

LIST OF PUPILS—*Concluded.*

NAMES.	POSTOFFICE.	COUNTY.	Age.	NATIVITY.	CAUSE OF DEAFNESS.
122 Williams, Ella B.	Moravia	Appanoose	17	Iowa	Spotted fever.
123 Woods, Martha	Stillapolls	Iowa	26	Iowa	Scarlet fever.
124 Weaver, Nancy	Clarinda	Page	20	Iowa	Congenital.
125 Worthington, Milla	Exline	Appanoose	14	Iowa	Spinal meningitis.
126 Webster, Eva	Spirit Lake	Dickinson	15	Iowa	Spinal meningitis.

FIFTH BIENNIAL REPORT

OF THE

STATE NORMAL SCHOOL

AT

CEDAR FALLS, IOWA.

 School Years 1883-4 and 1884-5.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

 DES MOINES:
 GEO. E. ROBERTS, STATE PRINTER.
 1885.

FIFTH BIENNIAL REPORT

STATE NORMAL SCHOOL

CEDAR FALLS, IOWA

School Year 1884-1885

PRINTED BY THE STATE OF IOWA

W. C. BRYANT, Secretary

CEDAR FALLS, IOWA, August 15, 1885.

TO HON. J. W. AKERS, *Superintendent of Public Instruction of the State of Iowa:*

SIR—As required by section 9, of chapter 129, of the laws of the Sixteenth General Assembly, the Board of Directors of the State Normal School at Cedar Falls herewith transmit their report for the biennial period ending June 30, 1885.

Respectfully submitted,

EDWARD H. THAYER, *President.*

WM. C. BRYANT, *Secretary.*

IOWA STATE NORMAL SCHOOL, CEDAR FALLS.

BOARD OF DIRECTORS.

NAMES.	POST-OFFICE.	COUNTY.	TERM EXPIR'S.
E. H. THAYER, Pres.....	Clinton.....	Clinton.....	1886.
C. C. CORY, Vice-Pres.....	Pella.....	Marion.....	1886.
W. M. FIELD.....	Cedar Falls.....	Black Hawk.....	1888.
J. C. MILLIMAN.....	Logan.....	Harrison.....	1888.
L. D. LEWELLING.....	Mitchellville.....	Polk.....	1890.
J. W. SATTERTHWAITE...	Mt. Pleasant.....	Henry.....	1890.

BOARD OF OFFICERS.

W. C. BRYANT, Secretary.....	Cedar Falls.
C. C. KNAPP, Treasurer.....	Cedar Falls.
J. W. HENDERSON, Steward.....	Cedar Falls.

FACULTY.

PRINCIPAL :

J. C. GILCHRIST, A. M.,
Teacher of Didactics, Psychology, and Ethics.

M. W. BARTLETT, A. M.,
Teacher of English Language and Literature.

D. S. WRIGHT, A. M.,
Teacher of Mathematics.

W. N. HULL, A. M.,
Teacher of Penmanship, Drawing, and Accounts.

MISS S. LAURA ENSIGN, A. M.,
Teacher of History and Geography.

MISS ANNA E. MCGOVERN, B. D.,
Teacher of Didactics and Physiology.

MISS MAUDE GILCHRIST, B. D.,
Teacher of Natural Sciences and Assistant in Mathematics.

MISS MARY BAGG,
Teacher of Vocal and Instrumental Music.

CALENDAR.

THE FIRST TERM of fifteen and one-half weeks begins Monday, September 7th, 1885, and closes Thursday, December 17, 1885.

THE SECOND TERM of thirteen weeks begins Tuesday, January 5th, 1886 and closes Thursday, April 1, 1886.

THE THIRD TERM of eleven and one-half weeks begins Monday, April 12, 1886, and closes Wednesday, June 30, 1886.

REPORT OF THE BOARD OF DIRECTORS.

SALARIES PAID IN 1883-4.

To Prof. J. C. Gilchrist, Principal.....	\$1,800.00
To Prof. M. W. Bartlett.....	1,400.00
To Prof. D. S. Wright.....	1,250.00
To Prof. W. N. Hull.....	1,200.00
To Miss S. L. Ensign.....	850.00
To Miss Ida B. McLagan.....	850.00
To Miss Anna E. McGovern.....	750.00
To Miss Maude Gilchrist.....	750.00
To Miss Ella Miller, Teacher of Model School.....	750.00
Total.....	\$9,600.00

SALARIES PAID IN 1884-5.

To Prof. J. C. Gilchrist, Principal.....	\$1,800.00
To Prof. M. W. Bartlett.....	1,400.00
To Prof. D. S. Wright.....	1,250.00
To Prof. W. N. Hull.....	1,250.00
To Miss S. L. Ensign.....	800.00
To Miss Ida B. McLagan.....	800.00
To Miss Anna E. McGovern.....	800.00
To Miss Maude Gilchrist.....	800.00
To Miss Cora E. Lewis, Teacher of Model School.....	750.00
Total.....	\$9,650.00

The salary paid the teacher of music is largely returned to the treasury by musical tuition. Vocal music is taught all pupils free, but a fee of \$12 per term is charged for instrumental music.

The institution now, including the new building, has a boarding department of the capacity of one hundred and thirty students, under the management of Mr. J. W. Henderson, Steward.

The Board has met quarterly for the transaction of business, and for the thorough examination of the School.

All the school property is in as good repair as the means at the command of the Board will admit of.

The Board presents the following statement, showing the actual and imperative wants of the School for the ensuing biennial period :

For teachers, including two additional.....	\$26,000.00
For special contingent fund.....	3,000.00
For regular contingent fund.....	3,000.00
For library and apparatus.....	2,000.00
For repairs, steam heating apparatus.....	500.00
For repairs, damage to buildings by storms.....	300.00
For repairs and extension of laundry and supply of steam washer, boiler and wringer.....	2,000.00
For general repairs on old buildings and barn, painting, papering, repair of walls and portico in front and stairs in rear.	1,500.00
For repairs and improvements on grounds.....	500.00
For coal sheds at railroad tracks.....	500.00
For 1 platform Fairbank scale.....	125.00
Total.....	\$39,425.00

The Board have made these estimates with the greatest care and with due regard to the strictest economy. It is the amount actually necessary to enable the Board to conduct the school as the State should require it to be conducted. The old building has been in use for some twenty years and it needs repairing throughout. The outbuildings are in a dilapidated condition and getting worse every year. To utilize the two buildings to their full capacity requires larger appropriations than have heretofore been made by the General Assembly. Other teachers are absolutely essential and the Board ask for means to add at least two more teachers to the faculty. The teachers employed for so many years are not paid what they earn, nor are they paid what similar institutions in nearly if not all the other States pay. If the State retains them the State ought to be willing to pay them better salaries.

The Board repeats what was said in the last biennial report, that these estimates have not been made high, with the expectation of any of them being cut down. They have been made after a thorough and careful examination and discussion of all the details. To try to get along with less will require the Board to struggle and turn and twist, the coming two years, as it has the past two, in order to make the

two ends meet. The Board are certainly economical in their management of the financial affairs of the institution, and they ought not to be cramped for the money essential to the management of the School.

There can be no doubt but the Normal is doing a magnificent work. Of nearly 2,000 students in attendance since the organization of the School, fully ninety-five per cent have since leaving the Normal taught in the common schools of the State. The Board have evidence from all parts of the State of the desire to procure the services of the Normal School pupils.

The Board call attention to the report by the principal, hereto appended, for more specific details of the means in use and the practical working of the School. The reports of the secretary and treasurer accompany this report.

The Board reiterates what was said in their last report and reproduce with additional emphasis all that was urged relative to the institution and the compensation of teachers. They said then and say now that the State Normal School is no longer an experiment. It is a success beyond peradventure. It has been brought thus speedily to its present excellent condition mainly through the indefatigable and untiring efforts of the efficient Faculty, whose whole being has been so wrapped up in the prosperity and success of the institution that they have been willing to labor for such compensation as the Board was compelled to allow them, hoping and trusting that a generous State, as soon as it saw the great and noble work being done, would bring it within the power of the Board to increase the salaries to a fair and just compensation for the labor performed.

The Board does not come before the General Assembly as beggars. The Board informs your body what is essential to the economical conduct of the Normal School for the ensuing biennial period. If the Assembly desires the Board to do their work with a less amount of money than is really required, the Board will acquiesce and do all that the means furnished will admit of.

☐ The State has never shown other than a generous disposition toward the Normal. That it will continue to do so as long as such good results follow, cannot admit of a doubt,

Respectfully submitted,

EDWARD H. THAYER,

President of the Board.

WM. C. BRYANT, *Secretary.*

REPORT OF THE PRINCIPAL.

CEDAR FALLS, October 5, 1885.

To the Board of Directors of Iowa State Normal School:

GENTLEMEN—I have the pleasure to present my Fifth Biennial Report of Iowa State Normal School, for the school-years of 1883-4 and of 1884-5.

Very respectfully,

J. C. GILCHRIST, *Principal.*

REPORT.

Iowa State Normal School, during the two years for which this report is made, has not only maintained the prosperity of former years, but has improved thereon in several important features. It has, with distinction, closed nine years of successful existence, and is now permanently established as one of the essential institutions of the commonwealth.

I append the following tables :

TABLE I.

Attendance.

TERMS.	1883-4.			1884-5.		
	Males.	Females.	Total.	Males.	Females.	Total.
Fall terms	39	171	210	65	219	284
Winter terms	44	150	194	80	174	254
Spring terms	52	124	176	76	151	227
The year	74	219	293	125	283	408

TABLE II.

Organization of Students.

CLASSES—NAMES AND CHARACTER.	1883-4.			1884-5.		
	Males.	Females.	Total.	Males.	Females.	Total.
Senior Didactic { Regular	3	10	13	7	22	29
{ Irregular	2	...	2	1	3	4
Middle Didactic { Regular	9	25	34	9	17	26
{ Irregular	8	5	13	5	16	21
Junior Didactic	52	179	231	102	225	327
Post-Graduate Didactic Course .....	...	...	...	1	...	1
Total number in Normal School	74	219	293	125	283	408
Model School	27	25	52	39	29	68
Total number in both schools	101	244	345	164	312	476

TABLE III.

Exhibit for nine years..

YEARS.	ENROLLMENT.		ATTENDANCE.		GRADUATES.					Average age.
	Total.	Yearly increase or decrease.	Average.	Increase or decrease.	Elementary.	Didactic.	Scientific.	Post-grad'te Didactic.	Total.	
First year, 1876-7	155	...	85	...	3	...	...	...	3	...
Second year, 1877-8	237	82	139	54	13	1	...	...	14	20.0
Third year, 1878-9	252	15	149	10	15	2	...	...	17	21.0
Fourth year, 1879-80	339	87	189	40	19	1	2	...	22	21.6
Fifth year, 1880-81	334	-5	213	24	25	2	5	...	32	21.0
Sixth year, 1881-2	352	8	233	10	26	5	...	...	31	20.7
Seventh year, 1882-3	301	-51	191	-42	...	16	...	...	16	20.3
Eighth year, 1883-4	293	-8	194	3	...	13	...	...	13	20.0
Ninth year, 1884-5	408	115	255	61	...	29	...	1	30	19.4
					101	69	7	1	177	

EXPLANATIONS. — In the columns headed Elementary and Didactic of the above table, the number of graduates does not agree with the number in the same columns of previous reports. As twenty-three (23) persons have graduated, first in one course and afterwards in another, and as previous reports gave the number of graduations, the real number of persons who have graduated is not shown correctly. The above table is a correction of previous tables, and shows the actual number of graduates now existing in each the highest course in which a student graduated being the one in which he is counted.

GENERAL REMARKS.

The above table shows that the ninth year exceeds all other years in the number of students attending and in the number graduated. The school has had a continuous growth from the first, not always in the number attending; for the table shows some fluctuations in that respect. The cause of the fluctuation is found in the business conditions of the country and not in the face and prestige of the school itself. But the prosperity of a school is not measured by the increase or falling off of the attendance alone, but by the conditions of the internal life and power, which may be far greater in years of diminished attendance. Still, it remains the fact that, in all respects, the school has in no other year reached the attainment of this, the last and ninth year.

At the meeting of the board of directors, June, 1881, the elementary course was discontinued, the act to take effect at the expiration of one year. The didactic course requires three years, and the number of students willing and ready to take it was less during the seventh and eighth years than the number in preceding years ready to take the elementary course. From a little attention to the tables, important facts and information can be obtained.

Students from all parts of the State attend the school. The number of counties represented is sixty-three (63), for the year 1883-4, and sixty-nine (69) for the year 1884-5. Seventy-six (76) counties of Iowa have had students here during these two years, and eight (8) counties from six (6) other States have also been represented. These students propose to become residents of Iowa, and to teach here. As a rule derived from past years, they do remain.

Some interest has been manifested as to how this school compares with similar schools of other States in point of attendance and other features. It is impossible to make such a comparison in a report of this kind as would be just and comprehensive. To compare the number of students in attendance is easily done; but very little reliance can be put in mere numbers as an exhibit as a school's worth. However, examining the catalogues, picked up at random of fifteen State normal schools in eleven different States, I found the following attendance in the normal departments, proper, to be: 412, 413, 339, 446, 393, 385, 216, 243, 645, 136, 261, 236, 476, 594, 300. These schools are located in the Eastern, the Middle and the Western States, and some of them have been established for a quarter of a century,

and all for a longer time than our normal school, which, for the last year enrolled 408 students.

To the statement, should it be made, that it is not just to compare the attendance of the one State normal school of Iowa with the attendance of a school in a State that has several normal schools, a number of replies can be given: 1. There are several prominent normal schools in Iowa managed by private associations and seeking patronage. 2. The normal schools of adjacent and remote States receive considerable patronage from Iowa. 3. Nearly every college in our State has a normal department, and under that guise attracts students. 4. The State University of Iowa has a chair of didactics. 5. Some high schools have set up a normal department. 6. The normal institutes give diplomas at the completion of a course of study, which requires only eight or ten weeks attendance in four short yearly sessions. These diplomas in many counties become permanent licenses to the holders to teach, an authority that is not conceded to the State normal school diplomas, to obtain which requires four years of continuous study or one hundred and sixty weeks. Certainly, Iowa's State normal school is not free from competition.

The inquiry is sometimes made from what "from what classes of citizens do your students come?" The reply made by five hundred students as to the occupation of the father, give the following exhibit: Farmers, 319; mechanics, 16; business men, 87; professional men, 21; laborers, 19; self-supporting, 38. The farming class, therefore, provides about 64 per cent of our students. The farmers, the mechanics and the laborers, together, furnish 71 per cent, adding the $7\frac{1}{2}$ per cent of the self-supporting class, the young men and women "winning their way," we have 80 per cent furnished by the productive classes. But we are pleased to note that the business and professional classes provide 20 per cent of our patronage.

There is some importance attached to the inquiry concerning the experience in teaching which our students have had before coming to the normal school. The reports of five hundred students gave this result: Number who had taught, 287; number who had not taught, 213. More than half of our students, therefore, have had experience in teaching before entering the school.

In this connection it is proper to say that many teach during their course of study, going out for a term, and then returning, thus adding experience and practical skill, to the instruction given in the normal school itself.

MODEL SCHOOL.

In the construction of the new building, called South Hall, suitable rooms for a model school were provided, and the model school was opened at the beginning of the eighth year. Whatever could be done with this school, under the conditions, has been done. Advanced students teach classes from this department under the guidance of the teacher and the principal, and thus receive practical training in their art. But we do not depend on the model school alone for the opportunities to train students how to teach. Practice classes are formed from the normal students themselves, giving very excellent results. The regular classes of the normal are employed, as occasion may offer, to afford training in the advanced parts of the common school studies.

GRADUATES ARE EXPERIENCED TEACHERS.

I much wish that it were more generally understood that our students, when graduating, have the qualification which is expressed by the term, *experience*. Some, when graduating, have not taught schools of their own, but such graduates have an experience of greater value than those who have taught several terms in country or village without a guide, a chart, or a counsellor. Our graduates know how to teach by some approved method, some better and some worse; and that is more than can be said of thousands of teachers who claim *experience*. It is true that the normal school cannot train its graduates to be masters of all the realities and difficulties which they meet when entering their own schools. But they can be so grounded in principles and so familiarized with probable complications that they will be able to treat the issues of their administration with some understanding and judgment, and not with impulse and uncertainty.

THE SUCCESS

of our students as teachers is a matter of gratification and pride. No one conversant with the reports that reach this office, can hesitate to say that normal students are successful above the average body of teachers. Why should they not be? If they are not, then normal training is futile and there are no known processes by which teachers can be prepared for the calling. We are gratified because the results prove the efficiency of the cause and justify the policy of maintaining such institutions as this. We do not say that none fail; we are

almost pleased that some do, because failure aligns the teacher with the course of humanity and prevents any arguments being brought against the principle of cultivating general powers of the mind for special purposes. It would be strange indeed, if out of so many who are in the field, all should succeed.

The status is a high one in which our students, as teachers, are placed by the educational public of the State. They are sought for with much interest by school officers.

It must be remembered that the efficiency of the school must not be estimated on the basis of the number of graduates it sends forth. The exact number of persons who have been enrolled as students during these nine years is one thousand seven hundred and ninety-five (1795) and four hundred and seventy-three (473) during the past two years. The smallness of this number, 1,795, is a pleasing fact and shows in comparison with the *average number* of attendance, a large *average time* of attendance, giving a large school but not a large catalogue each year. There have graduated, as the table shows, one hundred and seventy-seven (177) students, or one-tenth of the enrollment. But few schools of like grade do better than this. It is evident that the greater benefit derived by the State from the school is obtained from the non-graduates and not from the graduates. There are nine times as many of them; and if, by a limited attendance, each one were made better qualified to some degree, the limited preparation of the many would in the aggregate be likely to exceed the extended preparation of the few. Be this as it may, great good is done by the normal school through its graduates and non-graduates together.

It still remains an interesting and valuable fact *that our students do teach*. Careful count justifies me in saying that ninety-two (92) per cent of *all whom we enroll* enter upon the work of teaching. Of course some teach but a short time, but many teach for years. Not a few students who attended the first year are in the school-room now, and have been regularly employed during the intervening time. We admit with sincere regret that many young men, having acquired much proficiency in teaching are allured into other pursuits. For leaving teaching they cannot be censured, so long as society offers better returns for service in other fields, it must be willing to bear the continued loss of skilled teachers or increase the inducements to remain in the profession. The benefits of the school, whatever they may be, are well distributed to all parts of the State. In the very

nature of things a large per cent of the patronage of a school is drawn from its vicinity. There is not an exception to this principle, not even among the most noted colleges and universities in the United States. Our school in this respect is but little in excess of the other State educational institutions. But the equalization of the benefits must be in reason determined from the distribution of the teachers, and not from the localities which supply the student in the outset. The cities, including some of the largest, employ our students and retain them for long periods. Almost every county has teachers in its district schools who studied here. It seems that the counties share in our teachers quite equally. County superintendents, as a rule, bestow high praise on their work. It is worthy of remark that about one-half of our young men who are graduates are principals of important graded schools. Of the one hundred and seventy-seven graduates, one hundred and sixty-six, or ninety-four per cent have taught since graduating, and eleven, or six per cent have not. Six of the eleven ought not, for good reasons, to be considered under the claim to teach, and hence the per cent of those who are under obligations to teach and have taught is ninety-seven (97) per cent. In point of fact, only three from mere disinclination have refused to engage in the work. I am confident after due investigation of the point in question, that no State Normal School in our country can show a better record.

CONDITIONS FOR ADMISSIONS.

Conforming to the rules and regulations which you have prescribed for our guidance, the following course is pursued in regard to persons applying for admission to the school: 1. As to age. A student, if male, must be at least seventeen years of age. 2. As to scholarship. In order to enter the lowest class, a student should be scholar enough to obtain a third-grade certificate from a county superintendent. This does not imply that he should get such a certificate. 3. As to intention to become a teacher. The student to get the benefit of free tuition must sign a declaration that he is attending the school with the intention of preparing himself to teach, and that he designs to teach in Iowa. 4. As to intention for other vocations than teaching. Students not intending to become teachers do not sign this declaration, but pay tuition for the privileges of the school. The number of tuition-paying students is very small, only six on an average for each year. 5. There is no limit as to the number of students that may come from a county. All who have ever applied have been admitted,

provided they met the conditions of admission. 6. The course of study, generally speaking, is open to students for entrance at any period of it. Candidates for advanced entrance must give evidence by examination or otherwise of proficiency in the subjects of the course which they wish to pass over or in their equivalents. 7. All applicants pass an entrance examination. This is on a few—at present only three—of the common English branches. The purpose is twofold: 1. To prevent the entrance of those who may be unprepared to join with profit to themselves, our lowest class. 2. To furnish some data for organizing classes and assigning each applicant to a suitable division.

While this examination has several advantages, it undoubtedly represses attendance, since such students as fear examinations, and there are many, choose schools that will receive them without question. Still the examination tends to make the school stronger by drawing to it students of ability and force of character who rather seek than avoid such a trial.

GRADUATION OF STUDENTS.

Permit me to embody in this report the rules and regulations which have been in force since the organization of the school. The didactic course require three years of study, and the scientific four.

I. Students completing the didactic course of study, and passing a satisfactory examination, will receive certificates from the faculty and examining board, showing the course of study completed by the student, and those graduating in the scientific course will receive diplomas with the degree "Bachelor of Didactics."

A student must be eighteen years of age, and have attended this school one year, and must be present during commencement week, before he will be entitled to receive either a certificate or diploma. Before receiving certificate of graduation in the didactic course, the applicant must have had at least two terms of successful experience in teaching, and before graduating in the scientific course he must have had at least one year of such experience.

Persons of known scholarship and experience in teaching and educational work, are, with the approval of the faculty, after an attendance of at least one term, eligible to the examinations.

II. A thesis upon some educational subject will be required as a part of the examination.

III. Students completing the studies of the first two years and manifesting decided teaching ability, will be granted a certificate to that effect signed by the principal.

IV. An examination of candidates for graduation shall be held near the

end of the scholastic year. The examining board shall consist of the Superintendent of Public Instruction, the president of the State Teachers' association, the principal of the normal school, and two county superintendents—one chosen by the Superintendent of Public Instruction, and one by the president of the board of directors.

The Superintendent of Public Instruction shall be chairman, and the secretary of the board of directors, the secretary of the examining board.

Candidates in order to enter the examination for graduation must be approved by the faculty, such approval being based on the general character of the student and the average result of his periodical examination throughout his course. The principal must certify that the course of study has been complete and that the student has taught the required time in model school and practice classes.

The certificates and diplomas granted by this school are not by law made valid as licenses to teach in the State. But many county superintendents recognizing the completeness of the course of study and the thoroughness of the final examination by capable and disinterested men, license our graduates to teach without examination. The school officers of several States have accepted the certificates and diplomas issued by this school as sufficient evidence of qualification on the part of the holders to teach in those States.

EXAMINING COMMITTEES.

The committees that conducted the examinations of the candidates for graduation were as follows:

FOR THE CLASS OF '84.

Prof. S. N. Fellows, professor of Didactics, University of Iowa, Iowa City.
 Prof. H. H. Seerley, President of Iowa State Teachers' Association, Oskaloosa.
 Prof. G. H. Frost, Superintendent of Cass county, Atlantic City.
 Prof. J. P. Hendricks, Superintendent of Tama county, Toledo.

FOR THE CLASS OF '85.

Hon. J. W. Akers, Superintendent of Public Instruction, Des Moines.
 Rev. W. F. King, D. D., President of Cornell College, Mt. Vernon.
 Prof. J. B. Traxler, Superintendent of Henry county, Mt. Pleasant.
 Prof. R. S. Bingham, City Superintendent of Public Schools, Cedar Falls.

In all cases I have been present as a member of the committee.

EDUCATIONAL EXHIBIT.

This normal school sent to the educational exhibit of the National Teachers' Association, held at Madison, Wisconsin, August, 1894, a collection consisting of maps, relief forms of the continent, charts, drawings, herbaria, volumes of examination papers on the several objects taught, theses, etc., which received very favorable notice indeed. A similar, though better collection, was at the World's Exposition at New Orleans, and was deemed by good judges among the best in the great collection.

I wish to improve this opportunity to say that "Educational Exhibits" which are now so popular and which no doubt have considerable value, are misleading. Education cannot be put on exhibition. The mental and spiritual product cannot be materialized and set up for show. We see, in these collections, only the husks or shells—and the true educator, walking through the stalls and corridors lined on either hand with these physical and external forms, is painfully uncertain whether or not they contain any kernel, any real fruit with a vital germ—an inner educational life. Education in reality—the development of a pupil's mental and spiritual power, is beyond display at an exposition; it is technical scholarship only, that can be sent to a fair. Then, too, this suspicion is not wanting, that the strong desire to appear to good advantage plays an important part in the preparation of these exhibits, and in many cases renders them unreliable. At the same time it must be said that such exhibitions are capable of doing good, by stirring up the public mind in regard to education, and in introducing a strong incentive to teachers and pupils to sustain themselves in the competition thus produced.

THE SPIRIT OF THE SCHOOL.

The element of greatest consequence to you and the public is the spirit of the school, or its internal life. What is it in regard to zeal for scholarship? How is it in regard to earnestness for professional culture? What is it in regard to the spirit of obedience to the rules and regulations? What is it in regard to morals? Now these are the vital things, far exceeding numerical statements and statistical facts. I am happy to say that in all these features a very satisfactory condition has been maintained during the two years for which this report is made—indeed, from the origin of the school. During these two years the cases of discipline have been so few and of such trivial

nature as would almost justify the statement that there has been no discipline of students for infraction of the rules and regulations. Not less can be said concerning the devotion to learning, and industry of our students. Indeed what we have to control, if anything, is over-application—a tendency to do too much, study too closely, and thus endanger health.

I am glad to say, also, that a healthy moral and religious spirit pervades the school. Devotional exercises each morning in the chapel open the duties of the day, and a regular sermon service is held each Sunday afternoon, said services being conducted by the ministers of the various churches of Cedar Falls and vicinity. Sunday school and prayer meetings are voluntary organizations of students and maintained by them. In all this, however, there has been no interference with the conscientious views of the Creator, which any one may hold, or as to the worship he may choose to pay Him. Denominational distinctions are unknown here. Many thanks are due those ministers who have during those nine years contributed to our religious instruction.

THE POLICY OF THE SCHOOL.

This report seems to afford a fitting opportunity to indicate the general features of the system by which the normal school endeavors to prepare teachers. The best expression of our views on the true function of normal schools is the actual working of the normal school itself. We believe that there is now a very general acceptance of these views in the educational world.

1. *Thorough scholarship* is an essential requisite of trained teachers. Indeed, the ideal teacher is one who has a broad compass of vision over the whole domain of human knowledge, as well as a deep insight into the details and intricacies of what he teaches. He must have a scholar's inspiration as well as a scholar's wealth. To this ideal the normal must endeavor to approach. Hence, the course of study includes language, literature, history, mathematics, natural science, and so much of art (reading, penmanship and drawing) as will put the student in ready communication with the world of mind external to his own. But, above all, the normal school must teach the common branches with a fullness of detail that is not aimed at by non-professional schools. The faculty whom you have placed in charge of Iowa Normal School are teachers of a high order of skill, and the students are submitted to thorough treatment in all de-

partments. The committee that have conducted our examinations have always declared that the scholarship tested was of unusual merit.

2. *Ability to teach* is another essential requisite of the trained teacher. The knowledge in the teacher's mind must be presented to the learner's mind in that way which will excite the most natural response, and awaken the deepest activity. It is only by the laws of method that this power arises. It is method that confers value on the teacher's knowledge by rendering it efficient in meeting the wants of the pupil. Hence, professional studies are a very prominent portion of our course of study. From the time the pupil enters the school until he graduates, his attention is constantly kept fixed upon the fact that he is learning each subject with the intention of presenting it to others, and the method of presentation is made a feature of continual observation. As the sciences which the student pursues are not the studies of the child, means are provided for teaching methods best adapted to the lower grades of pupils, primary and intermediate departments. For this the model school is established, and its work is supplemented by daily exercises not connected with it. Professional instruction, in another form, comes to the student—that of lectures on the nature of education, the child's mind, the true spirit of the teacher and school management. Later, there is formal instruction by recitation from able writers on the many divisions of educational work. By these plans and others, the student is taught the best known methods of doing the varied work of the school-room.

3. *A knowledge of the human mind* is another essential of the trained teacher. It is mind, in all its activities with which the teacher deals. The teacher must know the structure of the material upon which he works, if the processes of his art have any adaption to the ever-changing phases which continually confront him. He, it is true, must know methods, but he ought to have a deeper knowledge—a knowledge of principles on which methods rest in order to produce a superior quality of work. Then teaching becomes a pure profession and a rational art. At all times attention is drawn to the nature of mental action; but in the last year of the course the study of psychology becomes prominent, not merely as philosophy but especially in its didactic bearings. Formal psychology is succeeded by a treatise on the philosophy of methods, leaving the student in possession of a body of educational doctrine, to be the foundation of future thought as well as the guide of his practice. Finally the history of education

engages the student's attention, and discovering the various theories that influenced the practice of early teachers, he goes to his work stimulated to greater efforts by the names of those who have attained high excellence in this noble profession.

CONCLUSION.

Thus I have given something of the history during the past two years of the school placed under your charge and indicated its purposes and means of accomplishing them. There are many things done that are imperfect, and many wants felt that at present cannot be supplied. We are cherishing the hope that the merits of the school will commend it to the liberal favor of the next General Assembly.

I desire to bear testimony to the learning, zeal and faithfulness of the members of the faculty, for to their efforts is due in largest measure to such excellence as the school has attained.

Permit me to express my thanks to you, gentlemen of the board of directors, for the kindness that has been uniformly shown me.

J. C. GILCHRIST, *Principal*.

EXPENDITURES

Iowa State Normal School for the biennial period July 1, 1883, to July 1, 1885, being a list of orders by the Secretary on the Treasurer for that period.

DISBURSEMENT OF SPECIAL APPROPRIATION FOR \$3,000.00.

1884.		
April 14.	Cost of collecting warrant.....	\$ 5.00
April 21.	Order No. 670½ and interest, repairs and improvements..	1,136.49
April 21.	Order No. 648 and interest, repairs and improvements...	66.03
April 21.	Order No. 601 and interest, repairs and improvements...	407.18
April 21.	Order No. 656 and interest, repairs and improvements...	547.04
April 24.	Order No. 600 and interest, repairs and improvements...	767.28
April 25.	Order No. 678, repairs and improvements.....	71.00
		<hr/>
		\$3,000.00

EXPENDITURES.

DATE.	Number of warrant.	FOR WHAT PURPOSE USED.	AMOUNT.
1883.			
October	3 680	Salary	\$ 180.00
October	3 681	Salary	140 00
October	3 682	Salary	125.00
October	3 683	Salary	120.00
October	3 684	Salary	85.00
October	3 685	Salary	85.00
October	3 686	Salary	75.00
October	3 687	Salary	75.00
October	6 688	Library and apparatus.....	94.70
October	24 689	Salary	140.00
October	24 690	Salary	180 00
October	24 691	Salary	75.00
October	24 692	Salary	125 00
October	24 693	Salary	120.00
October	24 694	Salary	85.00
October	24 695	Salary	85.00
October	24 696	Salary	75.00
November	23 697	Salary	125.00
November	23 698	Salary	120.00
November	23 699	Salary	140.00
November	23 700	Salary	180.00
November	23 701	Salary	85.00
November	23 702	Salary	85.00
November	23 703	Salary	75.00
November	23 704	Salary	75.00
November	23 705	Salary	75.00
December	20 706	Salary	180.00
December	20 707	Salary	140.00
December	20 708	Salary	120.00
December	20 709	Salary	125.00
December	20 710	Salary	85.00
December	20 711	Salary	85.00
December	20 712	Salary	75 00
December	20 713	Salary	75.00
December	20 714	Salary	56.25
December	20 715	Library and apparatus account	63.48
December	20 716	Miscellaneous expenses	51.60
1884.			
January	14 717	Labor	25.00
January	14 718	Library and apparatus	63.10
January	20 719	Salary	120.00
January	25 720	Salary	85.00
January	25 721	Salary	180.00
January	25 722	Salary	140.00
January	25 723	Salary	125.00
January	25 724	Salary	85.00
January	25 725	Salary	75.00
January	25 726	Salary	75.00
January	25 727	Salary	75.00
February	23 728	Salary	140.00
February	23 729	Salary	75.00
February	23 730	Salary	85.00

EXPENDITURES—CONTINUED.

DATE.	Number of warrant	FOR WHAT PURPOSE USED.	AMOUNT.
1884.			
February 23	731	Salary.....	\$ 125.00
February 23	732	Salary.....	180.00
February 23	733	Salary.....	120.00
February 23	734	Salary.....	75.00
February 25	735	Salary.....	75.00
February 25	736	Salary.....	85.00
March 20	737	Salary.....	125.00
March 20	738	Salary.....	75.00
March 20	739	Salary.....	85.00
March 20	740	Salary.....	85.00
March 20	741	Salary.....	140.00
March 21	742	Salary.....	120.00
March 22	743	Salary.....	180.00
March 22	744	Salary.....	75.00
March 22	745	Salary.....	75.00
April 24	746	Salary.....	180.00
April 24	747	Salary.....	140.00
April 24	748	Salary.....	125.00
April 24	749	Salary.....	120.00
April 24	750	Salary.....	85.00
April 24	751	Salary.....	85.00
April 24	752	Salary.....	75.00
April 24	753	Salary.....	75.00
April 24	754	Salary.....	75.00
May 9	755	Salary and expenses, Secretary one year.....	71.00
May 23	756	Salary.....	180.00
May 23	757	Salary.....	140.00
May 23	758	Salary.....	125.00
May 23	759	Salary.....	120.00
May 23	760	Salary.....	85.00
May 23	761	Salary.....	85.00
May 23	762	Salary.....	75.00
May 23	763	Salary.....	75.00
May 23	764	Salary.....	75.00
May 23	765	Expenses, Treasurer.....	11.65
May 23	766	Labor on library.....	54.00
June 21	767	Salary.....	125.00
June 21	768	Salary.....	75.00
June 21	769	Salary.....	75.00
June 21	770	Salary.....	85.00
June 21	771	Salary.....	85.00
June 21	772	Salary.....	75.00
June 21	773	Salary.....	120.00
June 21	774	Salary.....	140.00
June 21	775	Salary.....	180.00
July 15	776	Repairs.....	48.40
July 15	777	Repairs.....	31.50
July 15	778	Library and apparatus.....	127.70
July 15	779	Library and apparatus.....	54.00
July 17	780	Repairs.....	210.38
July 17	781	Repairs.....	65.00
July 20	782	Printing.....	198.56
July 24	783	Furniture.....	852.70
July 24	784	Furniture.....	102.70

EXPENDITURES—CONTINUED.

DATE.	Number of warrant	FOR WHAT PURPOSE USED.	AMOUNT.
1884.			
July 24	785	Repairs and improvements.....	\$ 1,500.00
July 24	786	Bill of expenses of Treasurer.....	29.95
July 28	787	Printing.....	62.53
July 28	788	Repairs.....	32.67
August 26	789	Repairs.....	118.88
August 26	790	Repairs.....	57.00
September 16	791	Repairs.....	53.23
September 16	792	Salary.....	125.00
September 18	793	Water closets.....	100.00
September 26	794	Salary.....	180.00
September 26	795	Salary.....	140.00
September 26	796	Salary.....	125.00
September 26	797	Salary.....	125.00
September 26	798	Salary.....	80.00
September 26	799	Salary.....	80.00
September 26	800	Salary.....	80.00
September 26	801	Salary.....	80.00
October 6	802	Repairs.....	52.25
October 7	803	Repairs.....	132.20
October 8	804	Repairs.....	67.68
October 20	805	Furniture and water closets.....	233.86
October 25	806	Salary.....	80.00
October 25	807	Salary.....	80.00
October 25	808	Salary.....	80.00
October 25	809	Salary.....	80.00
October 25	810	Salary.....	125.00
October 25	811	Salary.....	125.00
October 25	812	Salary.....	140.00
October 25	813	Salary.....	180.00
October 25	814	Salary.....	125.00
November 22	815	Salary.....	125.00
November 22	816	Salary.....	140.00
November 22	817	Salary.....	180.00
November 22	818	Salary.....	80.00
November 22	819	Salary.....	80.00
November 22	820	Salary.....	80.00
November 22	821	Salary.....	80.00
November 22	822	Walks.....	58.02
November 22	823	Printing.....	6.00
November 22	824	Lamps.....	25.25
December 6	825	Reception room.....	198.00
1885.			
January 4	826	Salary.....	180.00
January 4	827	Salary.....	80.00
January 4	828	Salary.....	80.00
January 4	829	Salary.....	80.00
January 4	830	Salary.....	80.00
January 4	831	Salary.....	125.00
January 4	832	Salary.....	125.00
January 4	833	Salary.....	140.00
January 16	834	Reception room.....	50.00
January 16	835	Reception room.....	7.45
January 16	836	Chemical room.....	24.88
January 16	837	Lamps.....	52.25

EXPENDITURES—CONTINUED.

DATE.	Number of warrant.	FOR WHAT PURPOSE USED.	AMOUNT.
1885.			
January	16 838	Printing	\$ 51.74
January	16 839	Printing	43.00
January	16 840	Books	21.00
January	16 841	On chemical room.	21.23
January	16 842	Labor	64.00
January	24 843	Salary	125.00
January	30 844	Salary	125.00
January	30 845	Salary	180.00
January	30 846	Salary	80.00
January	30 847	Salary	80.00
January	30 848	Salary	80.00
January	30 849	Salary	80.00
January	30 850	Salary	140.00
January	30 851	Salary	75.00
February	27 852	Salary	180.00
February	27 853	Salary	80.00
February	27 854	Salary	80.00
February	27 855	Salary	80.00
February	27 856	Salary	80.00
February	27 857	Salary	140.00
February	27 858	Salary	125.00
February	27 859	Salary	125.00
February	27 860	Salary	75.00
March	23 872	Salary	125.00
March	26 873	Salary	180.00
March	26 874	Salary	41.25
March	26 875	Salary	140.00
March	26 876	Salary	125.00
March	26 877	Salary	80.00
March	26 878	Salary	80.00
March	26 879	Salary	80.00
March	26 880	Salary	80.00
May	1 881	Salary	180.00
May	1 882	Salary	140.00
May	1 883	Salary	125.00
May	1 884	Salary	125.00
May	1 885	Salary	80.00
May	1 886	Salary	80.00
May	1 887	Salary	80.00
May	1 888	Salary	80.00
May	1 889	Salary	75.00
May	30 897	Salary	125.00
May	30 898	Salary	80.00
May	30 899	Salary	125.00
May	30 900	Salary	180.00
May	30 901	Salary	80.00
June	8 904	Salary	80.00
June	8 905	Salary and expenses of Secretary one year	88.00
June	8 906	Salary	80.00
June	8 907	Salary	75.00
June	16 909	Books	18.00
June	16 913	Salary	140.00
June	30 913½	Books	461.24
June	30 914	Salary	180.00

EXPENDITURES—CONTINUED.

DATE.	Number of warrant.	FOR WHAT PURPOSE USED.	AMOUNT.
1885.			
June	30 915	Salary	\$ 140.00
June	30 916	Salary	125.00
June	30 917	Salary	125.00
June	30 918	Salary	80.00
June	30 919	Salary	80.00
June	30 920	Salary	80.00
June	30 921	Salary	80.00
June	30 922	Salary	75.00
July	1 926	Service in library	83.00
July	1 930	Books	65.63
July	1 930	Chemical apparatus	25.65
July	1 931	Printing	6.50
Total			\$ 27,759.06

W. C. BRYANT,
Secretary.

TREASURER'S REPORT.

C. C. KNAPP, in account with Iowa State Normal School, for biennial period, ending July 1, 1885.

RECEIPTS.

1883.		
Aug. 6.	State warrant, teachers' fund	\$ 1,937.50
Oct. 13.	State warrant, teachers' fund	1,937.50
1884.		
Jan. 12.	State warrant, teachers' fund	1,937.50
Apr. 2.	State warrant, teachers' fund	1,937.50
Apr. 9.	District No. 5	142.50
Apr. 19.	State warrant, special contingent	3,000.00
Apr. 25.	W. Pattee, steward	450.00
May 10.	District No. 5	90.00
July 10.	State warrant, furniture fund	1,000.00
July 10.	State warrant, repair and improvement fund	2,800.00
July 25.	Normal order (R. & I. Act.), teachers' fund	1,500.00
July 25.	W. Pattee	500.00
July 25.	W. C. Bryant	127.14
July 25.	State warrant, library and appropriation fund	1,000.00
Aug. 26.	W. C. Bryant, on subscription	25.00
Sept. 6.	State warrant, contingent fund	500.00
Oct. 2.	State warrant, teachers' fund	2,375.00
1885.		
Jan. 10.	State warrant, teachers' fund	2,375.00
Jan. 15.	W. Pattee	15.00
July 1.	State warrant	2,375.00
July 1.	District No. 5	82.50
		<hr/>
		\$ 28,982.14

DISBURSEMENTS.

Balance due treasurer's last report.....	\$	926.00
Orders paid teachers.....		18,951.08
Orders paid contingent		528.58
Orders paid special contingent		3,000.00
Orders paid library and apparatus.....		966.92
Orders paid repair and improvement.....		3,145.73
Orders paid furniture		957.00
Order paid W. Pattee.....		183.50
		<hr/>
	\$	28,659.21
		<hr/>
Total receipts.....	\$	28,982.14
Total disbursed.....		28,659.21
		<hr/>
	\$	222.93

AMOUNTS OF 20TH GENERAL ASSEMBLY APPROPRIATIONS UNDRAWN.

Contingent fund, due September 1, 1885.....	500.00
Teachers' fund, due October 1, 1885.....	2,375.00
Teachers' fund, due January 1, 1886.....	2,375.00
Teachers' fund, due April 1, 1886.....	2,375.00
Teachers' fund, due July 1, 1886.....	2,375.00
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	\$ 10,000.00