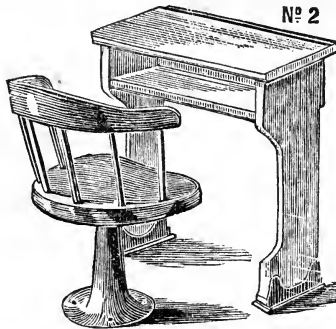


they are taken from the specimen circular of Mr. Ross, the proprietor of an extensive depot of improved School furniture in Boston and New York. Similar articles can be manufactured by any cabinet-maker, or skillful carpenter, in California.

No. 1 represents a seat and desk for two pupils, constructed together. This may be made at very small cost.

The absence of front supports to the desks, gives the advantage of not interfering with the free movement of the pupils' legs. The cross-piece connecting the legs of the seat must, of course, be firmly screwed, or clamped to the floor, or, better still, only the front legs of the seat may be fastened securely by a hinge, thus permitting the whole to be turned back when sweeping under, or beneath.

The desk is of course hollow, and open in front, with two compartments, one for the books, slate, etc. of each pupil.

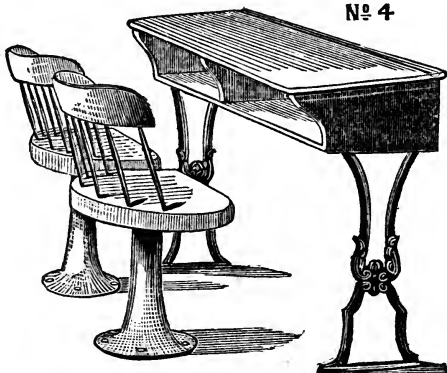


No 2 represents Ross' Primary School single Desk and Chair. The standard of the chair is of iron, screwed to the floor, or it may be made of the hardest wood obtainable. The objection to the ordinary chair, with legs, is that it can be moved out of place so easily. Even it, however, especially if means are adopted to fix the legs immovably to the floor, is preferable to the hard, old-fashioned bench.

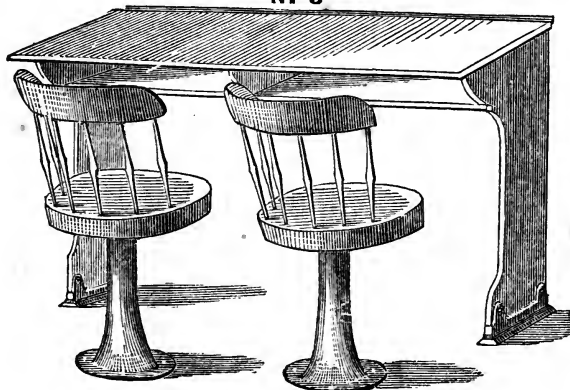
The desk represented in the cut, is also intended to be screwed to the floor.

N<sup>o</sup> 3

No. 3 represents Ross' Primary School double Desk and Chairs.

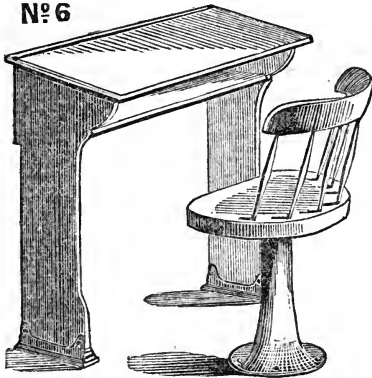
N<sup>o</sup> 4

No. 4 represents Ross' Intermediate or Grammar School double Desk and Chairs.

N<sup>o</sup> 5

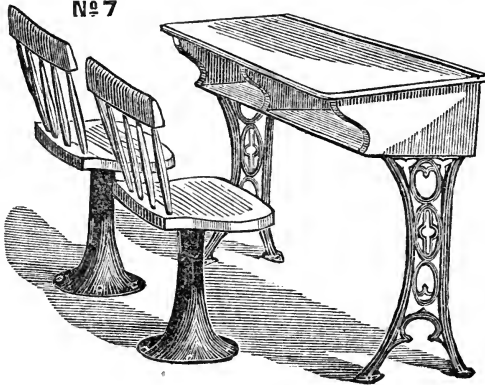
No. 5 represents another form of same.

**N<sup>o</sup> 6**



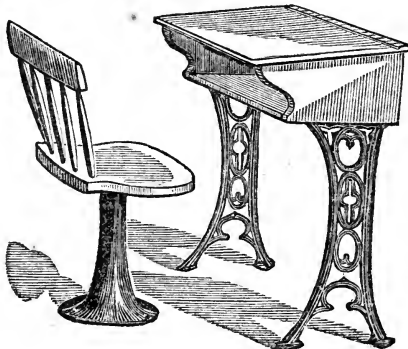
No. 6 represents Ross' Intermediate or Grammar School single Desk and Chair.

**N<sup>o</sup> 7**



No. 7 represents Ross' Intermediate or Grammar School double Desk and Chairs, adopted in the National School of New York.

**N<sup>o</sup> 8**



No. 8 represents a handsome pattern for an Intermediate or Grammar School single Desk and Chair. All the standards represented as ornamented, as in figures 7 and 8, are of iron, and are firmly clamped to the floor.

Some hard wood, capable of a fine finish, may be substituted for iron. Every desk, should have on top, a place let in for an inkstand or well.

This will prevent the annoyance, arising from the constant upsetting of the movable inkstand.

There should also be a concave receptacle, in the rear of the top, for pens, pencils, etc.

A convenient variation upon the ordinary form of desk, is a perpendicular slit, the width of and parallel to the back of the desk, in which to slide the slate when not in use. It need be but a trifle broader than the frame of the slate.

**BLACK-BOARDS.**—No School Room is complete without the black-board. It is impossible for a Teacher to impart his knowledge to advantage without it, and the greater its extent the better.

It ought to be put up all around the room, but at least, across the end of the room behind the Teacher's platform.

It should commence about two feet from the floor, and extend about five feet up.

It is usually constructed of smoothly shaven plank, painted black; but many improvements have been made on this.

A paper surface for a black-board, may be cheaply prepared, by pasting strong wall-paper smoothly on the wall, then sizing it, so as to prevent the paint from sinking into the paper, and afterward giving it a couple of coats of black oil paint, with a small mixture of emery to give it a grit or hold on the crayon, and enough varnish to cause it to dry rapidly.

In the preceding remarks, the State Superintendent has adopted many of the suggestions, and otherwise made free use of the excellent work of Mr. Burrowes on School Architecture—a work which every Board of Trustees should by all means consult, before they undertake to build or furnish a School House.

# TEXT-BOOKS

TO BE

## USED IN THE PUBLIC SCHOOLS.

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The State Superintendent addressed a circular to all the Teachers and a number of intelligent gentlemen otherwise interested in the cause of education throughout the State, requesting them to furnish the titles of such text-books, as, in their judgment, were best adapted to facilitate the acquisition of useful knowledge by the children of the State. In reply, he received a large number of communications. The recommendations were almost as numerous and as varied as the text-books themselves. Upon the excellence of certain works, however, a majority seemed to concur.

The result shows a most lamentable want of uniformity in the books used in our Public Schools, and proves, moreover, that many Teachers are wasting their time in endeavoring to impart knowledge from books, either obsolete or entirely behind the age. Some of the Teachers would seem to favor certain text-books, because they themselves had studied them, ten, fifteen or twenty years ago. They have, apparently, had no opportunity to examine the vast improvements that have been made within the last five years. These improvements have wrought as great a change in the labor of teaching, as the cotton gin, or the spinning jenny, in manufactures; and it would be about as wise, for the modern Teacher to disregard or reject the former, as for the planter to return to hand picking, or the manufacturer to the primitive spinning-wheel.

The State Superintendent has collated the recommendations he has received—has examined and compared all

the editions of School Books he could obtain, which include most of those recommended, and all to be found in the State—and, as the result of his investigations, recommends for use in the Public Schools, the following list of

## TEXT-BOOKS.

**ORTHOGRAPHY.**—Sargent's School Charts; Sargent's Smaller Primer; Sargent's Smaller Speller.

**READING.**—Sargent's Standard Readers—five books. They are by far the best published.

**WRITING.**—Knapp and Rightmyer's Original Primary Copy-Books, in seventeen numbers.

**GEOGRAPHY.**—Colton's Geographical Charts; Cornell's Primary, for beginners; Warren's Intermediate, for advanced pupils; Warren's Physical, for Grammar and High Schools.—They contain the requisite maps, and are great improvements.—Mitchell's Ancient Geography.

**GRAMMAR.**—Greene's Introduction; Greene's Elements; Greene's Analysis, for beginners, for moderately advanced, and advanced pupils, respectively.

**ARITHMETIC.**—Thomson's Mental; Thomson's Slate and Black-board Exercises; Colburn's Intellectual; Thomson's Practical; Thomson's Higher.

**HISTORY.**—Lossing's Primary United States; Lossing's Pictorial History of the United States—excellent works, handsomely printed and illustrated. Parley's Common School History.

**CHEMISTRY.**—Porter's—by far the best.

**NATURAL PHILOSOPHY.**—Parker's First Lessons; Parker's Revised Edition, for advanced pupils—unhesitatingly recommended.

**ASTRONOMY.**—Mattison's Primary Astronomy; Mattison's High School Astronomy.

**PHYSIOLOGY.**—Hooker's.

**BOTANY.**—Green's and Congdon's, for beginners.

**BOOK-KEEPING.**—Marsh's.

**DRAWING.**—Otis' Lessons.

ALGEBRA.—Davies' Elements for Beginners; Davies' Bourdon, for advanced pupils.

GEOMETRY.—Davies' Legendre.

MATHEMATICS.—Davies' Plain and Spherical Trigonometry; Davies' Mensuration; Davies' Surveying.

GEOLOGY.—Hitchcock's or Loomis'.

NATURAL HISTORY.—Smellie's Philosophy of Natural History.

LATIN LANGUAGE.—Andrews & Stoddard's Latin Grammar; Andrews' Latin Lessons; Andrews' Latin Exercises; Andrews' Latin Reader; Arnold's First and Second Books; Arnold's Latin Prose Composition.

It is not, of course, expected that all these branches can be taught in our Public Schools. In those most advanced, however, some one or more of the higher studies may be pursued, and hence the best text-book for each is recommended.

#### COURSE OF STUDY.

For the benefit of Teachers throughout the State, the course of study pursued in the San Francisco Schools is here given.

These Schools have reached a high state of efficiency. Their course of study is the result of many years' experience, and is sanctioned by many of the most accomplished Teachers in the country.

It commends itself, therefore, as of more than ordinary authority.

#### PRIMARY DEPARTMENT.

*Third Class.*—Reading and spelling—use Sargent's small Primer, with Sargent's School Charts. Lessons in counting, with the Abacus. Familiar conversation about objects placed before the class.

*Second Class.*—Reading and spelling—use Sargent's Standard First Reader, with School Charts. Addition tables, with the Abacus. Object teaching continued.

*First Class.*—Reading and spelling—use Sargent's First Reader, and commence Sargent's Second Reader. Addition and multiplication tables, with the Abacus—use Emerson's Arithmetic, first part. Object teaching continued, with lessons upon Geographical Charts.



*General Exercises*—Singing and Calisthenics before or after each recess, or both. Conversations upon common things, especially directed to the development of thought. Exercises in drawing, printing letters, &c., upon the black-board and slates.

Especial care is to be taken in correcting pronunciation and conversation.

## INTERMEDIATE DEPARTMENT.

## THIRD CLASS—

*Reading*.—Use Sargent's Second Reader.

*Spelling*.—Use Sargent's Smaller Speller.

*Arithmetic*.—Use Thomson's Mental, (oral.)

## SECOND CLASS—

*Reading*.—Use Sargent's Second Reader.

*Spelling*.—Use Sargent's Smaller Speller.

*Arithmetic*.—Commence Colburn's First Part, and complete Thomson's Mental Arithmetic.

## FIRST CLASS—

*Reading*.—Sargent's Third Reader, (begun.)

*Spelling*.—Sargent's Standard Speller, (begun.)

*Arithmetic*.—Complete Colburn's First Part, with Thomson's Slate and Black-board Exercises.

*Geography*.—Cornell's Primary completed, with Outline Maps and Map Drawings.

*Grammar*.—Greene's Introductory, part first.

*History*.—Parley's United States.

The last two studies to be taught the first class in Arithmetic. Instruction in History to be by conversation with the class upon the text read.

*General Exercises*.—Singing and Calisthenics at least twice each morning and afternoon session. Conversations upon familiar science. Concert exercises in vocal elements and the tables, with drawing lessons and exercises upon the black-board.

*Writing*.—Fulton & Eastman's System of Movements, &c., with Nos. 1, 2, 3 and 4 of Payson & Dunton's.

## GRAMMAR DEPARTMENT.

## THIRD CLASS—

*Reading*.—Sargent's Third Reader completed.

*Spelling*.—Sargent's Standard Speller commenced.

*Arithmetic*.—Colburn's Intellectual to 69th page, with Thomson's Practical commenced.

*Geography*.—Cornell's Intermediate commenced.

*Grammar*.—Greene's Intermediate, second part, completed.

## SECOND CLASS—

*Reading.*—Sargent's Fourth Reader commenced.

*Spelling.*—Sargent's Standard Speller continued.

*Arithmetic.*—Colburn's Intellectual reviewed, with Thomson's Practical to Interest.

*Geography.*—Cornell's Intermediate continued.

*Grammar.*—Greene's Elements commenced.

*History.*—Goodrich's United States, to the Revolution.

## FIRST CLASS—

*Reading.*—Sargent's Fourth Reader completed.

*Spelling.*—Sargent's Standard Speller.

*Arithmetic.*—Colburn's Intellectual completed, and Thomson's Practical completed.

*Geography.*—Cornell's Intermediate completed.

*Grammar.*—Greene's Elements completed.

*History.*—Goodrich's United States completed.

English composition for first class in Grammar, three times each week.

*Writing.*—Fulton & Eastman's System, with Nos. 5, 6, 7, 8 and 9, of Payson & Dunton's.

*Book-keeping.*—Elementary principles in connection with writing.

*Drawing.*—For all, two lessons each week.

*Vocal Music.*—For all, two lessons each week.

*Declamation.*—On Fridays—optional with the Teacher.

*General Exercises.*—Moral lessons—(use Cowdry's Moral Lessons as a text-book for the Teacher.) Singing, Lectures on Natural Science, the Mechanic Arts, &c., to occupy at least one-quarter of an hour each day. Singing, twice each day.

## MANNER OF CONDUCTING RECITATIONS.

In his Common School Journal, vol. ix, Horace Mann alludes to several very objectionable methods of conducting recitations, then much in vogue, and after pointing out their defects, recommends the following as the latest, and altogether the best method yet discovered.

“It is, to ask the question generally, to the whole class, without giving the slightest indication, either by look, gesture, or position, who will be called upon to answer; or on what portion of the class the duty of answering will fall. This idea is very important. If the Teacher, by position or

motion, gives any clue either as to the person or the neighborhood where his question will ultimately be fastened; or if, from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plans he should practice. So, too, if the scholars adopt the belief that they can recognize a fixed rule lying underneath varying circumstances, they will soon begin to practice the art of divination. What we insist upon is, that, after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time. In the former case, as in the latter, absolute uncertainty should reign over the event, until it comes; and when it comes, Franklin himself should not be able to invent a conductor that will turn it aside.

“After the question is propounded, let a sufficient time elapse, in entire silence and without motion, for each pupil in the class, or for all the pupils of ordinary intellect in the class, to prepare mentally the answer which he would give should it be his fortune to be called upon. No show of hands or other signal should be allowed, save that signal which no mortal power can suppress—the illumination of the countenance, when a new truth, like a new sun, is created in the soul. The Teacher must exercise his discretion as to the proper time for waiting. He must be governed by a rule made up of two elements,—the difficulty of the question and the capacity of the class. A proper time having passed, let the hitherto unknown pupil, who is to announce the answer, be now made known. If the answer be correct, another question will follow. But, if the answer should be incorrect, or if the one called upon should make no reply, let another be named. Here is no occasion for waiting again. Should an erroneous answer, or no answer be received from the second, let a third be called upon. Should the third fail, perhaps this will be as far as it will be expedient to proceed in this method. Let

the question be then thrown open to the whole class ; and, if it has been framed with judgment, some one in the class, in forty-nine cases out of fifty, will be able to answer it. Should it often happen that no one in the class is able to answer the question put, it will prove the Teacher to have been in fault ; for it will show that he has misapprehended the capacity of the class. Another question will then be given, and so on until the recitation is finished.

“Now, is it not clear that the method last described tends to secure, and, if conducted with ordinary skill, will secure the attention of the whole class ? Each mind will act upon each question. In a class of twenty, twenty minds will be at work. But according to the method first described, the intent, unwavering attention of not more than one in a class of twenty can be relied on. As a mere means of acquisition, then, to say nothing of intellectual habits, the latter method is nineteen times better than the former. We verily believe that, if a change *only in this one particular* could be introduced into all the schools, it would forthwith give them four-fold efficiency, as a means of improvement.

“The above views do not apply with equal force to all studies. There are some branches, where other means of securing the action of each mind may be resorted to. In arithmetic, for instance, different questions may be assigned to different members of the class, to be wrought out simultaneously. But we need not go into detail. Every competent Teacher, in applying a general rule to a variety or a diversity of circumstances, will be able to make the proper allowances and modifications.”

61  
31  
Thought-Springs.

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It is made the duty of the Superintendent of Public Instruction, "by all proper means in his power, to disseminate intelligence among the people in relation to the method and value of education." As one means, he has, after careful study, culled from the voluminous writings of distinguished friends of learning, and earnest advocates of the system of Public Schools, the following forcible, apt and oftentimes eloquent extracts. All School Officers in California, Teachers and parents, are earnestly solicited, not simply to read, but to ponder them. They are eminently suggestive—in very truth, "Springs of Thought." They come with high authority, and if allowed their due weight, must produce profitable results. The State Superintendent would particularly recommend, to those in charge of the youth of California, a careful study of the excellent work of Prof. Ira Mayhew on Popular Education, and the able writings of Horace Mann. Their excellence, may be inferred from the many valuable suggestions and noble sentiments extracted from them.

16 quotes from Mayhew

**A Sentiment for School Trustees.**—"I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, which it was possible for me to provide."—SCHOOL-COUNSELLOR DINTER.

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**Obligation of Parents to Society.**—"A parent who sends his son into the world uneducated, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen, and bequeathes to it a nuisance."—KENT.

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**A Forcible Truth Forcibly Put.**—"The mobs, the riots, the burnings, the

lynchings perpetrated by *the men* of the present day, are perpetrated because of their vicious or defective education when *children*. We see and feel the havoc and the ravage of their tiger passions now, when they are full grown, but it was years ago when they were whelped and suckled."—KENT.

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"The right to HANG includes the right to EDUCATE."—MACAULAY.

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**Obligation to Educate the Poor.**—"Wherever there are poor who want to be maintained by charity, there must be poor children who, besides this, want to be educated by charity; and whenever there began to be need of *legal* provisions for the *maintenance* of the poor, there must immediately have been need also of some particular legal provision in behalf of poor children for their *education*, this not being included in what we call their maintenance."—BISHOP BUTLER.

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**Striking Thought.**—"If poor children are not trained up in the way they should go, they will certainly be trained up in the way they should not go, and, in all probability, will persevere in it, and become miserable themselves and mischievous to society, which, in event, is worse, upon account of both, than if they had been exposed to perish in their infancy."—BISHOP BUTLER.

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**Elevate the Masses.**—"The plan of this nation was not, and is not, to see how many *individuals* we can raise up, who shall be distinguished, but to see how high, by Free Schools and Free Institutions, we can raise *the great mass* of population."—REV. JOHN TODD.

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**Education of a Threefold Character.**—"Education is the proper training of *the whole man*—the thorough and symmetrical cultivation of all his noble faculties. If he were endowed with a mere physical nature he would need—he would receive—none but a physical training. On the other hand, if he were a purely intellectual being, intellectual culture would comprehend all that could be included in a perfect education. And were it possible for a moral being to exist without either body or intellect, there would be nothing but the heart or affections to educate. But man is a complex and not a simple being. He is neither all body, nor all mind, nor all heart. In popular language, he has three natures, a corporeal, a rational and a moral. These three, mysteriously united, are essential to constitute a *perfect man*; and as they all begin to expand in very early childhood, the province of education is to watch and assist, and shape the development; to train and strengthen, and discipline neither of them alone, but each according to its intrinsic and relative importance."—DR. HUMPHREY.

**Value of Physiological Knowledge.**—"Every person should be acquainted with the organization, structure and functions of his own body—the house in which he lives: he should know the conditions of health, and the causes of the numerous diseases that flesh is heir to, in order to avoid them, prolong his life and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least,—in our Primary Schools."—DR. COMBE.

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**In what Education Consists.**—"Education should have for its aim the development and greatest possible perfection of the whole nature of man; his moral, intellectual and physical nature. My *beau-ideal* of human nature would be a being whose intellectual faculties were active and enlightened; whose moral sentiments were dignified and firm; whose physical formation was healthy and beautiful: whoever falls short of this in one particular, be it in but the least—beauty and vigor of body—falls short of the standard of perfection."—DR. HOWE.

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**Mental and Physical Training.**—"Man possesses a material and an immaterial part, mutually dependent on each other. These are so intimately connected, and sustain such a reciprocal relation to each other that neither can be neglected without detriment to both. The body continually modifies the state of the mind, and the mind ever varies the condition of the body. Mental and physical training should then go together. That system of instruction which relates exclusively to either is a partial system, and its fate must be that of a house divided against itself. Education has reference to *the whole man*. It seeks to make him a complete creature after his kind, giving to both mind and body all the beauty and all the perfection of which they are capable."—PROF. MAYHEW.

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**Mere Cultivation of Intellect not Sufficient.**—"Numerous have been the instances illustrative of the fact, that the greatest scourges of our race are men of gigantic *cultivated* intellect. Where knowledge but qualifies its possessor for inflicting misery, ignorance would indeed be bliss."—PROF. MAYHEW.

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**Same Thought.**—"Most men leave out, or regard as of very little importance, some of the essential elements of a good education. They seem to forget that the child has a *conscience* and a *heart* to be educated as well as an *intellect*. If they do not lay too much stress on mental culture, which, indeed, is hardly possible, they lay by far too little upon that which is moral and religious. They expect to elevate the child to his proper station in society—to make him wise and happy—an honest man—a virtuous citizen and a good patriot, by furnishing him with a comfortable School House, suitable class

books, competent Teachers, and, if he is poor, paying his quarter bills, while they greatly underrate, if they do not entirely overlook, that high moral training, without which knowledge is the power of doing evil rather than good. It may possibly nurture up a race of intellectual giants, but like the sons of Anak, they will be far readier to trample down the Lord's heritage than to protect and cultivate it."—DR. HUMPHREY.

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**Cultivate the Moral Nature.**—"Keeping all the while in view the object of popular education, the fitting of the people, by *moral* as well as intellectual discipline, for self-government, no one can doubt that any system of instruction which overlooks the training and improving of the moral faculties, must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. *To neglect the moral powers in education is to educate not quite half the man.* To cultivate the intellect only is to unhinge the mind and destroy the balance of the mental powers; *it is to light up a recess, only the better to see how dark it is.* And if this is all that is done in popular education, then nothing, literally nothing, is done toward establishing popular virtue, and forming a moral people."—HON. DANIEL D. BARNARD.

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**Children must be Trained Somewhere.**—"Let it be borne in mind, that all the children in every community will be educated somewhere and somehow; and that it devolves upon citizens and parents to determine whether the children of the present generation shall receive their training in *the School House*, or *in the streets*; and if in the former, whether in good or poor Schools."—PROF. MAYHEW.

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**Education Dissipates the Evils of Ignorance.**—"Ignorance is one principal cause of the want of virtue, and of the immoralities which abound in the world. Were we to take a survey of the moral state of the world, as delineated in the history of nations, or as depicted by modern voyagers and travellers, we should find, in almost every instance, that ignorance of the character of the true God, and false conceptions of the nature of the worship and service he requires, have led, not only to the most obscene practices and immoral abominations, but to the perpetration of the most horrid cruelties."—DR. DICK.

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**Education Increases the Productiveness of Labor.**—"Education has a power of ministering to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver and gold. Every wise parent—every wise community, desiring the prosperity of its children, even in the most worldly sense, will spare no pains in giving them a generous education."—HORACE MANN.



**Money Value of Intelligence.**—"In proportion as man's intelligence increases, is his labor more valuable. A small compensation is the reward of mere physical power, while skill, combined with a moderate amount of strength, commands high wages. The labor of an ignorant man is scarcely more valuable than the same amount of brute force; but the services of an intelligent, skillful person are a hundred fold more productive."—PROF. MAYHEW.

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**The Superiority of the Educated.**—"The hand is found to be another hand, when guided by an intelligent mind. Individuals, who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no extrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it—where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other—under such circumstances it is found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common school education, rise to a higher and a higher point in the kinds of labor performed, and also in the rate of wages received, while the ignorant sink like dregs, and are always found at the bottom."—PROF. MAYHEW.

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**It is the Interest of Property to Educate All.**—"Property is deeply interested in the education of all. There is no farm, no bank, no mill, no shop—unless it be a grog-shop—which is not more valuable and more profitable to its owner if located among a well educated, than if surrounded by an ignorant population. *Simply as a matter of interest, we hold it to be the duty of Property to itself, to provide Education for All.*"—HORACE GREELEY.

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**Education the Parent of Material Riches.**—"A mass of facts, collected by Horace Mann from the most authentic sources, seem to prove incontestably that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more will they abound in all those conveniences, comforts and satisfactions, which money will buy; and other things being equal, *the increase of competency and the decline of pauperism will be measurable on this scale.*"—PROF. MAYHEW.

**Education Diminishes Pauperism and Crime.**—"Education is to be regarded as one of the most important means of eradicating the germs of pauperism from the rising generation, and of securing, in the minds and in the morals of the people, *the best protection for the institutions of society.*"—ENGLISH REPORT TO HOME DEPARTMENT.

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**Striking Results.**—"The different countries of the world, if arranged according to the state of education in them, will be found to be arranged also according to WEALTH, MORALS and GENERAL HAPPINESS; at the same time, the CONDITION OF THE PEOPLE, AND THE EXTENT OF CRIME AND VIOLENCE AMONG THEM FOLLOW A LIKE ORDER."—NATIONAL EDUCATION, BY FRED. HILL.

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**Education the best Insurance to Property.**—"For those who possess the greatest share in the stock of worldly goods, the most effectual way of making insurance on their property, would be to contribute from it enough to sustain an efficient system of Common School education—thereby educating the whole mass of mind, and constituting it a *police more effective than peace officers or prisons.*

If then, *poverty is at once a cause and an effect of crime*, as is stated by a late writer, who has made an extended survey of the relative state of instruction and social welfare in the leading nations of the world, it is directly inferable that education will, and from the nature of the case, must act in a compound ratio in diminishing both pauperism and crime."—PROF. MAYHEW.

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**Political Necessity of National Education.**—"In proportion as public opinion gives force to the structure of a government, it is essential that public opinion should be enlightened."—WASHINGTON.

"I do not hesitate to affirm, not only that a knowledge of the true principles of government is important and useful to Americans, but that it is absolutely indispensable to carry on the government of their choice, and to transmit it to their posterity."—JUDGE STORY.

"The stability of this government requires that universal education should precede universal suffrage."—MAYHEW.

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**Some kind of Religious Instruction a Necessity.**—"Till men can be taught to live and be healthy and strong without food; till some way is discovered in which the social state can be perpetuated and made happy with a total separation of the sexes; till the time arrives when these things can be done, we cannot expect to relieve the human mind from having some kind of religious faith. This being the fact, a system of education which excludes attention from this part of the mental constitution is as essentially incomplete

as a system of military tactics that has no reference to fighting battles; a system of mechanics which teaches nothing respecting machinery; a system of agriculture that has nothing to do with planting and harvesting; a system of astronomy which never alludes to the stars; a system of politics which gives no intimation on government; or anything else which professes to be a system, and leaves out the very element most essential to its existence. The history of all ages, of all nations, and of all communities, is a continued illustration of this truth. Where did the nation ever exist untouched either by religion or superstition? which never had either a theology or a mythology? When you find a nation that exists without food of some sort, then you may find a nation that subsists without religion of some sort; and never, *never* before. How unphilosophical, how absurd it is, then, to pretend that a system of education may be complete, and yet make no provision for this part of the mental constitution. It is one of the grossest fooleries which the wickedness of man has ever led him to commit. But it is not only unphilosophical and foolish, it is also exceedingly mischievous; for where religion is withheld, the mind inevitably falls to superstition, as certainly as when wholesome food is withheld the sufferer will seek to satisfy his craving with the first deleterious substance which comes within his reach. The only remedy against superstition is sound religious instruction. The want exists in the soul. It is no factious, no accidental or temporary want, but an essential part of our nature. It is an urgent, imperious want; it must and will seek the means of satisfaction, and if a healthful supply be withheld, a noxious one will be substituted."—Dr. STOWE.

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**Elevating Influence of Popular Education.**—"In what countries, let me ask, are the people most given to the lowest forms of animal gratification, and most regardless of the lives and happiness of others? Is it not in Pagan lands, over which moral and intellectual darkness broods, and where men are vile without shame, and cruel without remorse? And if from Pagan we pass to Christian countries, we shall find that those in which education is least prevalent are the very ones in which there is the most immorality, and the greatest indifference to the sufferings of animated and sentient beings. Spain—in which, until recently, there was but one newspaper printed, and in which only about one in thirty-five of the people are instructed in schools—has a population about equal to that of England and Wales. Popular education in the latter countries, although much behind several of the other European States, is still greatly in advance of what it is in Spain, and there is an equally marked difference in the state of the morals in the people of these countries. In England and Wales the whole number of convictions for murder in the year eighteen hundred and twenty-six was *thirteen*, and the number convicted for wounding, etc., with intent to kill, was *fourteen*; while in Spain, the number convicted during the same year was, for murder, *twelve hundred and thirty-three!* and for maiming with intent to kill, *seventeen hundred and seventy-three!* or a more than one hundred fold greater number than in the former countries. Facts like these

speaking volumes in favor of the elevating influences of popular education, while they show most conclusively the low and degraded condition to which people will sink in countries in which education is neglected."—PROF. MAYHEW.

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**Education an Insurance of Property.**—"The people do not yet seem to see, that the intelligence and the morality which education can impart, is that beneficent kind of insurance, which, by preventing losses, obviates the necessity of indemnifying for them; thus saving the premium and risk.

"What is engulfed in the vortex of crime, in each generation, would build a palace of more than oriental splendor in every School District in the land; would endow it with a library beyond the ability of a life-time to read; would supply it with apparatus and laboratories for the illustration of every study and exemplification of every art, and munificently requite the services of Teachers worthy to preside in such a sanctuary of intelligence and virtue."—HORACE MANN.

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**Influence of an Ignorant Man.**—"To send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn a mad dog or a wild beast into the streets."—PALEY.

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**Moral Quarantines.**—"Much as we may need energetic remedies against contagious diseases, we need them against contagious vices more; and quarantine laws in favor of moral health are the most necessary of all sanitary regulations."—HORACE MANN.

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**Duty of the State to Educate.**—"In Prussia it is said that every child is 'due to the School.' Here, it may be laid down as one of our social principles, that, as the best services of all her children are due to the State, so it is the duty of the State to bring out, to their fullest extent, all the talents and powers for good, of all her children."—THOMAS H. BURROWES.

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**Cultivate the Minor Morals.**—"Cleanliness of person, decency of conduct and propriety of manners, are as essential to the comfort and happiness of the social state, as a cultivated intellect and a well ordered store of practical knowledge are to individual success. When regarded in their relation to society, those decencies, which have been aptly denominated 'the minor morals,' rise at once to importance and demand the utmost care at the hands of those to whom the training of the youth of a country is intrusted."—BURROWES.

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**Education and Crime.**—"Taking whole communities together, I believe

the legitimate and inevitable conclusion to be, that every advance in knowledge, amongst a people, is, *pro tanto*, an invasion of the domains of crime."—HORACE MANN.

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**A Fearful Responsibility.**—"If, with such educational means and resources as we can now command, eighty, ninety, ninety-five, or ninety-nine per cent. of all children can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it, and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred; if, I say, any given proportion of our children, by human efforts, and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess those qualities, and to act from them; then, just so far as our posterity shall fall below this practicable exemption from vices and crimes, and just so far as they shall fail to possess these attainable virtues, just so far will those who frame and execute our laws, shape public opinion, and lead public action, *be criminally responsible for the difference.*"—HORACE MANN.

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**Love of Children.**—"He is not worthy to have the care of children, either as officer or Teacher, whose heart does not yearn toward them with parental fondness and solicitude."—HORACE MANN.

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**Compulsory Education.**—"I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards."—HON. JOSIAH QUINCY.

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**The Redeeming Power of Common Schools.**—"If all our Schools were under the charge of Teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these Schools for ten months in the year, I think that the work of training up THE WHOLE COMMUNITY to intelligence and virtue would be accomplished as completely as any human end can be obtained by human means."—REV. JACOB ABBOTT.

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**Same Thought.**—"If the attendance of all the children in any commonwealth could be secured at such improved Common Schools as we have been contemplating, for ten months during the year, from the age of four to that of sixteen years, they would prove competent to the removal of ninety-nine

one-hundredths of the evils with which society is now infested, in one generation, and would ultimately redeem the State from social vices and crimes."—  
 PROF. MAYHEW.

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**A Momentous Question.**—"Under the soundest and most vigorous system of education which we can now command, what proportion, or per centage, of all the children who are born can be made useful and exemplary men, honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society? In other words, with our present knowledge of the art and science of education, and with such new fruit of experience as time may be expected to bear, what proportion, or per centage, of all children must be pronounced irreclaimable and irredeemable, notwithstanding the most vigorous educational efforts which, in the present state of society, can be put forth in their behalf?

"What proportion, or per centage, must become drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation, or of life?

"In a single phrase, what proportion must be guilty of such omissions of right and commissions of wrong, that it would have been better for the community had they never been born? This is a problem which the course of events has evolved, and which society and the government must meet."—  
 HORACE MANN.

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**Better than Soil, or Climate, or Government.**—"That vast variety of ways, in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation than soil, or climate, or even than government itself, except so far as government may prove to be the patron of intelligence and virtue."—HORACE MANN.

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**A Truth.**—"Human knowledge is a proud pillar, but it is built in the midst of a desert of ignorance, and those who have ascended the highest have only gained a more extended view of *the waste*."

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**Godlike Powers of Intellect.**—Le Verrier, the discoverer of the planet Neptune, wrote a letter to Galle of Berlin, in which he said: "This star no one has seen, but it exists. I have measured its distance. I have estimated its size. I have calculated its diameter. It is there. Look for it and you will find it." It was discovered from the observatory of Berlin on the 23d of September, 1846, *just where the student, in his closet, had told the practical astronomer to look!*

**A Striking Picture.**—"Were we to visit all the Primary Schools of the commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, judges, legislators, professors, and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors and judges, and merchant princes, but they are all there.

"They are receiving the rudiments of their education under such teachers as we provide for them, and in the period of life when the most lasting impressions are made. I will venture to say, *more is done, during the first ten or twelve years, in the humble district School House, to give tone and shape to the popular mind, than in all the years that follow.*"—DR. HUMPHREY.

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**Wonderful Results.**—"It is thus established, that a good system of common school education, one that is sufficiently comprehensive to embrace all our country's youth in its benevolent design, would free us as a people from a host of evils growing out of popular ignorance; that it would increase the productiveness of labor, as the schools advance in excellence, indefinitely; that it would save to society, in diminishing the number of paupers and criminals, a vast amount of means absorbed in the support of the former, and in bringing the latter to justice, a tax which upon every present generation is more than sufficient for the education of the next succeeding one; that it would prevent the great majority of fatal accidents that are now depopulating communities wherever ignorance prevails; that, by imparting a knowledge of the organic laws, the observance of which is essential to health and happiness, it would save the lives of a hundred thousand children in the United States every year, and that by promoting longevity, in connection with the advantages already enumerated, it would tend more than all other means of state policy to increase at once the wealth and the population of our country; that its legitimate tendency would be to diminish, from generation to generation, not only drunkenness and sensuality in all its protean forms, but idiocy and insanity, which result from a violation of the laws of our being, which are the laws of God; that it would, in innumerable ways, tend to diminish the sufferings and mitigate the woes incident to human life, while it would acquaint man with the will of the benevolent Creator, and lead him to cherish an habitual desire to yield obedience thereto; and that it is the only possible means of perfecting and perpetuating the inestimable boon of civil and religious liberty to the latest generations, and thus securing to the race the maximum of human happiness. Yes, a system of popular education adequate to the requirements of the States of this Union will do all this. None, then, it would seem, can fail to see that true state policy requires the maintenance of improved free schools, good enough for the best, and cheap enough for the poorest, which are a necessary means of universal education."—PROF. MAYHEW.

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**The Prison and the School.**—"The great difference, in a moral point

of view, between a School and a prison is, that one is intended to prevent what the other aims to punish."—GEORGE B. EMERSON.

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**Duty of Parents.**—"That parent who refuses to send his children to the School established and opened in his neighborhood, does to those children a cruel injustice, and commits a flagrant wrong upon the community and the State."—Gov. BRIGGS.

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**What Criminal Statistics Show.**—"Scotland and Spain have been referred to, not to bring out a few facts in history merely, but to illustrate an important truth. Where a good system of popular education is well administered in a country, and, as a consequence, intelligence, industry and morality become universal among its citizens, they will eventually become a wealthy and a highly prosperous and happy community, even though they derive their subsistence from a naturally unfruitful soil; but, on the contrary, where popular education is neglected in a commonwealth, and its future citizens, as a consequence, grow up in ignorance, idleness and vice, squalid poverty and flagrant crime will become prevalent throughout a wretched and degenerate community, that is scarcely able to gain a mere subsistence from a naturally productive soil.

"In further confirmation of the truth of the proposition that education diminishes crime, I will introduce the following statistics, gleaned from various official documents, respecting prisons. According to returns to the British Parliament, the commitments for crimes in an average of nine years, in proportion to population, are as follows: In Manchester, the most infidel city in the nation, one in 140; in London, one in 800; in all Ireland, one in 1,600; and in Scotland, celebrated for learning and religion, one in 20,000!

"The Rev. Dr. Forde, for many years the Ordinate of Newgate, London, represents *ignorance* as the first great cause, and *idleness* as the second, of all the crimes committed by the inmates of that celebrated prison. Sir Richard Phillips, Sheriff of London, says that, on the memorial addressed to the Sheriffs, by 152 criminals in the same institution, 25 only signed their names in a fair hand, 26 in an illegible scrawl, and that 101, two-thirds of the entire number, were *marksmen*, signing with a cross. Few of the prisoners could read with facility; more than half of them could not read at all; the most of them thought books were useless, and were totally ignorant of the nature, object, and end of religion.

"The Rev. Mr. Clay, Chaplain to the House of Correction in Lancashire, represents that, out of 1,129 persons committed, 554 could not read; 222 were barely capable of reading; 38 only who could read well; and only 8, or one in 141, could read and write well. One-half of 1,129 prisoners were quite ignorant of the simplest truths; 37 of these, one in 20 of the entire number, were occasional readers of the Bible; and only *one*, out of this large number, was familiar with the Holy Scriptures and conversant with the principles of religion. Among the 516, represented as entirely ignorant, 125 were incapable of repeating the Lord's Prayer.



"In the New York State Prisons, as examined a few years ago, more than three-fourths of the convicts had either received no education, or a very imperfect one. Out of 842 at Sing Sing, 289 could not read or write, and only 42—less than one in 20—had received a good Common School education. Auburn prison presents similar statistics. Out of 228 prisoners, only 59 could read, write and cipher, and 60 could do neither.

"The Chaplain of the Ohio Penitentiary remarks that, not only in the prison of that State, but in others, depraved appetites and corrupt habits, which have led to the commission of crime, are usually found with the ignorant, uninformed, and duller part of mankind. Of 276, at one time in that institution, nearly all were below mediocrity, and 175 are represented as grossly ignorant, and, in point of education, scarcely capable of transacting the ordinary business of life."—PROF. MAYHEW.

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**Why Society should Educate the Poor.**—"The same humane reasons which lead civilized communities to provide for the maintenance of indigent adults by legal enactments, bear even more strongly in the case of their children. These require sustenance in common with their parents. But their wants, their necessities stop not here; neither does the well-being of society with reference to them. Both alike require that such children, in common with all others, be so trained as to be enabled not only to provide for themselves when they arrive at mature years, but as shall be necessary to qualify them for the discharge of the duties of citizenship. Then, instead of taxing society for a support, as their parents now do, they will contribute to the elevation of all around, even more largely than society has contributed to their elevation."—PROF. MAYHEW.

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**Great Effects from Little Causes.**—"The Vizier having offended his master, was condemned to perpetual captivity in a lofty tower. At night his wife came to weep beneath his window. 'Cease your grief,' said the sage; 'go home for the present, and return hither when you have procured a live black beetle, together with a little ghee (or buffalo's butter,) three clews, one of the finest silk, another of stout packthread, and another of whipcord, and finally a stout coil of rope.' When she came to the foot of the tower, provided according to her husband's commands, he directed her to touch the head of the insect with a little ghee, to tie one end of the silk thread around him, and to place the reptile on the wall of the tower. Seduced by the smell of the butter, which he conceived to be in store somewhere above him, the beetle continued to ascend till he reached the top, and thus put the Vizier in possession of the end of the silk, who drew up the packthread by means of the silk, the small cord by means of the packthread, and by means of the cord a stout rope, capable of sustaining his own weight—and so at last he escaped from the place of duress."—LONDON QUARTERLY REVIEW.

**The Germ of Crime.**—"He is no more physically blind, or bereft of his natural senses, who cannot see a culprit in the hands of a Sheriff, or a criminal court with its officers, or a prison with its armed guards, than he is morally blind who does not see criminal manhood in neglected childhood."—HORACE MANN.

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**How Education Diminishes Crime.**—"Great as is her poor-tax, New York contributes annually an immensely greater sum for the support of her criminal police; for the erection of court houses, and jails, and penitentiaries, and houses of correction; for the arrest, trial, conviction, and punishment of criminals, and for their support in prison and at the various landing places on their way to the gallows and to a premature and ignominious death. Now, had one-half of the money which this State has expended in these two ways been judiciously bestowed in the early education of these unfortunate persons, who can question that the poor and criminal taxes of that State would have been reduced to less than one-tenth of what they now are, to say nothing of the fountains of tears that would be thus dried up, and of the untold happiness that would be enjoyed by persons who, in every generation, lead cheerless lives and die ignoble deaths?"

"Lest some persons may labor under an erroneous impression in relation to this subject, I will give the statistics of education and crime in New York, as derived from official reports, for the last few years. Of eleven hundred and twenty-two persons—the whole number reported by the sheriffs of the different counties of the State as under conviction and punishment for crime during the year 1847—twenty-two only had a common education, ten only had a tolerably good education, and only six were *well* educated. Of the thirteen hundred and forty-five criminals so returned in the several counties of the State for the year 1848, twenty-three only had a common school education, thirteen only had a tolerably good education, and only ten were considered well educated! The returns for other years give like results. Had the whole eleven or thirteen hundred of these convicts been *well educated* instead of only *six* or *ten*—and the moral and religious education of even these was defective—how many of them would society be called upon to support in prisons and penitentiaries? In all probability, as we shall hereafter, I hope, be able to show, **NOT ONE**. And what is true of the city and county of Philadelphia and of the State of New York, will apply to other cities, counties and States of this Union."—PROF. MAYHEW.

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**Necessity of Moral Education.**—"The exaltation of talent, as it is called, above religion and virtue, is the curse of the age. Education is now chiefly a stimulus to learning, and thus men acquire power, *without the principles which alone make it good*. Talent is worshipped; but if divorced from rectitude, it will prove more of a demon than a god."—CHANNING.

**A Startling Alternative.**—"We are brought, then, to this startling but inevitable alternative. The natural life of an infant should be extinguished as soon as it is born, or the means should be provided to save that life from being a curse to its possessor; and therefore every State is bound to enact a code of laws legalizing and enforcing Infanticide, or a code of laws establishing Free Schools!"—HORACE MANN.

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**An Answer to those who Murmur at the School Tax.**—"For the support of our State Government many of us pay, in the course of years, large sums of taxation, for which we personally receive little benefit. I know not how much I may have paid during the last thirty years, for the judiciary administration of the laws; yet I have never availed myself of the Courts as a means of obtaining personal justice. And there are many citizens who never had a case in Court, and perhaps never will have. Yet we all cheerfully submit to taxation for the support of the Judiciary Department, because the public good is supposed to require it. We voluntarily act on this unselfish and philanthropic principle in all our religious and charitable associations. We build churches, employ and pay religious teachers, and support religious institutions, not for our own personal benefit. We usually fancy we can be devotional and religious in our own quiet way. But the good of society requires expensive organizations for religious purposes, and we are all willing to bear our part.

"These principles of sacrifice of selfishness—of submission to taxation of some kind for the public good, must lie at the foundation of every form of civilized society on earth. If we proscribe the principle, we must go back to a state of natural society—to barbarism—to savage independence. Our people are a liberal, a generous, a magnanimous people, and when the general interests of public education in the State require some sacrifice from the more successful individuals in favor of the poorer families, who will hesitate to act the part which honor and magnanimity require?"—HON. W. C. LARRABEE, *State Superintendent of Indiana.*

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**Argument for the Payment of School Taxes.**—"Some persons who are willing to pay taxes in proportion to their property, for general State purposes, object to any species of taxation for educational purposes. This objection is founded on a radically wrong notion of the relation of the children, and the education thereof, to the State. The State, within constitutional limits, has sovereign power over the property within its jurisdiction. The children within the State are, in a certain sense, the children of the State. The State taxes her property for the education of her children, not for the personal interest of the children, nor for the interest of their parents, *but for her own interests as a State.* This is the American idea, and whoever cannot become reconciled to this idea had better emigrate to some other country."—HON. W. C. LARRABEE.

**A Home Thrust.**—"You say you have no children to educate, and why should you be taxed to educate the children of your neighbor? So, perhaps, you have no occasion to travel over a particular country road, and why should you be taxed to build it? You have no case in court, why then should you be taxed to build the court house, or pay the salary of the Judge? You have no criminals of your own family to try, and to put in jail, why then should you be taxed to pay the expenses of trying criminals raised by your neighbors, and to build jails to hold them?"

"You answer, the good of society requires court houses and courts. So does the good of society require School Houses and Schools. You say the good of society requires that criminals should be tried and punished. So does the good of society require children to be educated. The criminal, you say, is not tried and punished for his own benefit, or the benefit of his family so much as for the protection of society. So, the child is not educated so much for his own benefit, or the benefit of his family, as for the protection and the good of society."—HON. W. C. LARRABEE.

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**For those who Object to the School Tax.**—"A gentleman was complaining to me of his school tax. He said 'he had educated his own children at his own expense, and yet he was annually paying tax to educate others.' I told him he was indirectly compensated four-fold for all his expenditure. He ridiculed the idea. Said I, there are two farms of one hundred acres each, intrinsically of the same value. One is located in an intelligent and virtuous community, the other in Heathendom, or where ignorance and vice prevail. How much more would you give, per acre, for the former than the latter? 'Ten dollars,' said he. The interest on one thousand dollars is sixty dollars per annum---your school tax is six dollars. Your compensation is ten-fold. The argument was conclusive."—J. V. GIBBON'S REPORT.

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**Testimony against Flogging.**—"In truth, the maxim is rapidly fixing itself in the public mind, that the ability to govern, by moral means, an appropriate number of pupils, is a fair test of the capacity and fitness of the Teacher. Failure to govern well a class of forty or fifty children, without the use of the rod, is fast coming to be considered an indication that the teacher has mistaken his vocation. And I must take occasion to remark, as a fact within my official observation, that the order and excellence of those schools is precisely of the highest character, which in their government have dispensed altogether with corporal punishment."—WILLIAM A. WALKER, Superintendent of New York City and County.

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**Corporal Punishment not Indispensable.**—"It appears from the reports of the Committees, and from other equally authentic evidence, that not

less than five hundred schools in the State were taught last year *without the infliction of a blow*. And it is the almost uniform testimony of the Committees, that the Schools, so kept, have stood in the foremost rank for regularity, diligence and good order."—HORACE MANN.

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**Young Children should not be confined.**—"It would be infinitely better and wiser to employ suitable persons to superintend the exercises and amusements of children, under seven years of age, in the fields, orchards and meadows, and point out to them the richer beauties of nature, than to have them immured in crowded school-rooms, in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air."—DR. CALDWELL.

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**Effects of Bad Ventilation in Schools.**—"Both irritability of the nervous system and dullness of the intellect are unquestionably *the direct and necessary result of a want of pure air*. The vital energies of the pupils are thus prostrated, and they become not only restless and *indisposed to study*, but absolutely *incapable of studying*. Their minds hence wander, and they unavoidably seek relief in mischievous and disorderly conduct. This doubly provokes the already exasperated teacher, who can hardly look with complaisance upon good behavior, and who, from a like cause, is in the same irritable condition, of both body and mind, with themselves. He too must needs give vent to his irascible feelings somehow. And what is more natural under such circumstances, than to resort to the use of the ferule, the rod and the strap?"—PROF. MAYHEW.

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**Value of Vocal Music in Schools.**—"I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. *This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music*, for this constitutes an essential branch of their education."—DR. RUSH.

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**Frequency of Recess.**—"A law of the muscular system requires that relaxation and contraction should alternate; or, in other words, that rest should follow exercise. In accordance with this law it is easier to walk than to stand; and in standing, it is easier to change from one foot to the other than to stand still. This explains why small children after sitting awhile in school become restless. Proper regard for this organic law requires that the

smaller children be allowed a recess as often, at least, as once an hour; and that all be allowed and encouraged frequently to change their position."—**PROF. MAYHEW.**

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**Evils of badly-constructed School Furniture.**—"There is a radical defect in the seats of our School Rooms. Malformation of the bones, narrow chests, coughs, ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the School Room. To the badly constructed seats and writing desks, are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases and chronic affections, now so prevalent throughout the country."—**DR. J. V. C. SMITH.**

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**Act upon it.**—"High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position often assumed and long continued, tends to that deformity which has become extremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children."—**DR. WOODWARD.**

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**On Imparting Collateral Knowledge.**—"We cannot remind teachers too often of the signal benefits they may confer upon their pupils, by communicating collateral knowledge to them;—that is, such knowledge as is directly connected with the subject of their lessons, though rarely, if ever, found in a text-book. This practice should be commenced with a child the first day he enters the School Room, and should never be discontinued until the day when, for the last time, he leaves it.

"The whole business of the School Room, from morning till night, should, in this way, be made attractive and profitable. Children do love information which is adapted to their capacities, and they will desire to go where it can be found, as naturally as bees to flowers. An absurd objection is sometimes urged against such a course; namely, that it will only amuse children, turn what should be toil into pastime, and create a disrelish for close, pains-taking, solitary application. This objection is theoretic, merely. It is never made by those who have tried the experiment. It is urged only by such as are too ignorant or too indolent to make the necessary preparation. Not only reason, but experience, proves that it is the best possible means of kindling a desire for knowledge in the bosoms of the young; and when this desire is once kindled, the teacher has only to direct the car instead of dragging it."—**HORACE MANN.**

**A Noble Sentiment, Eloquently Expressed.**—"The Greek rhetorician, Longinus, quotes from the Mosaic account of the creation what he calls the sublimest passage ever uttered: 'God said, "Let there be light;" and there was light.' From the centre of black immensity, effulgence burst forth. Above, beneath, on every side, its radiance streamed out, silent, yet making each spot in the vast concave brighter than the line which the lightning pencils upon the midnight cloud. Darkness fled, as the swift beams spread onward and outward; still they move to this day, glorifying, through wider and wider regions of space, the infinite Author from whose power and beneficence they sprang. But not only in the beginning, when God created the heavens and the earth, did he say, 'Let there be light.' Whenever a human soul is born into the world, its Creator stands over it, and again pronounces the same sublime words, 'Let there be light.'

"Magnificent, indeed, was the material creation, when suddenly blazing forth, in mid space, the new-born sun dispelled the darkness of the ancient night. But infinitely more magnificent is it, when the human soul rays forth its subtler and swifter beams—when the light of the senses irradiates all outward things, revealing the beauty of their colors and the exquisite symmetry of their proportions and forms, when the light of reason penetrates to their invisible properties and laws, and displays all those hidden relations that make up all the sciences; when the light of conscience illumines the moral world, separating truth from error, and virtue from vice. The light of the newly-kindled sun, indeed, was glorious. It struck upon all the planets, and waked into existence their myriad capacities of life and joy. As it rebounded from them, and showed their vast orbs all wheeling, circle beyond circle, in their stupendous courses, the sons of God shouted for joy. That light sped onward, beyond Sirius, beyond the Pole-star, beyond Orion and the Pleiades, and is still speeding onward into the abysses of space. But the light of the human soul flies swifter than the light of the sun, and outshines its meridian blaze. It can embrace not only the sun of our system, but all suns and galaxies of suns; aye! the soul is capable of knowing and enjoying Him who created the suns themselves; and when these starry lustres that now glorify the firmament shall wax dim, and fade away like a wasted taper, the light of the soul shall still remain; nor time, nor cloud, nor any power but its own perversity, shall ever quench its brightness. Again I would say, that whenever a human soul is born into the world, God stands over it, and pronounces the same sublime fiat, 'Let there be light;' and may the time soon come when all human governments shall co-operate with the divine government in carrying this benediction and baptism into fulfillment."—HORACE MANN.

# STATE SCHOOL LANDS.

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THE 500,000 ACRES OF SCHOOL LANDS.—The title of California to her School Lands rests upon Section 8 of Act of Congress, approved September 4th, 1841, which reads as follows:

“There shall be, and hereby is, granted to each new State that shall be hereafter admitted into the Union, upon such admission, so much land as, including such quantity as may have been granted to such State before its admission, and while under a Territorial Government, for purposes of internal improvement as aforesaid, as shall make five hundred thousand acres of land, to be selected and located as aforesaid.” *Stat. at Large*, V. 455.

In reference to the manner of selection and location, the Act reads :

“The selections in all of the said States shall be made within their limits respectively in such manner as the Legislature thereof shall direct; and located in parcels conformably to sectional divisions and sub-divisions of not less than three hundred and twenty acres in any one location, on any public land, except such as is, or may be reserved from sale, by any law of Congress or proclamation of the President of the United States, which said locations may be made at any time after the lands of the United States in said States respectively, shall have been surveyed according to existing laws.”

The lands thus granted to California for purposes of Internal Improvements were wisely diverted by our State Constitution to the support of Public Schools, in terms as follows :

“The proceeds of all lands that may be granted by the



United States to this State, for the support of Schools, which may be sold or disposed of, and the five hundred thousand acres of land granted to the new States, under an Act of Congress distributing the proceeds of the public lands among the several States of the Union, approved A. D. one thousand eight hundred and forty-one \* \* shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands and such other means as the Legislature may provide, shall be inviolably applied to the support of Common Schools throughout the State.”—*Constitution of California, Art. IX. Sec. 2.*

TOWNSHIP LANDS.—The title of California to the Township lands rests upon Act of Congress, approved March 3d, 1853, which reads as follows: “ \* \* \* Sections sixteen and thirty-six of the public lands shall be, and hereby are granted to the State for the purposes of Public Schools in each township.”—*U. S. Stat. 1853, Ch. 145, Sec. 6.*

Section 7 of the same Act reads: “ *And be it further enacted,* That where any settlement, by the erection of a dwelling house or the cultivation of any portion of the land, shall be made upon the Sixteenth and Thirty-Sixth Sections, before the same shall be surveyed, or where such sections may be reserved for public uses or taken by private claims, other land shall be selected by the proper authorities of the State in lieu thereof, agreeably to the provisions of the Act of Congress approved on the twentieth of May, eighteen hundred and twenty-six, entitled ‘An Act to appropriate lands for the support of Schools in certain townships and fractional townships, not before provided for,’ and which shall be subject to approval by the Secretary of the Interior.”

UNIVERSITY LANDS.—The title of California to the University lands, rests upon Sec. 12 of the same Act of Congress, which reads as follows:

SECTION 12. *And be it further enacted,* That the quantity of two entire townships, or seventy-two sections, shall be and the same is hereby granted to the State of California

for the use of a Seminary of Learning, said lands to be selected by the Governor of the State, or any person he may designate for that purpose, in legal subdivisions of not less than a quarter section of any of the unsold, unoccupied, and unappropriated public lands therein, subject to the approval of the Secretary of the Interior, and to be disposed of as the Legislature shall direct: *Provided, however,* That no mineral lands, or lands reserved for any public purpose whatever, or lands to which any settler may be entitled under the provisions of this Act, shall be subject to such selection.

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## AN ACT

To provide for the Location and Sale of the unsold portions of the five hundred thousand acres of Land donated to this State for School Purposes, and the seventy-two sections donated to this State for the use of a Seminary of Learning.

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. The unsold portion of the five hundred thousand School Lands. acres of land donated to this State for School purposes, and the seventy-two sections of land donated to the State for the use of a Seminary of Learning, shall be located and disposed of as hereinafter provided.

SECTION 2. The Governor of the State of California is hereby Locating Agents. authorized to appoint and commission one suitable and competent person for each of the United States Land Districts of this State, whose duty it shall be to locate the land named in the first Section of this Act, in the manner and for the purposes hereinafter prescribed; the said persons to be called Locating Agents of the State, to be commissioned by the Governor; and they shall, before entering on the discharge of their duty, take and subscribe an oath, and also give bonds, in the sum of five thousand dollars, for the faithful discharge of their duties as prescribed in this Act.

SECTION 3. The Agents so appointed, as aforesaid, shall, as soon Agents shall locate. as practicable, proceed to obtain the consent of such of the settlers on the public lands of the United States, as

may choose to avail themselves of the benefits of this Act, and also the request of persons, other than settlers on the public lands, who wish to purchase lands, under the provisions of this Act, which said consent, or request, as the case may be, shall be accompanied with the affidavit of the person wishing to purchase said land, and two disinterested persons, subscribed and sworn to before a Justice of the Peace, or Notary Public, that there is no valid claim existing upon the land so desired, adverse to the claim of the person making such application for location; and whenever such consent, or request, shall have been so obtained, under such forms as the Governor may prescribe, the said Agent shall apply to the Register and Receiver of their respective Land Offices, to permit said location to be made, in the name of the State of California, as a part of the land described in section first of this Act, and if so permitted, said Agent shall make such location, in conformity to the laws and regulations of the United States.

SECTION 4. The Agent shall not locate more than three hundred and twenty acres, either directly or indirectly, for any one person.

SECTION 5. Whenever such settler, or person, shall give his consent, or make his request, as the case may be, to the agent, to have his land located, under this Act, said agent shall accept such offer, under the following conditions: That if said location be made and approved by the United States, it shall be for the use and benefit of such applicant, on his complying with all the conditions and provisions of this Act.

SECTION 6. The said person, whose location has been thus made, shall have the right to receive a certificate of purchase for the same, by paying one dollar and twenty-five cents per acre, and interest, at the rate of ten per cent. per annum, from the date of the location in the United States Land Office; or if said purchaser prefer, he may pay twenty-five per cent. of the purchase money, and one year's interest on the balance, in advance, and the Register of the State Land Office shall deliver to him a certificate of purchase; *Provided*, that the Legislature may by law require the payment of the balance due at any time after one year from the date of approval by the General Government; *And provided further*, that if the purchaser fail to pay the interest, as prescribed in this Act, or to pay the balance due when thereunto required by any law of this State, said purchaser shall forfeit to the School Fund all money paid thereon, either in principal or interest, together with all right, title, claim, or interest, to said lands, and any other person may purchase the same, on the same conditions as imposed by this Act upon the original purchaser.

SECTION 7. The Locating Agent shall prepare and keep a complete register of all lands located under the provisions of this Act, containing a description of the same, by sections, and parts of sections, township and range, appended to the names of purchasers, in alphabetical order, and the county in which said lands are situated, and certify a copy thereof to the Register of the State Land Office.

SECTION 8. The said Agents shall, in like manner, in the name of Township Lands. the State, for the use of the particular township requiring such location to be made, locate lands in lieu of any sixteenth or thirty-sixth sections, or parts of sections, appropriated by Law of Congress to other uses, or which may be unfit for cultivation, according to the laws of the United States, whenever thereunto requested by the person authorized by the Board of Supervisors of any County in this State, to select land in lieu of those otherwise appropriated; said Agent to keep the like Register, and furnish the like reports as provided for in section seven of this Act, and also to the Register of the Land Office a complete and perfect description of the lands relinquished, by section, township and range, and the reasons why said lands were relinquished; and the Board of Supervisors of the County for which the locations were made, shall pay said Agent the same fees as are allowed in other cases.

SECTION 9. It shall be the duty of the Board of Examiners, created by an Act approved April sixteenth, one thousand Money set apart to purchase bonds. eight hundred and fifty-six, entitled "An Act for the better protection of the State Treasury," whenever it shall appear to said Board that the Treasurer of the State has received into the Treasury the sum of ten thousand dollars or upwards, paid in as purchase money for land, under the provisions of this Act, to purchase bonds of the Civil Funded Debt of this State, issued since the First day of January, A. D. eighteen hundred and fifty-eight, to the amount said money, paid in as aforesaid, will purchase at the lowest value at which they may be purchased, after advertising for two weeks Proposals. in one daily newspaper published in the city of San Francisco, and one in the city of Sacramento, for sealed proposals for the sale of said bonds. The said Board shall open said proposals at the time and place specified in said publication, in the presence of the Treasurer and Controller of State, and accept only such proposals as offer bonds at the greatest discount, to the amount the funds in the Treasury, paid in as purchase money for School Lands, will purchase. Said Board shall audit the amount due said bidder, or bidders, for his or their bonds, which amount shall be paid, on the order of said Board, by the Treasurer, and said Board of Examiners shall deliver said bonds to the Treasurer, who shall keep said bonds, as a special School Fund. deposit, in his custody, marked "School Fund," to the credit of the School Fund; *Provided, however,* that no bonds shall be purchased at more than par value. All interest paid into the Treasury under the provisions of this Act shall be subject to the order of the Board of Education.

SECTION 10. At the expiration of one year from the passage of Seminary Fund. this Act, the Board of Examiners shall take, and use, fifty-seven thousand six hundred dollars of any money belonging to the School Fund, for the purpose of buying bonds, in the same manner as prescribed in the preceding section of this Act; and when said bonds have been so purchased, they shall be, in like manner, delivered to the Treasurer of State, and kept by him as a special deposit, marked "Seminary Fund," to the credit of said Fund. All

interest paid into the Treasury, on said Seminary Bonds, shall be invested in State Bonds, in the same manner as hereinbefore provided for.

SECTION 11. The Locating Agents, appointed under the provisions of this Act, shall have the right to demand, as a fee for their <sup>Agents' Fees.</sup> services, the sum of six dollars for each location made by them.

SECTION 12. An Act passed May third, A. D. one thousand eight hundred and fifty-two, entitled "An Act to provide for <sup>Act repealed.</sup> the disposal of the five hundred thousand acres of land granted to this State, by Act of Congress, passed April fourth, A. D. one thousand eight hundred and forty-one," and an Act passed May seventh, A. D. one thousand eight hundred and fifty-five, entitled "An Act to provide for the selection of land donated by the United States to this State, for the support of common Schools, and for the erection of public buildings," and all other Acts, conflicting with the provisions of this Act, are hereby repealed; *Provided, however,* that <sup>Proviso.</sup> all School Land Warrants, now in circulation, shall be received for School Lands, and may be located as now provided by law; *And, provided, also,* that all certificates of land, located under the provisions of an Act passed May third, A. D. one thousand eight hundred and fifty-two, entitled "An Act to provide for the disposal of the five hundred thousand acres of land granted to this State by Act <sup>Certificates made</sup> of Congress, passed April fourth, A. D. one thousand <sup>valid.</sup> eight hundred and forty-one," which have been recorded by the Records of the counties of this State, are hereby made and declared to be valid and effectual, to all intents and purposes, as though such certificate had been recorded by the Clerk of the County Court, under the provisions of section eleven of the said Act.

SECTION 13. That portion of the five hundred thousand acres of land, and the seventy-two sections of Seminary Land, <sup>Public domain.</sup> authorized to be sold by the provisions of this Act, shall be deemed and held to be a portion of the "public domain" of this State, within the meaning of the sixth section of an Act creating a State Land Office for the State of California, passed A. D. one thousand eight hundred and fifty-eight.

Approved April 23d, 1858.

## AN ACT

To provide for the Sale of the Sixteenth and Thirty-Sixth Sections of Land donated to this State for School Purposes, by Act of Congress, passed March 3d, A. D. 1853.

*The People of the State of California, represented in Senate and Assembly, do enact as follows :*

**SECTION 1.** In all congressional townships in which there are fifteen white householders, the Board of Supervisors of the county shall have the right to sell the sixteenth and thirty-sixth sections of land donated by Congress to this State for School purposes, or such land as has been, or may be selected in lieu thereof; upon the petition of a majority of such householders, the Board of Supervisors of the county, in which such land, or the greater portion thereof, is situated, shall make an order, a copy of which shall be furnished the Sheriff, directing him to expose said lands for sale to the highest bidder, at the Court house door, during a regular term of the District Court, at not less than two dollars per acre, having first given three months' notice in some newspaper published in the county, and posted notices of such sale at three of the most public places in the township, describing the land, where situated, when and where to be sold; and if no newspaper be published in the county, by posting up like notices in the county, and three more in the townships, as above named, for the same length of time; said lands to be sold in lots of not less than forty, nor more than one hundred and sixty acres, unless in cases hereinafter provided for.

**SECTION 2.** If, after such sale, any part of the land remains unsold, the Sheriff of the county, if the Board of Supervisors deem it proper, and make an order to that effect, shall, once in each year, offer said lands for sale, by giving notice in the same manner as hereinafter provided.

**SECTION 3.** Whenever the inhabitants of any Congressional township, may, by any law of Congress, acquire the right to relinquish their sixteenth or thirty-sixth sections, and select other lands in lieu thereof, upon any of the unoccupied agricultural lands of this State, a majority of the voters of the township shall make known their intention to relinquish to the Board of Supervisors of the county, and said Board shall authorize the Commissioner of Common Schools of the county to make the selections, who shall conform, in all respects, to the law of Congress giving the right; and if said lands be located in any other county, they shall be sold or managed as herein provided for the sale or management of the sixteenth or thirty-sixth sections proper; the Commissioner shall certify

to the Locating Agent of his Land District, the section, or parts of section, township, and range, of the lands relinquished, and the same of the lands selected in lieu thereof, together with the cause of the relinquishment of said lands, and by what county the lands are relinquished, and in what county selected in lieu thereof, and request said Agent to make the location in the proper land office; and when the Governor of the State shall be notified of the approval of said location by the General Government, he shall Approval. cause the same to be certified to the Board of Supervisors of the county for which such location was made.

SECTION 4. In case the sixteenth or thirty-sixth section be in the vicinity of a town or city, it shall be lawful, on the petition of two-thirds of the legal voters of the township in which the same is situated, for the Board of Supervisors to make an order authorizing the Trustees of Common Schools of such township to cause such sixteenth or thirty-sixth section to be laid off in lots of a less size than forty acres, and to lay out such streets and alleys, and roads, and to appropriate such portion thereof, as they may deem necessary for sites for School Houses, Churches, and pleasure grounds, and order the Sheriff to sell the lots as hereinbefore directed. Laid off in lots.

SECTION 5. In all cases where the sixteenth or thirty-sixth sections were settled upon and improved before the survey Sell to settlers. was made, the owner or owners of the same may purchase said lands at two dollars and fifty cents per acre, either by paying the money, or giving bonds, as hereinafter provided for; *Provided*, the authorities interested shall prefer the money to making another location.

SECTION 6. The purchaser shall, in all cases, give bond, with good and approved security, to be approved by the Board Security. of Supervisors, payable five years after date, to the county, for the use of the inhabitants of the township to which the land belonged, bearing interest at the rate of ten per cent. per annum, from date, until paid, which bond shall be returned by the Board of Supervisors of the proper county, and by them deposited in the office of the Treasurer of the county, and a duplicate thereof with the County Auditor.

SECTION 7. The interest on the bonds shall be paid semi-annually to the County Treasurer, which interest, in case a School Interests. is organized and kept according to law in the township, shall be subject to the order of the Superintendent of Common Schools for the county; but if no school is kept according to law, then said interest to be loaned out by the Treasurer, secured by unincumbered real estate of at least treble the value of the money so loaned, in manner to be approved by the Board of Supervisors, which approval shall be entered in the minutes of their proceedings.

SECTION 8. The Board of Supervisors shall cause to be made out and certified to the Surveyor General, an abstract of all Abstract of Lands lands sold for their county, as sixteenth and thirty-sixth sections, as also an abstract of all lands relinquished, and lands selected in lieu thereof; and when the purchase money, together with all interest

due thereon, is paid, the Board of Supervisors shall make and certify, to the Secretary of State, a statement, showing the tracts of land for which payment has been made.

SECTION 9. At the time of the sale, the Sheriff shall make and Certificate. deliver to the purchaser, a certificate of purchase, describing the land sold, the number of acres, and the amount of purchase money, and the manner in which payment is received; and such certificate, after full payment has been made, shall entitle the purchaser to a patent for the land.

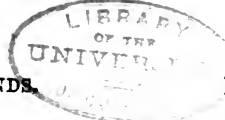
SECTION 10. Upon the receipt of the statement mentioned in section Patents to issue. eight of this Act, by the Secretary of State, showing the lands paid for, and by him reported to the Governor, the Governor shall make out, in the name of the State, patents for said lands, and after having the same recorded by the Secretary of State, in a book to be kept for that purpose, shall forward the same to the Board of Supervisors of the proper county, to be by them delivered to the persons entitled thereto, upon the presentation and surrender of the original certificate, which shall be filed and kept by the Board.

SECTION 11. Patents issued by virtue of this Act, shall be signed Purchase money. by the Governor, countersigned by the Secretary of State, and attested by the great seal of the State of California. A purchaser may pay the purchase money at the time of sale, and entitle himself to a patent therefor, as soon as the same can be issued, in which case the amount of cash received shall be loaned out and secured in the same manner as provided in section seven for interest receipts.

SECTION 12. Whenever the Board of Supervisors may deem the Additional security. security for the payment of any bond for the purchase of any township School lands insufficient, they may require other and additional security, and upon failure to give such additional security, the contract shall be deemed void, and the Board of Supervisors shall forthwith proceed to collect the amount due on account of such sale, as if no time had been given for the payment thereof; *Provided*, that said land shall always be subject to a lien for the purchase money, and the interest thereon, until the whole amount thereof is fully paid.

SECTION 13. The Sheriffs of the respective counties in which any Sales by Sheriff. lands may be selected, in lieu of those relinquished, shall sell such lands under the same regulations as are prescribed in the preceding sections of this Act. Said lands to be sold, however, only upon the order of the Board of Supervisors of the county for which the land is selected; and when said Sheriff has sold the same according to the order, he shall take a bond, payable to the county, for the use and benefit of the inhabitants of the township for which the land was selected, with good and sufficient security, approved by the Board of Supervisors in the county where the land is situated, and transmit the same to the Board of Supervisors of the county to which it properly belongs.





SECTION 14. In all cases where lands are selected and located in the Land Office of the District, the Surveyor General shall immediately, upon notice of such approval of such location, by the General Government, make out and certify to the Recorders of each county, a certificate, showing the particular description of the land, by section, township, and range, the number of section, township and range, and the county for which they were selected, which certificate shall be recorded by the Recorder of such county, and a certified copy thereof shall be evidence in any Court of record.

SECTION 15. All moneys arising from the sale of land, under the provisions of this Act, shall be set apart as a permanent School Fund, and the interest thereof only appropriated for the support and maintenance of Common Schools in the township to which the land belonged, from the sale of which the money accrued.

SECTION 16. The Sheriff, Treasurer and Recorder, shall receive such compensation for their services as may be allowed by the Board of Supervisors.

SECTION 17. If any person shall, after the United States surveys have been made, commit waste, trespass, or other injury, upon any School lands in this State, or upon any improvements thereon, the person so offending shall, upon conviction thereof, be fined in any sum not exceeding one thousand dollars.

SECTION 18. All civil officers, upon information, upon oath, or upon their own knowledge, shall cause any person committing any of the offenses mentioned in the preceding section, to be brought before them by like process as in criminal cases, and to enter recognizance for their appearance at the Court of Sessions of the county, on the first day of the next term thereafter, and in default of recognizance, commit such person to the county jail, until the next term of the Court of Sessions.

SECTION 19. All fines, penalties, and forfeitures, accruing under the provisions of this Act, shall be paid into the treasury of the county, for the use of the inhabitants of the township to which the land belonged, on which the waste or trespass was committed.

SECTION 20. The District Attorneys, within their respective counties, shall prosecute all suits for the recovery of moneys which are due on contracts made in pursuance of the provisions of this Act.

SECTION 21. An Act entitled an Act to provide for the selection of lands donated to this State, for the support of Common Schools, or for the erection of public buildings, or so much thereof as relates to the sixteenth and thirty-sixth sections of land, approved May 5th, 1855, is hereby repealed; *Provided*, that all selections of land made under the provisions of that Act are hereby made valid and binding.

Approved April 26, 1858.

## Concurrent Resolutions relative to the Sixteenth and Thirty-Sixth Sections of Land.

[PASSED FEBRUARY 8, 1856.]

*Whereas*, The mountain Districts, and other portions of the State are unsurveyed by the General Government, by means of which said Districts cannot avail themselves of the benefits of the donations of the Sixteenth and Thirty-Sixth Sections of Land to each township, for School Purposes therein, made by an Act of Congress, passed March third, one thousand eight hundred and fifty-three; *And whereas*, it is the plain intent and meaning of the Law of Congress, that every Township in this State shall be entitled to two Sections of Land for School purposes; *And whereas*, said Districts are densely populated by an industrious and enterprising people: Therefore,

*Resolved*, By the Senate, the Assembly concurring, that our Senators be instructed, and our Representatives in Congress requested, to use their influence to secure an appropriation for the Land District of California, that will enable the Surveyor General for this State to complete the surveys named in the preamble to these resolutions, as speedily as possible, and that they take such other measures as will secure the speedy accomplishment of the desired object.

*Resolved*, That our Senators be instructed, and our Representatives in Congress requested, to secure, if possible, the passage of a Law by Congress donating to, and authorizing the inhabitants of the Townships of the mountain Districts of this State, or any Township not provided for with School Lands, to locate two Sections of land upon any of the unappropriated agricultural lands of this State.

*Resolved*, His Excellency, the Governor, be requested to furnish each of our delegation in Congress, and the Secretary of the Interior, with a copy of the above preamble and resolutions.

# STATISTICS

OF

## SCHOOLS IN CALIFORNIA.

COUNTIES.	CHILDREN REPORTED BY CENSUS.					NO. OF SCHOOLS.*				NO. OF TEACHERS.*			
	1853.*	1854.	1855.	1856.	1857.	1854	1855	1856	1857	1854	1855	1856	1857
Alameda .....		577	745	847	1039	6	7	14	16	6	9	19	21
Amador.....	339	432	865	868	986	5	7	3	10	5	9	4	16
Butte.....	55	247	275	469	583	3	4	7	9	3	5	7	13
Calaveras.....	209	325	527	667	728	5	6	6	12	5	8	9	14
Contra Costa.....	258	480	587	661	633	5	9	10	12	5	12	16	17
Colusa.....			29		237		1		5		1		8
El Dorado.....		1195	1400	1733	1812	14	14	14	19	14	16	19	19
Humboldt.....	54	186	186	227	254	3	4	5	5	3	4	5	5
Klamath.....	31	42				1				1			
Los Angeles.....	908	1191	1522	1584	1705	6	5	7	8	7	9	13	10
Marin.....		155	270	31	325	1		1		1		1	
Mariposa.....	181	121	224	263	300	2	2	6	4	2	3	7	4
Merced.....				106	115			3	3			3	3
Monterey.....	507	627	993	871	816	2	7	8	6	3	8	12	6
Napa.....		349	477	635	911	4	6	10	13	4	7	10	15
Nevada.....	209	555	760	853	1046	3	6	6	8	5	7	7	9
Placer.....	95	300	161	508	854	4	3	4	15	4	4	4	21
Plumas.....		41	93	99	97		1	1	1		1	1	2
Sacramento.....	1175	1930	2137	2233	2831	17	18	26	31	17	18	26	33
S. Bernardino.....	196	402	838	1042	1142	4	7	16	18	8	9	16	18
San Diego.....		99	117	123	138	1	1	1	1	1	1	2	2
San Francisco.....	3252	3147	4941	4751	5070	12	16	30	24	45	47	70	58
San Joaquin.....	301	993	1109	1267	1707	14	17	20	22	17	21	25	23
S. Luis Obispo.....	330		332	325			1				1		
San Mateo.....				315	374			6	5			6	5
Santa Barbara.....	347		632	819	977		3		2		4		2
Santa Clara.....	1343	1617	1751	1678	1967	12	15	16	18	12	15	18	27
Santa Cruz.....	243	424	319	618	676	4	2		3	4	6		9
Shasta.....	194	336	317	323	370	3	4	7	5	3	6	7	6
Sierra.....	96	189	241	398	423	2	2	4	5	2	2	4	8
Siskiyou.....	70	93	157	246	385	1	1		5	1	1		5
Solano.....	454	574	641	836	1114	6	9	6	11	6	10	7	12
Sonoma.....	99	1021	1253	1694	2231	15	23	34	28	15	31	35	41
Stanislaus.....		81	74	178	197		2	3	2			3	3
Sutter.....		78	199	236	276	1	3	5	6	1	4	5	6
Tehama.....				73	192			1	2			1	2
Trinity.....	35	42	80		118	1	1		1	1	1		1
Tulare.....		73	82	88	161	2	1	2	2	2	1	3	2
Tuolumne.....	19	489	809	1115	1259	4	8	11	8	4	8	12	12
Yolo.....		344	477	379	571	3	4	6	8	3	5	6	12
Yuba.....	212	364	438	854	1042	2	7	14	14	4	7	16	16
Totals.....	11,242	19,472	26,077	33,039	35,722	168	227	313	367	214	301	399	486

\*In the year 1853, there were 53 Schools and 56 Teachers.

# OFFICERS

CONNECTED WITH

## THE SCHOOL DEPARTMENT.

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STATE BOARD OF EDUCATION:

JOHN B. WELLER, *Governor.*

HORACE A. HIGLEY, *Surveyor General.*

ANDREW J. MOULDER, *Sup. Pub. Instruction.*

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SUP'T. OF PUBLIC INSTRUCTION,

ANDREW J. MOULDER.

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### COUNTY SUPERINTENDENTS.

COUNTY.	NAME.	RESIDENCE.
Alameda,.....	Wm. W. Brier,.....	Alvarado.
Amador.....	E. B. McIntire,.....	Sutter Creek.
Butte,.....	B. N. Seymour,.....	Oroville.
Calaveras,.....	Robert Thompson,.....	Mokelumne Hill.
Colusa,.....	B. M. Hance,.....	Colusa.
Contra Costa,.....	E. H. Cox,.....	San Ramon.
El Dorado,.....	F. H. Harmon,.....	Placerville.
Humboldt,.....	E. H. Howard,.....	Humboldt.
Klamath,.....	Wm. T. Stevens,.....	Orleans Bar.
Los Angeles,.....	Chas. R. Johnson,.....	Los Angeles.
Marin,.....	John Simms,.....	San Rafael.

COUNTY.	NAME.	RESIDENCE.
Mariposa,	Angevine Reynolds,	Mariposa.
Merced,	B. F. Howell,	Snelling.
Monterey,	J. H. Gleason,	Monterey.
Napa,	J. C. Herron,	Napa City.
Nevada,	C. T. Overton,	Nevada.
Placer,	Percival C. Millette,	Auburn.
Plumas,	J. C. Church,	Quincy.
Sacramento,	Nelson Slater,	Sacramento.
San Bernardino,	Ben. Barton,	San Bernardino.
San Diego,	Frank Ames,	San Diego.
San Francisco,	Henry B. Janes,	San Francisco.
San Joaquin,	E. W. Hager,	Stockton.
San Luis Obispo,	P. A. Forrester,	San Luis Obispo.
San Mateo,	James Berry,	Redwood City.
Santa Barbara,	A. F. Hinchman,	Santa Barbara.
Santa Clara,	Mathew Mitchell,	San Jose.
Santa Cruz,	J. F. J. Bennett,	Santa Cruz.
Shasta,	Grove K. Godfrey,	Shasta.
Sierra,	Z. W. Keyes,	Downieville.
Siskiyou,	George F. Price,	Yreka.
Solano,	H. M. Lillie,	Vallejo.
Sonoma,	Wm. G. Lee,	Bodega.
Stanislaus,	Wm. D. McDaniel,	La Grange.
Sutter,	C. E. Wilcoxon,	Yuba City.
Tehama,	J. R. Bradway,	Red Bluffs.
Trinity,	M. Ruch,	Weaverville.
Tulare,	Foster D. Master,	Visalia.
Tuolumne,	George S. Evans,	Sonora.
Yolo,	Henry Gaddis,	Cache Creek.
Yuba,	Edward B. Walsworth,	Marysville.

# SCHOOL TRUSTEES AND TEACHERS.

## A L A M E D A .

TOWNSHIPS.	DISTRICTS	TRUSTEES.	TEACHERS.	POST OFFICES.
Oakland.....	Southern	S. E. Alden..... A. C. Brown. Griffith Henton.	.....	Oakland.
Oakland.....	Northern	William Imgram... J. R. Walker. Thomas Jeter.	Miss Emily Alden	Oakland.
Oakland City.....	.....	.....	R. A. Morse.	
Brooklyn.....	.....	J. H. Lutrell..... John Taylor. Thomas Eager.	H. P. Lathrop.....	Brooklyn.
Alameda.....	.....	Henry Haile..... T. J. Nevins. N. Palmer.	Mrs. J. H. Nevins...	Alameda.
.....	Union ....	W. P. Rodgers..... Wm. J. Souther. P. E. Edmondson.	G. H. Scott.....	San Leandro.
Eden.....	...No. 1... Ed'n Vale	Z. Hughs..... William Mattox. R. Babcock.	Mr. Abby.....	San Lorenzo.
Eden.....	...No. 2...	William Kennedy.. Joseph Taylor. E. F. Dixon.	Joseph Sparrow...	San Lorenzo.
Eden.....	...No. 3...	W. C. Blackwood.. C. Anderson. J. Marlen.	Miss L. Blackwood	San Lorenzo.
Eden.....	...No. 4...	Wm. M. Liston..... F. Van Horn. Erastus Root.	Henry Green.....	Alvarado.
Murray.....	.....	J. Fallen..... M. Murry. B. McLaughlin.	M. E. Higgins.....	San Ramon, Contra Costa county.

TOWNSHIPS.	DISTRICTS	TRUSTEES.	TEACHERS.	POST OFFICES.
Washington...	...No. 1...	A. M. Church..... C. Cornell. A. J. Lowell.	E. Russell.....	Alvarado.
Washington...	...No. 2...	Robert Blacow.... Robert Beeching. William Tyson.	E. Russell.....	Centreville.
Washington...	...No. 3...	R. B. Donovan..... Richard McClure. J. M. Horner.	Ch. P. Clesson....	Mission de San Jose.
Washington...	...No. 4...	J. R. McDavid..... J. M. Moore. W. H. Mack.	Miss Ada Moore...	Centreville.
Washington...	...No. 5...	James Hawley..... John McCormic. Abram Clark.	Miss E. Everett....	Alvarado.

AMADOR.

DISTRICTS.	TRUSTEES.	TEACHERS.
Jackson .....	A. C. Brown..... John Murshett..... Wm. McKim.	A. W. Kerr. Mrs. A. W. Kerr.
Ione City.....	J. F. Turner..... J. H. Stevens. S. Love.	J. A. Peters.
Pine Grove.....	Joshua D. Luttrell..... A. Leonard. A. P. Clough.	Miss Dane.
Drytown .....	G. W. Seaton..... R. K. Wick. C. W. Fox.	H. P. Hinckson.
Sutter Creek.....	N. A. Green..... W. T. Wildman. A. Hayward.	E. B. McIntire.
Volcano.....	A. N. Ballard..... John Turner. S. B. Boardman.	M. M. Estee.

DISTRICTS.	TRUSTEES.	TEACHERS.
Fiddletown .....	John D. Williams..... D. M. Goff. J. F. Ostrom.	W. J. Cosper.
Amador .....	W. S. Porter..... D. Barry. P. Kusart.	
Buena Vista.....	P. Y. Cool..... Josiah T. Joyner. —— Kyte.	
Jackson Valley.....	Simon Pronty..... Joseph Lewis. Wm. H. Amick.	
Union Church.....	R. K. Sexton..... A. F. Potter.	
Clinton .....	Linus Morgan..... Hugh Robinson. Michael Tyman.	

## BUTTE.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.
Ophir.....	.....No. 1.....	D. W. Cheesman..... J. G. Downer..... T. Fogg.	J. B. Chinn. Miss M. B. Webb.
Ophir.....	.....No. 2.....	N. P. Cartland .....	Miss Sarah Knox.
		J. Anthony. J. Wheeler.	
Ophir.....	.....No. 3.....	John Onyett..... J. L. Kister. Cleveland.	G. W. Boody.
Wyandotte.....	.....No. 1.....	Jacob Snow..... Amos Thatcher. R. M. Bills.	J. Z. Keetch.
Wyandotte.....	.....No. 2.....	J. A. Watson..... E. Feller. W. H. Swain.	B. Gurney.
Wyandotte.....	.....No. 3.....	C. Dunkum..... G. M. Wilson. J. D. Forbes.	J. Palmer.



TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.
Oro .....	No. 1.....	R. C. Gaskill..... J. W. Reed. J. Vail.	Charles Loomis.
Oro .....	No. 2.....	B. Greenwell..... W. H. Courtright. James Andrews.	Harriet Wyman.
Hamilton.....	No. 1.....	J. L. Henshaw..... J. Chester.	
Hamilton.....	No. 2.....	Robert Davis..... John Beall. Hiram Cram.	
Eureka.....	No. 1.....	W. Clark..... P. Myers. R. Clendinin.	Miss Sarah Knox.
Chico.....	No. 1.....	W. W. Davis..... J. H. Cole. J. R. Wollen.	
Oregon .....	No. 1.....	N. Littlefield..... B. Merrithew. Thomas Morgan.	W. M. McReynolds.
Oregon .....	No. 2.....	F. Cannon..... J. Morrison. J. Nash.	H. J. McKinley.

CALAVERAS.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.
4th .....	No. 1..... Campo Seco.....	James McGilvery..... A. G. Phillips. T. F. Davis.	Mrs. Ballard.
5th .....	No. 1..... San Andres.....	Charles Faville..... J. W. Willard. D. H. Manard.	J. W. Willard.
5th .....	No. 2..... Upper Calaveras.....	E. R. Purple..... A. Berdzhoff. Anson Brown.	E. E. Johnson.
6th .....	No. 1..... Mokelumne Hill.....	H. M. Sturges..... T. S. Lousett. P. C. McKinnie.	John H. Allen. ——— Langshon. Mrs. Foster.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.
6th .....	.....No. 2..... Pleasant Springs.....	A. H. Hoerchner..... J. N. Angier. George Warner.	Miss Statzer.
6th .....	.....No. 3..... Chile Gulch.....	E. M. Faunce..... F. Garland. L. A. Morse.	Mrs. H. A. Morse.
6th .....	.....No. 4..... Golden Gate.....	L. M. Scheack..... Joel Dickenson. Andrew Young.	Miss H. B. Foulkes.
7th .....	.....No. 1..... Cave City.....	Wm. Walker. W. B. Butts. Wm. C. Bean.	
7th .....	.....No. 2.....	Wm. Wells..... S. G. Briggs. B. W. Payne.	Mrs. M. Winters.
8th .....	.....No. 1..... Angel's Camp.....	S. S. Abbott..... John Ward. D. H. Manard.	W. W. Derham. L. G. Morrill. Mrs. Cain.
9th .....	.....No. 1..... Murphy's .....	Wm. Jones..... Volney Shearer. Riley Senter.	A. R. Gunnison.
9th .....	.....No. 2..... Vallicito .....	A. Taylor..... John Booth. M. W. Hall.	M. P. Holmes.
9th .....	.....No. 3..... Douglas Flat.....	John H. Ginter. Samuel Stevenson. Wm. Henderson.	

## COLUSA.

DISTRICTS.	TRUSTEES.	POST OFFICES.
Colusa.....	Wm. H. Turner..... O. C. Berky. D. P. Durst.	Colusa.
No. 1..... Grand Island.....	C. J. Diefendorff..... James Graham. James Girdner.	Grand Island.
No. 2..... Grand Island.....	James Powell..... F. W. Wilkins. R. P. Rose.	Grand Island.

DISTRICTS.	TRUSTEES.	POST OFFICES.
No. 3..... Grand Island.....	R. S. Browning..... J. N. Cain. H. Pollock.	Grand Island.
Princeton .....	Wm. H. Helphenstine..... Thomas C. Hance. H. C. Grigsby.	Princeton.
Union .....	M. Davis..... E. McFaniels. B. F. Christopher.	Princeton.
Plaza.....	R. H. Pratt..... Frame King. H. L. Hobart.	Monroeville.

## CONTRA COSTA.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	POST OFFICES.
No. 1.....		M. R. Barber..... Rev. J. W. Brier.	Martinez.
No. 2.....	.....No. 1.....	J. C. Ewing..... John Baker. Albert Wilks.	Alamo.
No. 2.....	.....No. 2.....	Benjamin Shrieve..... L. M. Brown. F. G. Beauchamp.	Lafayette.
No. 2.....	.....No. 3.....	Rev. George C. Dean..... John Linebarger. John Shuey.	Lafayette.
No. 2.....	.....No 4.....	J. R. L. Smith..... William Allen.	Lafayette.
No. 3.....	.....No. 1.....	J. D. Tabor..... John H. Russell. Enoch Huntsaker.	Martinez.
No. 3.....	.....No. 2.....	Wm. H. McNeill..... James H. Clark.	Martinez.
No. 3.....	.....No. 3.....	Rev. David McClure..... Jeremiah Morgan.	Martinez.
No. 3.....	.....No. 5.....	Wesley Morgan..... Henry Jackson. Thomas Whitten.	Martinez.

## EL DORADO.

DISTRICTS.	TRUSTEES.
Coloma.....	R. Chalmers, R. V. Clark, A. A. Vangilder.
Gold Hill.....	John T. Swift, Frank Van Camp, T. W. Anabel.
Cold Spring.....	J. J. McFarnahan, J. R. Munson, Henry Sotzen.
Union Town.....	William Cromwell, A. Lohry, W. H. Weidham.
Smith's Flat.....	Powell Crosley, Edward Elrod, William Stewart.
Placerville City.....	{ Dr. A. Clark, John Kirk, J. S. Titus. { Rev. Walter Frear, City Superintendent.
Upper Placerville.....	W. P. Earley, G. H. Stout, L. Spencer.
Diamond Spring.....	L. Turner, T. B. Rossington, C. G. Carpenter.
Newtown .....	W. F. Leon, Jackson Spencer, John Wandell.
Georgetown.....	W. T. Gibbs, S. Knox, Samuel Currier.
Dry Creek.....	John Keller, H. D. Robb, Thomas Breeze.
Spanish Flat.....	E. M. Brooks, William Robertez, H. Tucker.
Mud Spring.....	H. Peary, Charles Roussin, O. B. Wescott.
Buckeye Flat.....	Dr. Edwards, — Smith, Robert Kelly.
French Creek.....	T. Lambert, Captain Worth, William Jenks.
Cosumnes Grove.....	J. H. Miller, Thomas Hitchcock, John Graham.
Indian Diggings.....	Samuel Eusminger, T. G. Gilbert, H. C. Sloss.
Greenwood .....	L. B. Curtis, T. M. Birch, Jacob Winkleman.
Deer Creek.....	H. L. Parker, F. F. Winchell.
Clarksville. ....	William Bissett, G. N. Douglass.
Jay Hawk.....	W. Dorman, H. H. Fries, Conrad Etzel.
Salmon Falls.....	Thomas Orr, William Brome, Nehemiah Haskell.
Mountain.....	William Morris, S. R. Goddard, William McKean.
Big Bar.....	A. H. Saxton, C. Stanford, W. H. Parkinson.

## LOS ANGELES.

DISTRICTS.	TRUSTEES.	TEACHERS.
City of Los Angeles..	Dr. T. J. White .....	School No. 1. { Wm. McKee, Emma Hoyt. School No. 2, Mrs. Hoyt.
	L. Jayinski.	
	A. F. Coronel.	
	E. J. C. Kewen, City Superinten't	
El Monte.....	David Lewis.....	A. H. Hoyt.
	T. J. Mayes.	
	H. Beardsley.	
San Gabriel..	William M. Stockton.....	Mrs. T. Foster.
	D. F. Hall.	
	H. C. Daulton.	
San Juan.....	Miguel Alvarez.....	Thomas Scully.
	John Foster.	
	Juan Abila.	
Santa Anna..	Augt. Laudenberger.....	Thomas Scully.
	Desiderio Burruel.	

M A R I N .

DISTRICTS.	TRUSTEES.	TEACHERS.
Chileno .....	Benjamin Vasar..... James Phenix. A. C. Buffington.	Lorenzo Gale.
San Antonio.....	J. B. Jacobs..... J. B. Boyes. Silas Rodgers.	J. J. Rodgers.
No. 1.....	C. Sime.....	Ruben Jones.
Tomales.....	J. Keys. Edward Clark.	
No. 2.....	E. Nason.....	Francis Shepperd.
Tomales.....	H. J. Beck. L. A. Webber.	

M A R I P O S A .

DISTRICTS.	TRUSTEES.	TEACHERS.
Mariposa.....	Wm. A. King..... J. M. Ridgway.	J. W. Simmons.
Bear Valley and Agua Fria.....	H. Stegman..... Dr. W. A. Woodward. Jenkins.	
Vallicito and Guadalupe..	J. S. McKean..... W. R. Smith.	Daniel Wood, Jr.
Hornitos.....	W. H. Tongue..... E. Givens. W. H. Tichenel.	John F. Orr.
Coulterville.....	George Counts..... John O'Bear. James Shimer.	

## MERCED.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
No. 1 .....	...No. 1...	William Nelson..... John Birkhead. Henry Aldridge.	B. W. Kimball...	Snelling's.
No. 1.....	...No. 2...	J. J. Cox.....	J. Neil.....	Forlorn Hope
No. 2.....	...No. 3...	William Johnson..... Robert Green. — Binkley.	Hathaway and Bates.	Gwinn.

## MONTEREY.

DISTRICTS.	TRUSTEES.	TEACHERS.
Monterey .....	D. R. Ashley..... S. Conover. S. Osio.	J. T. Gardner.
Alisal.....	J. Barden..... T. Logwood. George Groves.	B. B. Barker.
San Juan.....	G. F. Fulgham..... A. Martin. B. F. Dennison.	
..... Pajaro.....	J. D. Walker.....	Miss L. J. Collins.
Carrollton.....	O. Chapen. T. S. Robert.	
..... Pajaro.....	J. B. Tyns .....	
Springfield .....	Joseph Hatch. John Ollinger.	

N A P A .

DISTRICTS.	TRUSTEES.	TEACHERS.
Napa, No. 1.....	R. Hill..... } R. C. Haile ... } Napa City. John Lawley. }	Mr. Keeler. Mrs. Bates.
Napa, No. 2.....	Cook..... Backus. Edgington.	
Napa, No. 3.....	M. Clelland..... Winter. Wilkerson.	John A. Berlin.
Napa, No. 4.....	Allen ..... Cotterell. Reeve.	Miss E. Estabrook.
Suscol .....	James Hill..... Rees. Raven.	J. R. Coe.
Franklin .....	Hamilton ..... Roiney. George Grigsby.	
Yount No. 1.....	Luke Edington..... A. C. Styce. B. F. Butler.	Thomas P. Tucker.
Yount, No. 2.....	Hopper..... } Whitten..... } Sebastopol. Murch..... }	A. May.
Hot Spring, No. 1.....	William Hudson } Lillie..... } St. Helena. Y. A. Anderson }	A. P. Bailey.
Hot Spring, No. 2.....	Nash..... Jamison. J. Kellogg.	R. A. Olmstead. J. Normon.
Boiling Springs.....	Evay..... Poulsin. Cyrus.	Mr. Miller.
Pope Valley.....	John Newman..... Joshua Harmon.	J. P. Williams.
Clear Lake, No. 1.. ..	Joel Willard..... Buckrall. E. S. Music.	
	Thomas Boyd..... M. Hammok.	Mr. Haile.
Lower Clear Lake.....	J. Copsey..... C. N. Copsey. N. Herndon.	A. M. Cob.

## NEVADA.

DISTRICTS.	TRUSTEES.	TEACHERS.
Nevada, No. 1.....	W. F. Anderson..... J. J. Rolfe.....	Warren T. Lockwood Mrs. Coulbourn.
Grass Valley, No. 1.....	.....	John Ney.
Cherokee, No. 1.....	.....	Mrs. Spooner.
Rough and Ready, No. 1 .....	.....	Abel Dobson.
Little York, No. 1.....	Henry Davis..... John Grove. G. B. Zaff.	

## PLACER.

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 1.....	P. J. Edwards.....	Sarah Townsend.
Iowa Hill.....	H. C. Ladd. Charles A. Barton.	
No. 2.....	R. R. Patton.....	L. Wagoner.
Wisconsin Hill.....	M. M. Robinson. G. R. Morrison.	
No. 3.....	A. C. Scull.....	Mary A. Flack.
Dutch Flat .....	S. Heyman. H. Davis.	
No. 4.....	E. J. Buckell.....	Miss Brickell.
Illinoistown.....	R. S. Egbert. J. M. Perine.	
No. 5.....	K. Favor.....	Mr. Reecker.
Michigan Bluffs.....	Giles A. Buel. J. W. Brady.	
No. 6.....	J. W. Philips.....	
Forest Hill.....	A. Hart. John Bortand.	
No. 7.....	S. M. Jamison.....	Miss Baldwin.
Yankee Jim's.....	Wm. Kerr. Wm. McClure.	



DISTRICTS.	TRUSTEES.	TEACHERS.
No. 8..... Todd's Valley .....	F. Walton Todd ..... W. H. Hall. Wm. Randlet.	P. C. Ripley.
No. 9..... Mt. Pleasant.....	James R. Nickerson..... S. D. Budge. P. Myers.	Wm. A. Henry
No. 10..... Coon Creek.....	D. B. Goode..... E. Miles. Louis Chamberlain.	Wm. A. Henry.
No. 11..... Gold Hill.....	D. V. Mason..... D. Sickels. John Bosquit.	Jesse Henderson.
No. 12..... Ophir.....	David Olds..... James Moore. Wm. H. Martin.	Joseph W. Scobey.
No. 13..... Auburn .....	Charles A. Tuttle..... J. Marks. R. Gordon.	P. C. Millette.
No. 14..... Rattlesnake.....	George W. Thirkil..... L. E. Miller. H. Mansur.	Josephine S. Woods.
No. 15..... Secret Ravine.....	S. R. Bradley..... J. Turner. James Laird.	S. D. Reed.
No. 16..... Dry Creek.....	E. J. Shelhouse..... Thomas Dudley. H. F. Davis.	John C. Ball.

## PLUMAS.

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 1.....	Lewis Stark..... J. C. Lewis. S. S. Stinson.	J. Norton.
No. 4.....	James H. Yeates..... C. Myers. Russell Alford.	
No. 5.....	D. W. Kellog ..... C. Porter. James Bronson.	R. W. Gates.

## SACRAMENTO.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
American .....	...No. 1...	John Whaley..... Benj. Orrick. Robert Moore.	.....	Sacramento.
American .....	...No. 2...	J. A. Earhart..... Warren Markam. John Scamon.	J. W. Hodgkin.....	Sacramento.
Center.....	...No. 1...	Sam. G. Medley...	John Meaburn.....	Sacramento.
Center .....	...No. 2...	H. D. Campbell..... Wm. A. Thomas.	Mrs. A. Sherman..	Sacramento.
Mississippi ...	...No. 1...	Rev. V. Blakesley.. H. A. Thompson.	E. P. Willard.....	Folsom.
Sutter .....	...No. 1...	D. C. Norcross..... D. E. Hastings. A. Crow.	G. L. Ludington....	Sacramento.
Sutter and Franklin.....	West Un'n	James Barnes..... Tobias Kadell.	John A. Simons.....	Sacramento.
Sutter and Franklin.....	East Un'n.	Myron Smith..... Chas. D. Childs. E. B. Cooper.	Mr. Baker.....	Prewitt's.
Franklin.....	...No. 2...	L. S. Nevins..... Thomas Hunt. James Anderson.	R. D. Wilson.....	Franklin.
Franklin.....	Eagle P't..	J. G. Almond..... D. T. Lufkin. Charles S. Howell.	.....	Onisbo.
Georgiana.....	...No. 1...	Henry Hoppes..... Joseph Wise. J. C. Baker.	R. J. Dempsey.....	Onisbo.
Dry Creek.....	...No. 1...	D. G. Weston..... Thos. Armstrong. Calvin Briggs.	Lansing Tooker...	Fugitt's R'ho, San Joaquin county.
Alabama .....	...No. 1...	Steph. Goodman... Robert Scott. William Young.	Mr. Hamm.....	Fugitt's R'ho, San Joaquin county.
Brighton .....	...No. 1...	S. N. Baker..... Wm. H. Manlove. J. Beam.	.....	Sacramento.
Brighton .....	...No. 2...	B. F. Weathers..... George Wilson. Jacob Gunter.	.....	Sacramento.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
Brighton and San Joaquin.	Bailey ....	Joshua T. Bailey.. A. J. Painter. A. Plumer.	D. Bliss.....	Sacramento.
San Joaquin..	...No. 2...	Philip Hull..... David McConnell..	Mr. Wolber.....	Elk Grove.
San Joaquin..	...No. 3...	Norman Stewart... G. Waters. J. C. Walker.	J. C. Babcock.....	Elk Grove.
San Joaquin..	...No. 4...	Benjamin Moran... Fred. Winkleman.	.....	Elk Grove.
Brighton, Lee and Granite..	Kinney ...	N. Kane..... Wm. H. Kilgore. Daniel Brown.....	.....	Sacramento.
Granite.....	Granite ...	A. C. Donaldson.. Dr. Bradley. D. Dennison.	John M. Sibley....	Folsom.
Granite.....	Prairie....	Wm. H. Messerve.. N. Glencamp.	Miss Payne.....	Texas Hill.
Natoma .....	Mormon Island...	J. R. Caldwell..... John Nuttall. Elijah Poor.	Mrs. Frank Sayles	Mormon Isl'd.
Lee.....	Wilson....	M. A. Cornwell.... J. C. Newton. James Esterbrook.	Miss C. S. Hayes..	Cosumnes.
Lee.....	Rhoades ..	Jos. V. Mathews... John P. Rhoades. Humphrey Taylor.	Dr. Adlam.....	Cosumnes.
Cosumnes ....	Michigan Bar.....	J. C. Stratton..... James Hauser. A. J. Cope.	Miss Cook.....	Michigan Bar.
Cosumnes ....	Live Oak..	Emanuel Pratte... John Reed. Manoah Perry.	.....	Michigan Bar.
Cosumnes ....	Katesville.	Rodolph Korwin.. John Sevier. Capt. Jos. Pascal.	Mrs. Marshall.....	Cosumnes.

SACRAMENTO CITY.

TEACHERS.

C. A. Swift, Principal.....	} HIGH SCHOOL.		
L. Lefebvre, French and Spanish.....			
M. B. Black, Music.....			
S. Lyon,	} GRAMMAR	F. Chamberlain,	
S. E. Fitzgerald,			} AND
C. R. Pratt,	} PRIMARY.	L. Kercheval,	
F. W. Thayer,			} E. M. Osborn.
H. L. Nelson,			
F. Ross,			

SAN BERNARDINO.

TOWNSHIPS.	DISTRICTS.	TRUSTEES.	TEACHERS.
San Bernardino.	.....No. 1.....	N. Vise..... J. W. Wilson..... John Brown.	E. Robbins. Mrs. E. Robbins.
San Bernardino.	.....No. 2.....	Joseph Thorne..... Joseph Hancock. John Garner.	Joseph McFeely.
San Bernardino.	.....No. 3.....	Isham Fuqua..... Thompson Sackett. Anson Vauleuven.	Charles Percy.
San Bernardino.	.....No. 4.....	John Brush..... William Davis. John Shields.	J. W. Newman.
San Bernardino.	.....No. 5.....	B. F. Matthews..... A. D. Borew. E. Thomas.	J. St. Clair.
San Bernardino.	.....No. 7.....	C. Sanders..... A. Parks. J. C. Babb.	C. Hardy.
San Salvador...	.....No. 1.....	L. Robidoux..... J. P. Kipp. Charles Hill.	Charles Hardy.

SAN DIEGO.

DISTRICT.	TRUSTEES.	TEACHERS.
Plaza.....	E. W. Morse..... H. C. Ladd. D. B. Kurtz.	James Nichols.

SAN FRANCISCO.

BOARD OF EDUCATION.

WILLIAM SHERMAN, President.

<i>Dist.</i>	<i>Dist.</i>	<i>Dist.</i>
1—R. W. Fishbourne,	5—Abraham Tandler,	9—D. C. McRuer,
2—A. S. Edwards,	6—Jonathan Hunt,	10—Franklin Knox,
3—William Sherman,	7—William Pearson,	11—George Seger,
4—S. A. Chapin,	8—E. B. Goddard,	12—J. Shade Dungan.

Clerk, SAMUEL BARKLEY.

SUPERINTENDENT, HENRY B. JANES.

TEACHERS.

SAN FRANCISCO HIGH SCHOOL.

- Mr. Ellis H. Holmes.....*Principal, and Teacher of Mathematics and Intellectual and Moral Philosophy.*  
 Mr. George W. Minns.....*Teacher of Natural Sciences.*  
 Mr. George D. Hansen.....*Teacher of Modern Languages.*  
 Miss M. E. Hewes.....*Teacher in Female Department.*

GRAMMAR DEPARTMENT.

- RINCON SCHOOL.....Principal .....Mr. John Swett.  
 1st Assistant.....Miss L. A. Bridgman.  
 2d Assistant.....Miss M. F. Rand.
- DENMAN SCHOOL.....Principal.....Mr. George Tait.  
 1st Assistant.....Miss M. J. Armstrong.  
 2d Assistant.....Miss M. L. Tracy.
- POWELL STREET SCHOOL.....Principal.....Mr. H. P. Carlton.  
 1st Assistant.....Mrs. Louisa Clapp.  
 2d Assistant.....Miss M. A. Nugent.
- UNION STREET SCHOOL.....Principal.....Mr. Ahira Holmes.  
 1st Assistant.....Miss R. W. Foster.  
 2d Assistant.....Miss Lizzie Kennedy.
- MARKET STREET SCHOOL.....Principal.....Mr. Thomas S. Myrick.  
 1st Assistant.....Miss S. L. Larkin.  
 2d Assistant.....Miss Kate Kennedy.
- SPRING VALLEY SCHOOL.....Principal.....Mr. J. C. Morrill.  
 1st Assistant.....Miss M. L. Morgan.  
 2d Assistant.....Miss J. C. Gilbert.

## MIXED SCHOOLS.

MISSION SCHOOL.....	Principal.....	Mr. Thomas C. Leonard.
HYDE STREET MIXED SCHOOL.....	Principal.....	Mr. John C. Pelton.
	Assistant.....	Miss M. A. Shattuck.
MIXED SCHOOL FOR COLORED CHILDREN.....	Principal.....	John J. Moore.

## INTERMEDIATE DEPARTMENT.

RINCON SCHOOL.....	Principal.....	Miss H. J. Kirtland.
	1st Assistant.....	Miss Jane B. Sheldon.
	2d Assistant.....	Miss Anna Prescott.
DENMAN SCHOOL.....	Principal.....	Mrs. L. A. Morgan.
	1st Assistant.....	Miss Anna Starkey.
	2d Assistant.....	Miss M. V. Tingley.
POWELL STREET SCHOOL.....	Principal.....	Miss D. Prescott.
	1st Assistant.....	Miss G. T. Pearce.
	2d Assistant.....	Mrs. F. E. Forester.
UNION STREET SCHOOL.....	Principal.....	Miss A. S. Barnard.
	1st Assistant.....	Miss Julia A. Lawless.
	2d Assistant.....	Miss Ellen Casey.
GREENWICH STREET SCHOOL.....	Principal.....	Miss Kate Downes.
MISSION STREET SCHOOL.....	Principal.....	Miss Sarah Gonsalves.
STOCKTON STREET SCHOOL.....	Principal.....	Miss E. F. Sanford.
	1st Assistant.....	Miss Lottie Smith.
	2d Assistant.....	Miss C. A. King.

## PRIMARY DEPARTMENT.

RINCON SCHOOL.....	Principal.....	Miss Carrie V. Benjamin.
	1st Assistant.....	Miss Lizzie J. Chapin.
	2d Assistant.....	Miss H. E. Moir.
MARKET STREET SCHOOL.....	Principal.....	Mrs. E. M. Barstow.
	1st Assistant.....	Miss A. E. Clayton.
	2d Assistant.....	Miss Emma Mitchell.
CALIFORNIA STREET SCHOOL.....	Principal.....	Mrs. M. Deane.
	Assistants.....	Miss L. H. Morgan.
		Mrs. E. Pollock.
		Miss L. S. Edwards.
WASHINGTON STREET SCHOOL.....	Principal.....	Mrs. S. E. Seagrave.
	1st Assistant.....	Miss Beatrice Weed.
	2d Assistant.....	Miss A. Van Reynegan.
UNION STREET SCHOOL.....	Principal.....	Mrs. L. J. Bowers.
	1st Assistant.....	Miss A. C. Hasty.
	Pupil Teacher.....	Miss S. J. T. Fishbourne.

MISSION STREET SCHOOL.....	Principal.....	Miss S. M. Reed.
	1st Assistant.....	Mrs. C. E. Burt.
	2d Assistant.....	Miss E. J. Turner.
GREENWICH STREET SCHOOL.....	Principal.....	Mrs. R. D. Bird.
	Pupil Teacher.....	Miss S. F. Loring.
HYDE STREET SCHOOL.....	Principal.....	Miss M. J. C. Palmer.
	Assistant.....	Mrs. Ellen George.
SPRING VALLEY SCHOOL.....	Principal.....	Mrs. O. P. Cudworth.
MISSION SCHOOL.....	Principal.....	Mrs. F. A. Thompson.

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SAN JOAQUIN.

DISTRICTS.	TRUSTEES.	TEACHERS.
Stockton .....	V. M. Peyton..... T. J. Keys.	Mrs. Paine. Miss L. A. M. Grove. —— Gibson.
Castoria, No. 1.....	J. R. McCloud..... C. Salmon.	A. B. Kincaid. T. J. Ally. J. W. Jones.
Elkhorn, No. 1.....	Samuel Ratan..... J. G. Hoskins.	O. J. Newton.
Elkhorn, No. 2.....	J. W. Woods..... W. Smith. S. W. Artell.	G. B. Oliver.
Elkhorn, No. 3.....	E. Fiske..... L. H. Brannack.	J. D. Littlefield.
Elkhorn, No. 4.....	J. C. Smith..... N. Williams. W. M. Denton.	H. Wallace.
Elkhorn, No. 5.....	J. Abels..... T. M. Aull. M. Wells.	H. Adlam.
Douglass, No. 1.....	J. U. Smith..... J. Messick. —— Pratha.	H. G. Davidson.
Douglass, No. 2.....	J. Gard..... —— Davis. —— Potter.	H. S. Fletcher.

## TRUSTEES AND TEACHERS.

DISTRICTS.	TRUSTEES.	TEACHERS.
Douglass, No. 3.....	L. Hewett..... M. Drais. J. Edwards.	F. W. Champion.
Oneil, No. 2.....	A. B. Brush..... J. Lewis. E. Baily.	A. Plattenburg.
Oneil, No. 3.....	J. A. Mitchell..... J. W. Farley. John F. Wood.	J. Allen.
Oneil, No. 4.....	J. D. Hamilton..... C. McCloud. J. Austin.	H. L. Merritt.
Elliott.....	G. C. Holman..... D. J. Locke. P. A. Athearn.	V. J. Walker. Miss G. Shackford.
Elliott, No. 4.....	J. Morse..... W. L. Campbell. J. Barton.	J. F. Orr.
Emory .....	Stephen Bishop..... George W. Dent.	A. J. Randall.

## SAN LUIS OBISPO.

DISTRICT.	TRUSTEES.	TEACHERS.
San Luis Obispo.....	Walter Murray..... T. Herrera. Frederick Wickenden.	A. Farnsworth.

## SAN MATEO.

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 1.....	John Donald..... John J. Ellet. J. B. Morton.	Daniel Lunt.



DISTRICTS.	TRUSTEES.	TEACHERS.
No. 2.....	William Buzzell..... J. Selleck. D. W. Connelly.	Thomas S. Boucher.
No. 3.....	Robert Greer..... Daniel Ross. B. G. Lathrop.	O. P. Mason, at Wood- side. Mrs. Susan A. Trotter, at Redwood City.

SANTA BARBARA.

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 1.....	Jose Arnaz..... Fernando Pico. Allen Cullumber.	Alberto Chateaufneuf.
No. 2.....	John Nidever..... William Hewitt. Thomas Romero.	
No. 3.....	Charles E. Huse..... Pablo de la Guerra. Thomas Dennis.	E. B. Williams.

SANTA CLARA.

DISTRICTS.	TRUSTEES.	TEACHERS.
San Jose, No. 1.....	Hon. W. McCoy..... General C. Allen. W. T. Ryland.	Freeman Gates. Miss Weir. Mrs. Crittenden. W. Tonner.
San Jose, No. 2.....	Wm. Overfelt..... Wm. H. Freir. James Ogan.	James Burr.
San Jose, No. 3.....	W. R. Bethel..... Wm. Munn. James Hart.	Miss C. Taylor.

DISTRICTS.	TRUSTEES.	TEACHERS.
San Jose, No. 4.....	E. Peck..... E. A. Clark. James Willard.	L. A. Swart.
San Jose, No. 5.....	Wm. Aram..... James Murphy. B. S. Fost.	William Devereux.
Santa Clara, No. 1.....	A. H. Hicks..... P. L. Keith. J. Bland.	W. H. Patten.
Santa Clara, No. 2.....	J. S. Easton..... W. Madden. H. Bland.	W. F. Hustis.
Santa Clara, No. 3 .....	A. J. Jackson..... J. Millikin. W. Hall.	W. H. Sturges.
Santa Clara, No. 4.....	H. Hamilton..... J. Dooley. Dr. Caldwell.	D. W. Herrington.
Redwood, No. 1.....	F. Sheppard..... K. Jarboe. L. Miller.	R. O. Swart.
Gilroy, No. 1.....	M. Thomas..... T. Rea. T. Adams.	A. F. White. Mrs. A. F. White. Miss Buckman. H. Vanschaick.
Alviso, No. 1.....	M. Doty..... F. Crighton. W. Weller.	C. Payton.
Fremont, No. 1.....	J. Sleeper..... F. Jenkins. H. Keifer.	Miss C. Green.
Fremont, No. 2.....	J. Dunn..... James Otterson. H. Dundon.	A. Farnsworth.
Burnett, No. 1.....	J. Heinley..... B. Montgomery. J. Tennant.	F. Paine.

## SANTA CRUZ.

DISTRICTS.	TRUSTEES.	TEACHERS.
Santa Cruz.....	William Anthony..... Richard C. Kirby. Richard K. Vestal.	
Soquel.....	Henry W. Peck..... Edward Porter. John Hames.	
Pajaro.....	Amos Roberts..... George Williams. Daniel Tuttle.	

## S H A S T A .

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 1..... Shasta.....	Dr. J. E. Pelham..... D. H. Dunn. J. D. Mix.	Miss D. M. Evans, Principal. Jane Parker, Ass't.
No. 2..... Buckeye.....	G. W. Nieman..... G. J. Exley. D. Whiting.	N. B. Powers.
No. 3..... Stillwater.....	J. S. P. Bass..... J. B. Potter. D. Henry.	H. Street.
No. 4..... Oak Run.....	J. M. Hunt..... A. McCullum. D. Hunt.	S. H. Clotton.
No. 5..... Cow Creek.....	C. Ultz..... J. Sanders. A. Miller.	G. K. Adams.
No. 6..... Clover Creek.....	B. Heryford..... R. F. Martin. C. R. Heryford.	O. C. Kendoll.
No. 7..... Sierra.....	S. D. Baker..... P. Geere. W. Straud.	L. Willey.

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 8..... Clear Creek.....	W. H. Elmore..... T. Hart. J. Rawlston.	J. W. Colgan.
No. 9..... Eagle Creek.....	W. K. Conger..... W. Kinney. H. Gough.	H. Titus.

## SIERRA.

DISTRICTS.	TRUSTEES.	TEACHERS.
La Porte.....	Frank Everts..... R. Tregarkis. L. W. Byington.	
Gibsonville.....	Lewis Gozer..... B. Eaton. B. V. Rutherford.	H. J. McKinkley.
St. Louis.....	D. T. Berry..... A. J. Lowell.	Miss Alice Styles.
Table Rock.....	James Moyle..... Dr. Clerves. M. Chandler.	Miss Jane Crowfoot.
Eureka City.....	—— Moore..... —— Hickok.	Miss Phebe Abbott.
Downieville .....	A. J. McKenzie..... Benjamin Green. G. W. Still.	
Goodyear's Bar.....	Dr. B. Kennif..... W. H. Burgess. J. D. Seillen.	
Forest City.....	William Flemming..... —— Lee. —— Chandler.	L. Gale.
Alleghany Town.....	J. J. Basye..... D. S. Marvin. —— Newhall.	Mrs. Harriet S. Miller.

## SISKIYOU.

DISTRICTS.	TRUSTEES.	TEACHERS.
No. 1..... Yreka.....	Jonas W. Brown..... N. C. Mayhew. A. M. Rosborough.	O. H. Purdy.
No. 2..... Hawkinsville.....	Jesse Combs..... Wm. H. Mowat. George H. Brown.	John W. Thomas.
No. 3..... Shasta Valley.....	Elias Stone..... Squire Howard. John Bartle.	N. Coburn.
No. 4..... South Township.....	John McCaughy..... E. Elmore. D. H. Lowry.	John Bigham.
No. 5..... Little Shasta.....	R. S. McEwan..... H. H. Hyde. Joseph Bassey.	John W. Whalley.
No. 6..... Scott's Valley.....	James E. Thomas..... D. M. Davidson. T. B. Hickman.	D. B. Rhinehart.
No. 7..... Humbug.....	E. Emery..... George F. Moore. E. D. Stillman.	
No. 8..... Cottonwood.....	J. W. Evans..... G. W. C. McCoy. J. R. Spencer.	Miss J. Wright.
No. 9..... Union.....	Frank E. Ensign..... F. M. Hooper. A. M. C. Smith.	
No. 10..... Greenhorn.....	George W. Cox..... A. E. Schwatka. George F. Myers.	
No. 11..... Indian Creek.....	James Lyman..... Jonas Johnson. H. Harper.	
No. 12..... Scott River.....	D. F. Finley..... H. C. Ticknor. Bradford McCrary.	

## SOLANO.

DISTRICTS.	TRUSTEES.	POST OFFICES.
Benicia, No. 1.....	Hon. George Seristan.....	Benicia.
Vallejo, No. 1.....	W. C. Hageland.....	Vallejo.
Green Valley, No. 1.....	A. O. Lumaree.....	Cordelia.
Suisun, No. 1.....	D. J. Clayton.....	Suisun.
Suisun, No. 2.....	William H. Turner.....	Suisun.
Suisun, No. 3.....	James Woods.....	Suisun.
Vacaville, No. 1.....	S. T. Hoyt.....	Vacaville.
Vacaville, No. 2.....	Joseph Weldun.....	Vacaville.
Vacaville, No. 3.....	Elijah S. Silvey.....	Silvey's.
Montezuma, No. 1.....	Thomas Dowell.....	Denverton.
Fremont, No. 1.....	S. F. Hyde.....	Sacramento.
	<i>Teacher</i> ... Alex. Macy.....	Vallejo.

## SONOMA.

DISTRICTS.	TRUSTEES.	TEACHERS.
Petaluma.....	S. W. Brown..... Joshua H. Lewis. E. R. Moffet.	Wm. Denman, Principal, and three Assistants.
Iowa.....	Silas Martin..... Charles Pervine. Robert Andrews.	B. Hall.
Liberty.....	William Spencer..... Levi Davis. S. T. Davis.	H. C. Babcock.
Walker .....	Francis Wilsey..... Ezeziel Denmon. George Williams.	Joseph Campbell.
Blucher .....	Martin Reed..... C. J. Pickle. N. McCusstion.	Mr. Hall.

DISTRICTS.	TRUSTEES.	TEACHERS.
Big Valley.....	William Smith..... Alonzo Walker.	Miss Judson.
Mount Vernon.....	Moses Quesenbury..... William E. Flomary.	D. P. Ogan.
Oak Grove.....	William L. Taber..... John Baum. Lossen Ross.	William M. Rider.
Pleasant Hill.....	William H. Potter..... G. R. Rowland.	Wesley Piercy.
Union.....	Henry Marshall..... John Churchmon.	Thomas J. Ables.
Stony Point.....	P. N. Woodworth..... William Ayres.	J. P. Williams.
Bodega .....	A. S. Purine..... James Walson. William R. Robinson.	A. B. Bowers.
Todd's .....	William Farmer..... James Hearn. H. Bry.	
Strawberry Ridge.....	Coleman Tolbert..... Hiram Young. John Hughes.	Russell Newton.
Mark West.....	George Wallace..... Thomas B. Scott. John B. Frons.	W. B. Morgan.
Guillica .....	Emsley Elliott..... M. Hudson. William Spurr.	
Santa Rosa.....	John Hendley..... William Churchmon. E. R. Budd.	D. Temple.
Russian River.....	J. D. Thompson..... J. W. Yates. James Prewett.	Samuel D. Winslow.
Windsor .....	S. Lewis..... Henry Bell. William E. Cocke.	Mr. Winslow.
Dunbar .....	L. W. Comron. Alexander Dunbar. Hugh Patten.	George Greer.
Ash Spring.....	J. Cecil.....	

DISTRICTS.	TRUSTEES.	TEACHERS.
Sonoma .....	Fred. Rhorer..... B. B. Berry.	
Payran.....	Stephen Payran..... John Fine. J. Farley.	John Crisp.
Waugh.....	D. A. Sackett.....	
Copeland's .....	Alexander Copeland..... B. F. Dehover. William Wilson.	A. H. Featherman.
Independence .....	David Odell..... J. W. Haigh. D. W. Bailey.	Corson.
Washington .....	Robert Laird..... William Marsh.	J. Newton.
Mendocino, No. 1.....	Joseph Albertson..... G. R. Byrd. Johnson Ireland.	E. A. Scott.
Mendocino, No. 2.....	J. G. Dow..... A. J. Gordon. A. C. Bledsoe.	H. A. Pierce.
Wetmaugh .....	Failed to qualify.	
Lewis .....	William Catron..... Jeremiah Root. Richard Fulkerson.	
American Valley.....	Lewis Vestal..... G. W. Woodson. Hugh Slogdale.	Miss Carroll.
Piner .....	James A. Peugh..... John H. Davis.	
Redwood.....	Jared Seward .....	
Eureka .....	Daniel Troy. H. H. Lewis.	
Dunham.....	Wm. H. Sansbury..... E. H. Eubank.	
	William Ayers..... Isaac Fuller. P. Woodworth.	



## STANISLAUS.

DISTRICTS.	TRUSTEES.	TEACHERS.
Branch.....	C. W. Salter..... Thomas G. Murphy. C. W. Cooke.	C. F. Estes.
La Grange.....	H. W. Wallis..... A. B. Anderson. H. Williams.	H. Morrell.
Camp Washington.....	Isaac Frazier..... Thomas Richardson. John Dotson.	Valentine Bennett.
Davis'.....	H. B. Davis..... J. F. Hinkson. C. L. Carman.	

## SUTTER.

DISTRICTS.	TRUSTEES.	TEACHERS.
Bear River, No. 1.....	M. Boulware..... J. R. Pornter.	M. C. Clark.
Nicolaus, No. 1.....	P. W. Harris..... C. S. Haswell. M. M. West.	D. Gow.
Nicolaus, No. 2.....	G. W. Lee..... J. T. Lee. David O. Mahony.	James Hart.
Vernon, No. 1.....	M. C. Winchester..... P. Carrico. D. Abdell.	
Yuba, No. 1.....	T. D. Boyd..... James Richards. A. Schnepler.	Miss Mary J. Butler.
Butte, No. 1.....	Isaac Ramey..... A. J. Speerd. J. C. Tindall.	Miss Wilson.
Butte, No. 2.....	E. P. Wilson..... Dr. Wm. McMurtry. George Farley.	

## TEHAMA.

DISTRICTS.	TRUSTEES.	TEACHERS.
Red Bluffs.....	J. W. Noyes..... R. W. Willson. S. M. Miller.	E. H. M. Bailey.
Tehama .....	James M. Maxcey..... R. C. Baker. N. Tartar.	L. Elliott.
Antelope. ....	G. W. Hoag..... J. C. Bradley. W. H. Baney.	W. M. Culp.
Lassens .....	G. M. Stratton..... Edward Byron. Allen Sadorns.	

## TRINITY.

DISTRICT.	TRUSTEES.	TEACHER.
Weaverville.....	David Hinds..... H. J. Howe. H. J. Seaman.	C. B. McDonald.

## TUOLUMNE.

DISTRICTS.	TRUSTEES.	TEACHERS.
Sonora.....	L. C. Gunn..... Frederick Salter. D. Monroe.	D. S. Peters.
Columbia .....	J. M. Cavis..... W. P. Gibbons. A. B. Holton.	R. Porterfield. Laura M. Nelson.
Jamestown .....	A. B. Preston..... B. F. Butterfield. J. Harriman.	C. C. Brown.

DISTRICTS.	TRUSTEES.	TEACHERS.
Don Pedro's.....	Capt. Smith..... Cyrus Lynch. Jacob Gardiner.	— Kimball.
Tuttletown .....	G. A. Darrow..... David Jamison. P. C. Gale.	Joseph Emery.
Shaw's Flat.....	William J. Markley..... G. C. Havens. — Davis.	E. Pratt.
Chinese Camp.....	J. C. Peacock..... H. E. Lea. John Taylor.	J. C. Powell.
Springfield .....	Calvin Honey..... R. L. Smith. Burton Fales.	E. Pratt.

Y O L O .

DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
No. 1.....	John J. Deming..... Russell Day. G. W. McConnell.	Gertrude Swain...	Yolo.
No. 2.....	A. W. Morris..... W. C. Wright. John Stokes.	— Chinn.....	Yolo.
No. 3.....	J. V. Hoag..... Samuel Conrad. David Hoagland.	A. R. Jackson.....	Sacramento.
No. 4.....	A. P. McCarty..... Felix Burton. Wm. H. McGrew.	Michael Woods... N. L. Mitchell.	Cache Creek.
No. 5.....	Martin A. Rahm..... Quintus C. Tebbs. Spencer Glascock.	Robert H. Davis...	Prairie.
No. 6.....	Wm. S. Emory..... Michael Leman. George Hebron.	J. W. Johnson.....	Yolo.



DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
No. 7.....	Harrison Gwinn..... John H. Snowball. J. H. Updegraff.	.....	Grafton.
No. 8.....	Wm. H. Marden .....	.....	Sacramento.
No. 9.....	John F. Dunn..... Alex. Montgomery. Silas Woolery.	H. B. Hinds.....	Sacramento.

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YUBA.

DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
Marysville .....	W. C. Belcher..... S. C. Thompkins. Rev. E. B. Walsworth.	D. C. Stone..... Miss E. Wilson. Miss Buckmaster. Miss A. Goodwin. Mrs. M. Sherman.	Marysville.
Camptonville ...	J. H. Variel..... J. D. Andrews. E. T. Peck.	J. S. Foster.....	Camptonville.
Linda, No. 1.....	R. M. Turner..... H. Davis. L. W. Thomas.	.....	Marysville.
Linda, No. 2.....	James Martin..... John Brophy. F. Terstiggo.	.....	Marysville.
Oregon House...	.....	Miss Green.....	Oregon House.
Brown's Valley..	A. Pauley..... J. Rule. D. B. Hume.	Mr. Pauley.....	Brown's Valley.
Peoria .....	Joseph Paine..... Wm. Burroughs. J. Lafferty.	Thomas B. Rice...	Peoria House.
Pleasant Grove..	.....	Miss Wilson.....	.....
Rose Bar.....	Salmon Moody..... James P. Prince. E. C. Daugherty.	Mr. Berry.....	Empire Rancho.

DISTRICTS.	TRUSTEES.	TEACHERS.	POST OFFICES.
Bear R'r, No. 1..	Cyrus K. Dam..... V. Henderson. Dr. Harper.	.....	Johnson's R'ho.
Bear R'r, No. 2..	William Findley..... Francis Lofton..... Henry Miller.	.....	Johnson's Rh'o.

**NOTE.**—No reports have been received from the following counties, in reply to applications:—Del Norte, Fresno, Humboldt, Klamath, and Tulare.

# FORMS.



The following Forms have been drawn to assist the School Officers in carrying out the provisions of the Law, and to secure uniformity :

## No. 1.

### *Appointment of District School Trustees.*

In accordance with Section 15 of an Act in relation to Common Schools, passed May 3, 1855, you are hereby appointed a Trustee of Common Schools for ..... District of ..... Township, of the County of .....

You will qualify according to law, and then enter upon the discharge of your duties.

.....

*Superintendent of Common Schools  
for ..... County.*

To .....  
.....

### OATH OF OFFICE.

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of California, and that I will faithfully discharge the duties of Common School Trustee for the ..... School District of ..... Township, in the County of ....., and State of California, according to the best of my ability.

Sworn and subscribed to before me, a ..... of the County of ..... and State of California, this ..... day of ....., Anno Domini 185...

NOTE.—This oath may be taken before any officer in the State, authorized by law to administer oaths.

No. 2.

*Certificate of Election of a Trustee of Common Schools.*

To ....., of ....., Greeting :

This certifies that you, the said ....., were, at an election held on the ..... day of April, Anno Domini 185..., chosen to the office of Trustee of Common Schools of [the district, town or city, as the case may be,] and you are, by virtue of said election and qualification, fully authorized and empowered to discharge all the duties of said office, and to exercise all the powers thereto belonging, according to law, for one year from and including the second Monday of April, 185....

.....,  
County Clerk.

NOTE.—The oath of office must be taken in form as appended to No. 1, and should be attached to the certificate, and both filed immediately in the office of the County Superintendent.

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No. 3.

*Appointment of a Common School Marshal.*

We, the undersigned, Trustees of Common Schools for District ....., in the County of ....., appoint ..... a Common School Marshal, to take the census of the children between the ages of four and eighteen years, and, separately, the census of children under four years of age, in said District.

.....,  
.....,  
.....,  
Trustees of Common Schools.

[Date.]

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No. 4.

*Certificate of Qualification to Keep a School.*

We the undersigned, Trustees of Common Schools, hereby certify that, after due examination, we are satisfied that ..... is of good moral character, and possesses sufficient learning and ability to teach

and impart knowledge and govern a school; we therefore grant to ..... this our certificate, which shall remain in force during one year from date, unless sooner revoked.

.....,  
 .....  
 .....

*Trustees of Common Schools.*

[Date.]

NOTE.—Whenever desirable, the aid of others can be called in to make thorough examination of the Teacher. Let the Teacher name his conduct of a school from the opening to the close, after you have tested his literary acquirements.

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No. 5.

*Form of Annuling a Certificate.*

Whereas, the Trustees of Common Schools for the ..... of ....., did, on the ..... day of ....., Anno Domini, 185..., issue to ..... a certificate of qualification as a teacher in said .....

Now, know ye, that upon further investigation and trial, the said ..... has been found deficient and unqualified, [or has refused to conform to the regulations made by law.] We do therefore declare the said certificate to be annulled and void from this date, of which all persons whose duty it is to employ teachers of Common Schools are hereby requested to take notice.

.....,  
 .....  
 .....

*Trustees of Common Schools.*

*To the Superintendent of Common Schools*

*for the County of ....., 185....*

NOTE.—It will be proper that notice of the annulling should be given to the County and State Superintendents.



## No. 6.

*Form of a Receipt of the County Superintendent of Common Schools.*

Received of ....., County Superintendent of Common Schools, all documents, books, and papers, belonging to his office as such Superintendent.

.....  
*County Superintendent Common Schools.*

[Date.]

Note.—The law requires this receipt to be filed in the office of the County Treasurer.

## No. 7.

*Form of a Receipt of the Trustees of Common Schools, under Section 16, Clause 11.*

Received of ....., Trustees of Common Schools for ....., the books of record, and all papers, books, blanks and documents, remaining in their hands as such Trustees.

.....  
*Trustees Common Schools.*

[Date.]

## No. 8.

*Form of County Superintendent's Warrant upon the County Treasurer.*

No. ...., ..... 185....

The Treasurer of the County of ....., will pay from the ..... School Fund, to ....., or order, ..... dollars, on account of .....

.....  
*County Superintendent Common Schools.*

\$.....

## No. 9.

*Form of Poster, giving notice of a District Election for Additional Taxation, to Maintain Schools.**To the Electors of ..... School District:*

Notice is hereby given, that an Election will be held on the ..... day of ....., at which will be submitted the question, whether you will authorize a tax to pay the expense of maintaining ..... School, for an additional term of ..... months.

It will be necessary to raise, for this purpose, the sum of \$....., and the rate of taxation necessary to be levied, will be ..... cents upon the one hundred dollars of valuation of taxable property in the District.

The polls will be opened at ....., between the hours of ..... and ..... A full attendance is requested.

.....

.....

.....

*District School Trustees.*

.....th, A. D. 185...

NOTE.—The date must be twenty days prior to the time fixed for the election. The posters should be put up in a dozen conspicuous places in the District.

## No. 10.

*Form of Poster, giving notice of a District Election for Additional Taxation, to Build School House.**To the Electors of ..... School District:*

Notice is hereby given, that an election will be held on the ..... day of ....., at which will be submitted the question whether you will authorize a tax for the purpose of building a School House in this District.

It will be necessary to raise, for this purpose, the sum of \$....., and the rate of taxation necessary to be levied will be ..... cents

on the one hundred dollars of valuation of taxable property in the District. The plans and specifications of the proposed building may be seen at .....

The polls will be opened at ....., between the hours of ..... and .....

A full attendance is requested.

.....,  
.....,  
.....,

*District School Trustees.*

....., 185....

NOTE.—The date, as before, must be twenty days prior to the election, and the posters should be put up in a dozen or more conspicuous places.



No 11.

*Form of Appointment of Collector of Tax.*

*To all whom it may concern :*

The electors of ..... School District having, at an election held on the ..... day of ..... A. D., 185..., authorized the levying of a tax, amounting to ..... cents on the one hundred dollars of valuation of taxable property in the District, for the purpose of [maintaining ..... School for an additional term of ..... months, or, building a School House, as the case may be,] the Trustees of the District hereby appoint ..... to collect said tax, with all the powers to enforce the collection which are given to Sheriffs and Tax Collectors in the collection of State and County taxes.

.....,  
.....,  
.....,

*Trustees of ..... District.*

[Date.]

## No. 12.

## CENSUS RETURNS.

*Report of the Common School Marshal to the County Superintendent, School Trustees and State Superintendent, for School Year ending October 31, 185...*

Name of District and of School Boundary.	Name of Parent or Guardian residing therein.	Number of Children (4 to 18 years) of the name of the Parent.	Number and names of Orphans.	Total Boys.	Total Girls.	Total number of Children, between 4 and 18 years, in District.	Number of Children under 4 years.	Total Children of all ages born in California.	Number of Deaf and Dumb persons in District.

*Form of an Affidavit to be appended to the Census Returns.*

County of ..... }  
 ..... } ss.

On this ..... day of ....., A. D. 185..., personally appeared before me, the undersigned, a Justice of the Peace for the County and ..... aforesaid, ..... a duly appointed Common School Marshal, whose signature is hereunto subscribed, and being sworn according to law, made oath that the facts set forth in the above report are just and true, according to the best of his knowledge and belief.

.....  
*Justice of the Peace.*

(Signed) .....

*Common School Marshal for .....*

NOTE.—This Report must be made out in triplicate; one for Trustees, one sent to the County Superintendent, and the third, to the Superintendent of Public Instruction.

No. 13.

DISTRICT SCHOOL TRUSTEES' REPORT.

*Report of the Trustees of Common School of ..... District, to the County Superintendent for the District of ..... and County of ....., from ....., 185..., to ..... 185...*

Names of Districts.
Name or No. of School from which reports have been received from the Teacher.
Number of Orphans.
Total number of Children between the ages of four and eighteen, entitled by residence to enter the School within the School Boundary.
Number of Boys in District.
Number of Girls in District.
Number of Children, under four years, in District.
Total Children of all ages born in California.
Number of Deaf and Dumb.
Number of Pupils attending School.
Daily average attendance.
Grade of School.
Names of Teachers employed.
Time during which School was maintained.
Salaries per month paid each Teacher.
Amount raised in the School Boundary and paid Teachers.
Total amount of salaries paid Teachers.
Amount expended for School Libraries and Apparatus.
Amount expended in erection, rents, or repairs of School Houses, and furnishing same.
Total amount of expenditures for School purposes in the District.
Titles of Books used in District.
Remarks suggested by Teachers, reports, and general remarks by the Trustees.

NOTE.—When the above blank is filled up, which must be done on or before November 1st, of each year, the following certificate should be appended :

We, the undersigned, Trustees of Common Schools for the District of ..... and County aforesaid, certify that the above is a true statement of the condition of the Common Schools of said District.

.....  
 .....

*Trustees of Common Schools.*

To .....

*County Superintendent Common Schools.*

NOTE.—A duplicate of this Report must be forwarded, without fail, to the State Superintendent, at San Francisco. The Trustees will accompany their Report as above, with such remarks as they may think the interest of the Public School system in their town or city may require.

## No. 14.

## COUNTY TREASURER'S REPORT.

*Report of the County Treasurer to the Superintendent of Public Instruction for the County of ..... from ....., 185...., to ....., 185....*

Name of Town, City, or District.	Name or No. of School.	Amount of State Funds received.	Amount of State Funds expended.	Amount of State Funds on hand.	Amount of County Tax collected for School purposes.	Amount paid for Teachers' Salaries.	Amount paid for erection, rents and repairs of School Houses.	Amount paid for School Libraries and Apparatus.	Total amount of School Moneys from all sources.	Total amount of School Moneys on hand.

NOTE.—It is absolutely necessary that County Treasurers fill up each and every column in the above report, to enable the State Superintendent to present an intelligible report of the financial condition of the Schools to the Legislature. If no money has been paid for any purpose mentioned—for Libraries and Apparatus, for instance—report specially, in the appropriate column, “None.”

## No. 15.

## COUNTY SUPERINTENDENT'S REPORT.

*Report of the County Superintendent of Public Schools, to the State Superintendent of Public Instruction, for the County of ....., from ....., 185..., to ....., 185....*

Names of Districts or Cities.
Name or Number of School.
Number of Children between 4 and 18 years.
Number of Boys in District.
Number of Girls in District.
Number of Children, under 4 years, in District.
Total Children of all ages born in California.
Number of Deaf and Dumb.
Number of Pupils attending School.
Daily Average Attendance.
Names of Teachers employed.
Salaries per Month paid to each Teacher.
Time during which School was maintained.
Amount of State School Money drawn to pay Salaries.
Amount raised in the School Boundary, and paid Teachers, per Report of Trustees.
Total amount of all Drafts on account of Salaries.
Amount expended in the Erection, Rents, or Repairs of School Houses.
Amount expended for School Libraries and Apparatus.
Total amount of Expenditure for School Purposes in the District.
Grade of School.
Amount of County Tax received for School Purposes.
Valuation of Taxable Property in County.
Names of the Trustees of Common Schools, and Remarks.

**NOTE.**—It is indispensable that the County Superintendent fill every column in the above Report, and transmit it to the Superintendent of Public Instruction, on or before the 20th of November.

In addition to the above, the County Superintendent will be furnished with a Note Book, containing appropriate heads, designed to collect various items of valuable information connected with the School Department.

This Note Book he will fill up, and consider an Appendix to his Report to be transmitted, at the same time, to the State Superintendent.

**N. B.**—The County Superintendent should keep a copy of his Report, when filled, in order that he may have the requisite data upon which to distribute the State and County School Fund.

No. 16.

PUBLIC SCHOOL TEACHERS' REPORT.

Report of the Public School in District ....., in the ..... of  
 ....., from ....., 185..., to ..... 185....

.....,  
 Teacher.

Number of Pupils.		BRANCHES TAUGHT.	
Names of Pupils.			
Age.			
Girls.			
Boys.			
Orthography.			
Reading.			
Writing.			
Vocal Music.			
Geography.			
Arithmetic.			
English Grammar.			
Elocution.			
Natural Philosophy.			
History.			
Rhetoric.			
Chemistry.			
Astronomy.			
Geometry.			
Algebra.			
Latin.			
Greek.			
French.			
Spanish.			
German.			
Date of Entrance.			
Time of Continuance.			
Grade of School.			
Average daily Attendance.			
Date of Teacher's taking charge of this School.			
Date of School visit, and by whom.			
School Books used.			

I certify that the above is a true statement of the condition of the  
 Common School in the County of ..... , District of .....

.....,  
 Teacher.

NOTE.—The Teacher will make the above Report to the Trustees of Com-  
 mon Schools, and also to the County Superintendent and State Superintendent,  
 which Reports must be made on or before the first day of November of each  
 year. Unless he fulfills this duty punctually, his District is liable to lose its  
 share of the State and County School Moneys. To these moneys he has, of  
 course, to look for his compensation.



**I N D E X .**



# INDEX.

	PAGE.		PAGE.
<b>A</b>		Controller of State—to report to Board of Education.....	5
Apportionment, of State School Fund.....	4, 10	County Clerks, ex-officio Co. Superintendents.....	7
by County Superintendent..	14	Certificates of Election—of Trustees .....	16
of County School Fund....	52	form for.....	169
Architecture, School.....	66	Certificates, to Teachers.....	18
Appointment of Trustees.....	17	form for.....	169
form for.....	168	form for annulling.....	170
Air, the proper quantity to be allowed each Pupil.....	74	Cities and Towns, (Incorporated)..	43
Accounts, of Co. Sup'ts—how to be kept.....	12, 51	Common Council—Powers and Duties of.....	43
of Trustees, how to be kept.	26	Census Returns, how to be made.	40, 65
Arrangement of Seats and Desks...	80	form for.....	174
Aisles or passages in School Room	76	Corporal Punishment, discouraged.	25
Assessor, of District School Tax—who should be appointed	31	testimony against.....	118
Apparatus for Schools.....	52	Compensation of School Officers....	41
<b>B</b>		Collector of District School Tax...	32
Board of Education of State.....	3, 134	form for appointment of....	173
of Cities and Towns.....	43	Contracts, Superintendents and Trustees not to be interested in.....	34
rules for.....	44	Collateral Information.....	61, 120
Boundaries of School Districts....	31	Course of Study.....	98
Books and papers of a moral character.....	56	Common Schools, redeeming power of.....	111
Breathing impure air in Schools...	72	Criminal Statistics, what they show.....	114
Blackboard, size and location of.....	75, 95	<b>D</b>	
of what constructed .....	95	Districts, Delinquent, lose School Fund .....	10
<b>C</b>		how they may obtain it...	19, 27
Convention of Teachers and School Officers .....	4	Districts, (School,) what constitutes .....	42
Controller of State—his duties....	5	how established.....	42

	PAGE.		PAGE.
Districts, (School,) should be named .....	42	<b>F</b>	
Dismissal of Pupils.....	24	Furniture (School).....	89
Dimensions of School Houses.....	72	evils of badly construct- ed.....	120
Desks, (Teachers') where should be located.....	75	Forms, for reports, etc.....	168
(Pupils') arrangement of... 80			
proper construction of..... 91		<b>G</b>	
<b>E</b>		Grading the Schools.....	36, 70
Escheated Estates, to be credited to School Fund.....	6	arguments for.....	37, 38
Examination of Teachers—County Superintendent to assist... 8		Government of Children .....	60
how to be conducted.....	22, 57	Ground Plans and Internal Ar- rangements of School Houses .....	75
Election of Trustees, how to be conducted.....	16	<b>H</b>	
Election, (District,) to decide ques- tion of Taxation.....	27	Heating School Rooms.....	83
form of poster for.....	172		
manner of voting at.....	27	<b>I</b>	
what conditions must com- bine.....	28	Internal Arrangements of School Houses.....	75
time and place of.....	29	Intellect, not alone to be culti- vated .....	105
Election, (District,) to tax for erec- tion of School Houses.... 32		powers of.....	112
how the vote is to be taken 33		<b>J</b>	
form of poster for.....	172	Judges and Clerks of Election... 16, 30	
Erection of School Houses..... 34			
tax for.....	32	<b>L</b>	
Equalization of District School Tax 31		Location of School Houses, Trus- tees to fix.....	18
Entries or Vestibules, should be two .....	75	meeting to decide.....	19
Educate the Poor, oblig'n to... 104, 115		what should govern.....	67
Education, of a three-fold charac- ter.....	104	attractiveness of.....	68
in what it consists.....	105	Lighting School Houses.....	82
necessity of moral... 106, 108, 116		Lands (see School Lands).....	122
dissipates the evils of igno- rance.....	106	<b>M</b>	
increases the productiveness of labor.....	106	Meeting of Electors, to fix location of School House.....	20
money value of.....	107	Marshal (Census)—who should be appointed .....	19
the interest of property to encourage.....	107	how he should be compen- sated .....	21
the parent of material riches. 107		his powers and duties.....	39
diminishes pauperism and crime.....	108	how he should take the cen- sus .....	40
striking results of.....	108	to report number of deaf and dumb.....	41
the best insurance to pro- perty.....	108, 110	special duties of.....	65
political necessity of.....	108	form for appointment of.... 169	
elevating influence of.....	109	Music, vocal, in Schools.....	119
duty of the State to en- courage.....	110		
and crime.....	111, 114, 116		
compulsory.....	111		
what it will accomplish..... 113			

	PAGE.		PAGE.
<b>N</b>			
Notice, of Trustees' Election, how to be given.....	16	Records to be kept by County Su- perintendents .....	12
of Election to Tax, do. do....	29	Register for Teachers seeking Posi- tions.....	23
of Form of Poster for, how to be given.....	172	Respiration, Principles of.....	73
of what should be set forth	29	Recitations, Manner of Conducting.....	100
<b>O</b>		<b>S</b>	
Oath of Office, to be taken by Trus- tees.....	16	Superintendent of Public Instruc- tion, his Powers and Du- ties.....	3
Form for.....	168	School Moneys, when to be paid....	5
Object-Teaching.....	53	School Fund, (State,) Amount of..	5
Officers of School Department.....	134	what constitutes.....	49
<b>P</b>		Interest on.....	49
Poll Taxes, 25 per cent. to School Fund.....	6	Superintendents, (County,) when Elected.....	6
Pupils, proper Number to each Teacher.....	47	their Powers and Duties.....	8
Public School, what constitutes...	55	to report on School Sections. 13	
Plans and Specifications for School Houses, how to be ob- tained.....	74	how to test Trustees' Re- ports.....	14
Plan, for ungraded or Primary Schools.....	76	not to be interested in Con- tracts .....	35
for graded School.....	79	not to be employed as Teach- ers.....	35
for arrangement of Seats and Desks.....	81	special Duties of.....	63
Platform, (Teacher's,) size and lo- cation of.....	75	what they are to report....	64
Parents, their obligation to So- ciety .....	103	Names and Residence of.....	134
duty of.....	114	Forms for Reports.....	177
Physical Training.....	105	Schools, (New,) how established in Cities.....	44
Physiological Knowledge, Value of.....	105	Sectarian Doctrines, not to be taught in Public Schools..	56
<b>R</b>		School Lands, amount sold.....	6
Report, of State Board of Education, when to be made.....	3	title of California to.....	122
of Superintendent of Public Instruction .....	4	Act for the location and sale of.....	124
of State Controller.....	5	School Land Sections—Report on by Co. Superintendents... 13	
of County Superintendent..	9	Act for the sale of.....	128
of County Treasurer.....	14	trespass upon.....	131
of School Trustees.....	18	resolutions relating to.....	132
of Teachers .....	21, 34	Statistics of Schools in California..	133
of School Marshals.....	41	School Houses—erection and re- pairs of.....	20, 32, 34
Reports, Forms for.....	175-178	style of.....	71
Rate Bill, how framed.....	53	what should be considered in building.....	71
who shall be exempted.....	54	proper dimensions of.....	72
Rules for a Board of Education....	44	School Fund, (State,) not to be diverted to other pur- poses.....	50
Recesses, Necessity of frequent..	24, 119	only to pay Teachers.....	50
Reports must be full.....	10, 26, 57	account of, to be kept sepa- rate.....	51
		School Fund, (County,) how raised	51
		apportionment of.....	52
		for what may be used.....	52







48





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