

TWENTIETH BIENNIAL REPORT

OF THE

COLLEGE FOR THE BLIND

LOCATED AT

VINTON, BENTON COUNTY,

TO THE

GOVERNOR OF IOWA.

DES MOINES:

G. H. RAGSDALE, STATE PRINTER,
1891.

COLLEGE FOR THE BLIND

TRUSTEES.

JOHN KILLEN, <i>President,</i>	Monona.
C. O. HARRINGTON, <i>Treasurer,</i>	Vinton.
G. M. MILLER,	Hazelton.
JACOB SPRINGER,	Watkins.
LEOP LEVY,	Waverly.
AUG. CRITZMAN,	New Hartford.

OFFICERS OF THE COLLEGE.

PRINCIPAL:

THOMAS F. McCUNE, A. M.

SECRETARY:

JAMES A. BROWN.

HOUSEKEEPER:

Miss E. J. WILLIAMS.

TEACHERS IN THE ACADEMICAL DEPARTMENT:

Miss MARY E. McHUGH, - - - - *Principal's Assistant.*
GEORGE W. TANNEHILL, A. M.

TEACHERS IN THE PRIMARY AND GRAMMAR SCHOOLS:

Miss LORANA MATTICE.
Miss EMILY ALDEN.
Miss MINTA KEITH.

TEACHERS IN THE MUSICAL DEPARTMENT:

Prof. JOHN BIGGER, - - - - *Director.*
Miss LOUISA TEBBETS.
B. F. PARKER, - - - - *Tuner.*

TEACHERS IN THE INDUSTRIAL DEPARTMENT:

A. C. FERREBY.
Miss JENNIE BERRY.

C. C. GRIFFIN, - - - - *Physician.*
HENRY VERHAREN, - - - - *Engineer.*
JAMES SAWYER, - - - - *Assistant Steward.*

TRUSTEES' REPORT.

To the Honorable, the General Assembly of the State of Iowa:

Your Trustees submit the following as their report for the biennial period ending June 30, 1891.

The period covered by our report has been one of the most prosperous in the history of the college. The attendance continues to increase and the blind children of the State, of suitable age and capacity, are now, to a larger extent than heretofore, receiving instruction at the college.

The progress in all departments has been creditable. The buildings and grounds have received proper attention and are now in good condition and repair. The appropriation made by the twenty-third general assembly, for the purpose of introducing water into college buildings, has been in part expended; and the college is now supplied with artesian water, and four hydrants have been so placed as to afford adequate fire protection. The college buildings have, during the past year, been properly wired, and are now lighted by electricity, giving better light, and diminishing the fire risk. For the details of work and expenditure, your attention is called to the reports of the principal and treasurer herewith submitted.

The following special appropriations are, in our judgment, necessary:

For contingent and repairs, forty-five hundred dollars.

For bedding and furniture, twenty-five hundred dollars.

For pantry, five hundred dollars.

The twenty-second general assembly made an appropriation for new front porch for the main college building. The amount of said appropriation was only sufficient to put in position the substructure. According to the plans of the architect, it will require an additional sum of fifteen hundred dollars (\$1,500.00) to complete said porch. We therefore ask for a special appropriation for the

purpose of building the superstructure and completing the same in accordance with the architect's plans.

JOHN KILLEN, *President.*

C. O. HARRINGTON, *Treasurer.*

G. M. MILLER.

JACOB SPRINGER.

LEOP LEVY.

AUG. CRITZMAN.

REPORT OF THE PRINCIPAL.

To his Excellency, HORACE BOIES, Governor of Iowa:

SIR—I have the honor to submit a report of the progress and condition of this Institution during the biennial period commencing July 1, 1889, and ending June 30, 1891.

The blind comprise but a small part of the general population. Authorities estimate the proportion in Europe to be 1 in 1,094; in North America, 1 in 1,405; in South America, 1 in 800; in Asia, 1 in 500; in Africa, 1 in 300.

According to M. Zeune, the founder of the first school in Berlin, there is between 60 and 70 degrees of latitude, 1 blind person in 1,000 individuals; between 50 and 60 degrees, 1 in 1,400; between 40 and 50 degrees, 1 in 800; between 30 and 40 degrees, 1 in 300; between 20 and 30 degrees, 1 in 100.

The population of the German empire in 1885, was 46,855,704. The blind numbered about 38,000. This would make the proportion in that nation 1 in 1,200.

The population of France in 1886, was 38,218,903. The blind population was 32,056, making the proportion 1 in 1,200.

At the congress of the blind, held in Amsterdam, August, 1885, M. Ottocar d'Aderkas stated that in St. Petersburg, the proportion was 8.9 in 10,000; in Pultava, 17.8 in 10,000; in Kiew, 19.6 in 10,000; in Finland, 21.4 in 10,000; in Kazen, 57 in 10,000. From these and statistics of other cities and provinces, he would infer that of a population of 101,000,000 in Russia, 90,900 should be blind.

The population of Great Britain and Ireland, in 1888, was 37,453,574. The blind population was about 38,000, making the proportion 1 in 985.

In the United States, from the census of 1880, the whole population was 50,155,783, blind population 48,928; ratio, 1 to 1,025.

In Iowa, by the census of 1880, the whole population was 1,624,615; blind population, 1,310; ratio, 1 to 1,240.

These figures, however, especially those that refer to this country, are broadly approximate, owing mainly to the loose sense in which the term "blind" is used. From the last census report one would suppose that on June 1, 1890, there were one hundred and forty-two sightless students in attendance at this college; whereas forty of that body enjoyed fair, and twenty almost normal vision.

EDUCATION OF THE BLIND: ITS ORIGIN AND DEVELOPMENT.

About 1750 the Abbe de l'Epee became interested in two deaf and dumb children at Troyes, in France. An intelligence struggling for expression through the movements common to animal life, awakened in his mind a train of inquiries. If one sign, why not many signs? Why not better signs; why not a system of signs? He established a school for the education of the deaf and dumb which attracted the attention of all Europe.

The theories of De l'Epee were especially pleasing to Valentin Haüy, a young man of ability and energy, enthusiastic in nature and quick in sympathy. His reflections soon took form and life from an event too trivial to mention were it not for the wonderful blessings that followed.

The proprietor of a cafe in Paris, having found a number of blind men who could play by ear on certain instruments, formed them into a burlesque orchestra, placed music stands and open books before them in the hope that such a ridiculous novelty would entertain his guests. He was not mistaken. The crowd was vastly amused and the establishment flourished. The sympathetic Haüy was pained by these scenes. In a happy moment and under a happy inspiration, he asked why the blind could not be rescued from their physical slavery as the deaf and dumb had been saved from theirs. If the idea of book and the idea of ball could be communicated to the mind by the sense of touch, why could not the relation of ideas be so communicated? He established a school for the education of the blind, which became the sensation of the day.

Haüy's fertile mind was constantly active in devising tangible apparatus for the instruction of his pupils, his crowning discovery being the art of printing in raised letters. A boy finding himself able one day to trace in reverse the letter O, of a printed note, reported the fact. Haüy made several letters, pressing heavily on the paper, all of which the boy read with ease. The fruits of this little experiment soon appeared in the form of embossed books for

the blind. It is a remarkable fact that in this school have been developed nearly all the ideas realized in the tangible instruction of blind pupils. Braille invented a system of writing in embossed dots. Montal and Moulin proved to the world the capabilities of the blind as piano tuners. Galliod and Gauthie developed musical instruction. Laass d'Aguen improved the teaching of geography by means of superior maps. De Beaufort introduced pencil writing and Ballue made use of new and better tools and machinery.

In 1801 Haüy resigned his position as director of the school in Paris, which had now passed under the control of the Bonaparte government. In 1806 he accepted an invitation from Alexander II. to establish an institution in St. Petersburg. After a residence there of eleven years and the foundation of a school which is still in existence, he returned to France to spend the remainder of his life in retirement.

When this wonderful man had shown the way, many were glad to follow. Before the close of the century schools had sprung up in London, Liverpool, Bristol and Edinburgh; and by the close of 1825 institutions for the education of the blind were in existence in most of the important cities of Europe and Great Britain.

Dr. John D. Fisher, while pursuing his medical studies in Paris, became deeply interested in the blind and their work as shown in the school of Haüy. Through his influence a corporation was formed which established a school in Boston, August, 1832, under the management of the philanthropist, Dr. Howe. About the same time institutions were organized in New York City and Philadelphia, the former under the direction of Dr. John Russ and the latter under Julius R. Friedlander.

Dr. Howe was untiring on the platform and with the pen, in his efforts to bring the needs of the blind before the public. It was most fortunate indeed, for this class, that a man of such power should first plead their cause in this country. In his reports, written fifty years ago and more, it is difficult to see wherein he has not firmly grasped and comprehended every principle underlying the education of the blind.

The flame kindled in New England soon spread into other parts of the Union. Individuals, philanthropical societies, legislatures and even congress were petitioned for aid in the establishment of schools and other institutions for the blind. By the year 1850, the States of Ohio, Virginia, Kentucky, Tennessee, Indiana, Illinois and North Carolina had created and made ample provisions for the support of such schools.

CARE AND EDUCATION OF THE BLIND AT THE PRESENT TIME.

There are in Paris four schools for the blind; the most important being the one founded by Haüy—"L'Institution Nationale des Jeunes Aveugles."

"L'École Braille" is the school for children between the years of six and thirteen. It is under the care of a philanthropical society.

"Des Sœurs Aveugles de St. Paul" and "Les Frères de St.-Jean-de-Dieu," are charitable institutions, the former for the education of girls, and the latter for the education of boys.

In addition to these four, France possesses nineteen other schools, all supported by church organizations or by the general public.

Five societies, three in Paris, one in Marseillais and one in Toulouse, have been organized for the purpose of alleviating in every way, the condition of the blind.

A work shop is established in Paris for the benefit of blind men. The workmen have the privilege of taking material to their homes and performing the necessary labor there, or of working in the establishment. Neither board nor lodging is furnished. This institution is not self-supporting, but is sustained by a charitable society. There is a similar shop in Marseillais.

Moreover, there has existed in Paris for six hundred years an institution so peculiar as to deserve special mention.

"L'Hospice des Quinze-Vingts" is an asylum supported and controlled by the French government. It admits on the order of the Minister of the Interior, three hundred blind persons of both sexes, each one of whom must be, at least, forty years of age. Once admitted the applicant may remain for life. Each one of the three hundred, receives thirty cents and one and one-half pounds of bread per day.

If a male beneficiary have a family, his wife, all male children under fifteen years of age, and all female children under twenty-one years of age, are admitted to, and may live with him in the asylum. The wife receives six cents per day, and each child of fourteen years or over, receives three cents per day. The sighted husband of a beneficiary is permitted to live with his family in the institution, his children receiving the same emolument as those of a male beneficiary, but the husband himself enjoying no allowance in money until he is sixty years of age. He is then paid six cents per day. Besides this generosity, 1,800 blind men and women living in their own homes, receive from the treasury of the "Quinz-Vingt," pensions varying from \$20 to \$40 per annum.

In Germany and Austria-Hungaria, public and governmental interest in the blind, is pronounced. Of the twenty-eight schools in the former country, seventeen are supported by State or province while eleven owe their existence to special or private contribution. The industrial departments of these institutions, are made more prominent than in American schools, the German theory favoring a practical ability to make a living, rather than a practically useless scholarship. Indeed many of these departments are veritable work shops where the adult blind are employed, but not boarded nor lodged. Several printing establishments for publishing books in raised characters, are to be found in Prussia and Saxony. The Municipal school in Berlin, the Royal Institution at Dresden, the Royal Institution at Stiglitz, and the Institution for the Blind at Duren, are recognized throughout all Europe as excellent. A German institution maintains paternal relations with its ex-pupils. Each student on his departure, is furnished with tools and material. His school sells him material at cost and buys from him his products at good prices, and in case of sickness or distress, renders him all assistance in its power. The institution at Duren pays out annually at least \$1,000 for such purposes.

In Austria-Hungaria are ten schools similar in character to those of Germany, and all but two supported by private benevolence. A law was passed in 1889 providing for the establishment of juvenile schools. In Vienna there are three work shops for adults, and one for adult Jews at Hohe Warte.

The interests of the blind in Russia are under the care of the "Marie" society, a philanthropical organization comprising about two thousand members. Each member pays \$2.00 annual dues. Lodges of this society are to be found in all parts of the empire. The members solicit money from the public, supply material to the blind, see that the young are educated, visit the adults, read to them and assist them in various ways. Many of the leaders in this organization are eminent oculists, men of rank or of great wealth.

There are fifteen schools in Russia, most of them founded and supported by the society "Marie." Four of these school are for boys, three are for girls, eight admit both sexes.

Four work shops have been established, two of them in St. Petersburg, in which the blind workman can earn from \$50.00 to \$80.00 per annum. Six asylums for the aged and decrepit blind are in existence wherein about one hundred men and three hundred women find comfortable homes.

Wherever possible, the curable blind are sent at the expense of the "Marie" society, to the hospitals and kept there under treatment as long as may be necessary.

Great Britain gives no governmental aid to institutions for the blind, but individual and corporate benevolence have always been liberal and sometimes munificent. A Mr. Gardner left at his death in 1879, \$1,500,000 for the amelioration of the condition of this class.

In all the great cities of England and Scotland, are schools or industrial establishments. As on the continent, practical utility predominates over mere intellectual culture. The course of study in not a few schools includes only reading, geography, arithmetic and Scripture memorizing.

The British and Foreign Blind Association is a society founded for the purpose of promoting the education and employment of the blind, not only in England but in other countries. It is an organization powerful through the wealth, standing, learning and ability of its members. The late Mr. Fawcett was a leading spirit.

At Worcester is a college for the blind sons of gentlemen. This as its name indicates, is a special school for a special class. It is not uncommon for the students to take university prizes.

Another special school is the Royal Normal College and Academy of Music for the blind, at Upper Norwood, London. It has attracted more attention, perhaps, during the last twenty years than any other institution of its class. Dr. Armitage, a man of wealth, and a philanthropist, and Dr. Campbell an experienced educator, both blind men, organized it in 1872 with two pupils. In two years the enrollment had increased to 152. The aim of the directors is to provide a superior literary and musical training. Nobility and even royalty have recognized the work with favor. Whatever wealth and brains can do for the blind has been done and is being done there.

In 1885 a commission consisting of five persons was appointed by the Crown to make a report on the condition of the blind in Great Britain. This committee made inquiries of ten thousand persons as to their ability to live by means of the trades taught them in the institutions. Five thousand eight hundred and sixty replied, four thousand six hundred and five of whom declared the impossibility of supporting themselves without aid.

In the United States we have thirty schools representing a property value of from \$3,000,000 to \$5,000,000. Four of these schools, the Perkins Institution in Boston, the New York City school, the one in Philadelphia and the one in Baltimore, are corporate bodies

receiving state aid. All the other schools located as follows: Batavia, New York, Staunton, Virginia, Romney, West Virginia, Raleigh, North Carolina, Cedar Springs, South Carolina, Macon, Georgia, Tallagega, Alabama, Jackson, Mississippi, Baton Rouge, Louisiana, Little Rock, Arkansas, Austin, Texas, St. Louis, Nashville, Louisville, Columbus, Ohio, Indianapolis, Jacksonville, Illinois, Janesville, Wisconsin, Flint, Michigan, Faribault, Minnesota, Vinton, Iowa, Kansas City, Kansas, Nebraska City, Nebraska, Oakland, California, Salem, Oregon and Colorado Springs, Colorado, were established by legislative enactment. They are all similar in general organization, each one comprising a literary, musical and an industrial department, and aiming to give its pupils, in the first place, a good education, and the second place, technical instruction by which a living may be secured.

In 1873, Mr. M. H. Hall, a blind man, established in Philadelphia an industrial home for blind men. This was the first institution of its class in the world, and to-day remains at the head of that class. In 1890 the number of workmen was one hundred and fifty-nine, the sales for the year were \$55,027.52, while the net earnings of the men amounted to \$22,393.97. Ohio has a home in successful operation at Iberia and California has founded one at Oakland. Our own will open, I suppose, at Knoxville, during the coming fall.

The American Printing House for the blind is located at Louisville, Kentucky. It is a corporate institution for the purpose of printing embossed books and manufacturing tangible apparatus. It receives yearly from a fund set apart by the forty-fifth congress, the sum of \$10,000 which amount is distributed again in the form of books and school appliances, to the several schools in the United States. The quota of this college for 1890, was \$571.70.

In this connection it may be asked "why should the blind be educated?" A proper answer to this, might apply equally well to a similar question, "why should any body be educated?"

No one would be rash enough to assert that the object of our educational system is to prepare the young for earning a livelihood. Such is neither the direct nor indirect object. The immediate aim of the public school and ordinary college is to popularize knowledge.

It is the duty of society to raise continually its standard of civilization; and to this end it should establish the proper instrumentalities, whether private, corporate, or public. Every intelligent member of society has the right not to ask merely, but to demand

that provision be made for his mental and moral needs. The blind and the sighted stand in this respect on precisely the same plane.

And society, as shown above, is most generously performing its duty to the blind. It has endowed special schools in which all the advantages adapted to their peculiar condition, may be enjoyed. In addition thereto, it has usually placed a premium on the acceptance of these privileges by furnishing to the students boarding, lodging, and in many instances, clothing without cost.

In the erection of buildings, the employment of teachers, the purchase of libraries and apparatus, and in the free gift of all these advantages to any class, society has performed an act universal in its nature, and has thereby, in a sense, discharged its obligation to that class. Any privilege more than these is special in its nature and hence charitable. Herein are most schools for the blind inferior to schools for the sighted. No institution tainted organically with charity, can attain the highest excellence.

There is a feeling prevalent now that the rudimentary education of the blind should be as broad as possible. In answer to this sentiment, the various schools are enlarging their courses of study, increasing their libraries, introducing improved apparatus, and keeping in as close sympathy with the growth of intellectual life as their means and opportunities will permit.

There is, too, a wide-spread belief that the institutions of this country, intended as they are for the education of the young blind, and thus being limited in the character of their instruction, cannot meet the wants of those persons who have the desire for, and the ability to receive, collegiate training; and that provision should be made for this class. Three plans for accomplishing this have received considerable attention. One of them will doubtless, in course of time, be adopted.

The first plan proposes the establishment of a national college supported by the interest of a permanent fund appropriated by congress; the students to be admitted on examination from the State schools, and to be boarded and lodged at the expense of the college.

The second plan proposes the establishment of a college endowed for the support of professors, the purchase of libraries, museum, apparatus, and all the attributes of a seat of learning; its advantages to be free to all blind who may pass the entrance examinations, but not to include the living expenses of the student.

The third plan proposes the establishment in college for the sighted, of endowment funds for the support of blind students.

I believe that the first plan is wrong in theory, and that it would be harmful in practice.

The second plan is sound in theory and would be beneficial in practice. The principle of its foundation would be that of colleges for the sighted.

The third plan is in my judgment, the best solution of the problem involved in the "Higher Education of the Blind."

Whatever is best in methods of instruction as well as in instruction itself, the schools for the sighted possess. There will always be as much difference, at least, between a "blind college" and a "seeing college" as there is between a blind man and a seeing man, equals in mental power.

Advanced blind students do not need a peculiar institution nor a peculiar instruction. After a certain stage of development, touch becomes subordinate to hearing. They have proven themselves time after time able to cope with sighted students on the same ground and under the same conditions.

In the light of economy the plan has much to commend it; \$3,000 distributed annually in sums of \$300 to ten colleges in this State, would more than meet the wants of this class in Iowa.

While general education in schools for the blind has been expanding during the last twenty-five years, technical or professional training has been contracting in a corresponding degree. This is in consequence of man's selfishness. If he must work he demands the easiest and most convenient way of doing that work, and that his co-workers make no drafts on him for services little or big. If he must manage a business, he demands help that will require of him the least care and oversight. This is perhaps but justice to himself. It prevents, however, and always will forbid, the possibility of the blind and sighted working promiscuously together save under exceptional circumstances.

There is almost nothing that the blind may not learn to do and do well. They may be taught to cook, to do laundry work, to keep house. They can dance gracefully and can perform military evolutions with the precisions of disciplined soldiers. They may become expert type-writers and telegraphers; they may become most skillful turners in wood and workers in metal; but except as educational forces or mere personal convenience such knowledge is of little avail. It is probable that in the future technical instruction in the schools will be confined to few and simple trades.

And just in proportion to the attention given intellectual training over mere handicraft is the field of employment for the blind enlarging. The vigorous, healthy, positive and talented, suitable candidates for the higher education mentioned above, may become high grade canvassers and agents in various callings. They may become teachers and lecturers, professors of music and of abstract sciences. They may compete in all the intellectual pursuits, in which many of them are to-day serving with distinction.

For those who have learned some trade in the schools, but who lack ability to manage, and for all that numerous class who lack home and kin, industrial establishments should be provided. These working homes have been much criticised but nothing better has been yet found. They are becoming distorted from their original design, and are taking on more and more, asylum features; but these defects time will perhaps correct. The proper way to care for this class of the blind is a problem that no one has been able to solve. The trustees of such institutions should have wide discretionary powers to the end that they may take advantage of any experience or theory in their judgment worthy of attention.

SOME OBSERVATION ON THE BLIND.

My connection with this institution has extended through fourteen years. During this period I have personally known five hundred and thirty pupils, two hundred and forty-three males and two hundred and eighty-seven females. I have lived with them on terms of more or less intimacy, as teacher and principal. These observations are not given as possessing any scientific value. They are simply such perceptions, and conclusion drawn from them, as one would naturally have of his associates through a term of years.

DIVISION INTO CLASSES.

- Class I*—The congenital blind, and those having lost sight within one year after birth from any physical cause or disease.
Class II—The purblind, or those partially sighted persons born with defective organs of vision.
Class III—The blind and partially blind from disease not occurring during the first year after birth.
Class IV—The blind and partially blind from accident.
Class V—The sighted.

CLASS I.

- First.* Number, males, 38; females, 30; total, 68.
Second. Color, White, 66; colored, 2.

Third. Family history—

- a* Nationality of parents—American, 35; German, 22; English, 3; Norwegian, 3; French, 2; Irish, 2; Scotch, 1.
b Social condition—Very poor, 25; fair and good, 43.
c Relationship of parents—Parents of four were cousins.
d Defective relatives—Nine had each a blind brother; two had each two blind brothers; ten had each a blind sister; one had a blind aunt; two sisters had a blind father; two had each two blind sisters.

Fourth. Physical Condition—

- Sub-class (1). Of normal health and development, 18.
 Sub-class (2). Of defective development, 50.
a Faces—flat, 4; round, 28; thin, 36; stupid, 20; intelligent, 28; expressionless, 20.
b Head—swaying motion, 15.
c Body—swaying motion, 21; struma, 11; round shoulders and stooped, 20; narrow chests, 35; subject to fits, 1. All were more or less awkward and ungainly.
d Limbs—imperfect use of hands, 25; of legs, 9.

Fifth. Mental Condition—

- Sub-class (1). Good power of attention, 13; good power of imitation, 4; good memory, 18; ready use of words, 6; dull in answering questions, 0; of more than ordinary ability, 7; of ordinary ability, 11; below ordinary ability, 0.
 Sub-class (2). Good power of attention, 22; good power of imitation, 11; good memory, 14; ready use of words, 11; dull in answering questions, 21; of more than ordinary ability, 4; of ordinary ability, 11; below ordinary, 25; feeble minded, 10.

Sixth. Moral Condition—

- Sub-class (1). Even disposition, 15; suspicious and morbid, 1; irritable, 2; passionate, 3; destructive tendency, 4.
 Sub-class (2). Even disposition, 15; suspicious and morbid, 12; irritable, 13; passionate, 6; destructive tendency, 3.

CLASS II.

First. Number, males, 39; females, 35; total, 74.

Second. Color, white, 74.

Third. Family history—

- a* Nationality of parents—American, 45; German, 17; English, 5; Irish, 4; Norwegian, 2; Scotch, 1.
b Social condition—Very poor, 28; fair and good, 46.
c Relationship of parents—Parents of one were cousins; parents of another were brother and sister.
d Defective relatives—Four had each one blind brother; three had each one blind sister; one had a deaf and dumb aunt; one had a blind father; one had three blind sisters and one blind brother; two had each a blind brother and a blind sister; one had a blind grandfather; one had two blind aunts, an insane father, aunt, and grandmother; one had a deaf and dumb cousin; an uncle of one had an imperfectly formed arm; one had two blind sisters; the paternal relatives of one

had weak eyes; one had a blind second cousin; grandmother of one was near sighted; two had a blind grandfather, sister and mother; one had three sisters, one brother, mother and uncle defective in sight; one had a blind aunt; one had a deaf and dumb grandfather and a deaf and dumb great aunt; one had two blind brothers.

Fourth. Physical Condition—

- a* Faces flat, 6; round, 28; thin, 40; stupid, 39; intelligent, 18; expressionless, 17.
b Head-swaying motion, 4;
c Body-swaying motion, 4; struma, 16; round shoulders and stooped, 26; narrow chests, 37.
d Limbs—imperfect use of hands, 7; defective arm, 1; supernumerary fingers, 1; imperfect use of legs, 8.

Of this class, eleven might be said to possess normal physical development. The remainder, 63, were defective in some way. The defects consisted generally in ill-proportioned bodies and limbs.

Fifth. Mental Condition—

- Good power of attention, 10; good power of imitation, 5; good memory, 11; dull in answering questions, 51; of more than ordinary ability, 0; ordinary, 18; below ordinary, 41; simple, 15.

Sixth. Moral Condition—

- Even disposition, 28; suspicious and morbid, 9; irritable, 13; passionate, 7.

CLASS III.

First. Number, males, 91; females, 130; total, 221.

Second. Color, white, 221.

Third. Family History—

- a* Nationality of parents—American, 120; German, 48; English, 5, Irish, 37; Norwegian, 2; French, 8; Scotch, 1.
b Social Condition—Very poor, 58; fair and good, 163.
c Relationship of parents—Parents of four were cousins.
d Defective relatives—Seven had each one blind sister; three had each a partially blind sister; six had each a blind brother; two had each a partially blind brother; one had a blind cousin; one had a partially blind cousin; one had a blind uncle; two had each a blind aunt; one had a blind great uncle; two had each one blind and three partially blind sisters; the families of three were subject to weak eyes; one had an insane father; one had a deaf and dumb sister; one had two deaf and dumb cousins; one had one deaf and dumb cousin; one had a deaf and dumb brother; the four sisters of one, had supernumerary fingers.

Fourth. Physical Condition—

- a* Faces flat, 8; round, 89; thin, 124; stupid, 52; intelligent, 85; expressionless, 84.
b Head-swaying motion, 2.
c Body-swaying motion, 1; struma, 26; round shoulders and stooped, 45; narrow chests, 95.
d Limbs, imperfect use of hands, 9; defective legs, 2. Of this class 125 might be said to possess normal physical development.

Fifth. Mental Condition—

Of more than ordinary ability, 1; ordinary ability, 120; below ordinary, 91; simple, 9.

Sixth. Moral Condition—

Even disposition, 150; suspicious and morbid, 51; irritable, 12; passionate, 8.

CLASS IV.

First. Number, males, 47; females, 19; total, 66.

Second. Color, white, 65; colored, 1.

Third. Condition, physically weakened by shock, 14; not otherwise injured in health, 52; weakened mentally by shock, 16; mental condition not impaired, 50.

CLASS V.

First. Number, males, 28; females, 73; total, 101.

All in this class possessed vision sufficiently good to class them as sighted people.

SUMMARY TABLE.

CLASSES OF PUPILS.	Number in each class.	Very poor and shiftless.	Normal physical development.	More than ordinary mental ability.	Ordinary mental ability.	Below ordinary mental ability.	Feeble minded.	Per cent in each class of the whole number of students.	Per cent of each class poor and shiftless.	Per cent in each class of normal physical development.	Per cent in each class of more than ordinary ability.	Per cent in each class of ordinary ability.	Per cent in each class below ordinary ability.	Per cent in each class feeble-minded.
I.....	68	25	18	11	22	25	10	12.8	36.7	36.4	16.1	32.3	36.7	14.7
II.....	74	28	11	...	18	41	15	13.9	37.9	14.8	...	24.2	53.4	20.3
III.....	221	58	125	1	120	91	9	41.6	26.2	56.5	4	54.2	41.1	4.1
IV.....	66	17	57	3	44	19	...	12.4	25.7	86.3	4.5	66.6	28.7	...
V.....	101	...	...	...	...	...	...	19.1	...	...	...	...	...	...
Total.....	530	128	211	15	204	176	34	100	...	...	...	...	...	...

COLLEGE FOR THE BLIND: MANAGEMENT.

I call attention to the administrative system of the college because its critics have always failed to comprehend its spirit. Such expressions as, "One man can manage better than two," "Anything with two heads is a monstrosity," are true enough, but they do not apply to this institution as organized at present.

To the principal is intrusted five powers:

1. Entire control and care of the pupils.
2. Control of literary, musical and industrial departments.
3. Control of all libraries, school apparatus, and musical instruments.
4. Control, except as to repairs, of the college building and its appointments.
5. Control of all officers, teachers, instructors and employes, whose duties are confined to the college building or laundry.

To the secretary is intrusted the care of buildings, grounds, stock, and improvements belonging to the college; charge of outside employes, purchase of all material and supplies ordered by the board; the disposal of all material and stock which the institution may have to sell; in general, of all matters not included in the powers of the principal.

These two spheres are separate and distinct. There is, theoretically, and would be practically if necessary, no communication between them save that between the principal and secretary. The principal makes requisition on the secretary for supplies. It is the duty of the secretary to furnish these supplies or refer the matter to the board. His responsibility ceases when the articles called for are handed over to the principal. There need be no more official intercourse between the two than there is between the heads of military departments.

It is not claimed that this system would be beneficial in an institution whose endowment funds must be drawn from the people themselves. To create and maintain such a work a strong personality must control all, but in state institutions the question is no longer so much, how to get the money, as how to use it properly after it is obtained. A state is hardly out of infancy before it is vying with its older sisters in the number and costliness of its public institutions. For such establishments I believe the system under consideration to be a good one.

Whether or not the college has been managed during the last nine years, in the best manner, is for the public to decide. I can state, however, most positively, that its affairs have been conducted in the utmost official harmony, and that in so far as the system bears upon myself, it is stronger now than ever before.

THE FORCE.

Principal, \$1,200 per annum.
 Secretary, \$1,200 per annum. (Lives out of building.)
 Principal's assistant, \$45 per month for ten months.
 Housekeeper, \$300 per annum.
 Third teacher, \$70 per month for ten months. (Lives out of building.)
 Fourth teacher, \$32.50 per month for ten months.
 Fifth teacher, \$32.50 per month for ten months.
 Sixth teacher, \$32.50 per month for ten months.
 Musical director, \$1,200 per annum. (Lives out of building.)
 Music teacher, \$35 per month for ten months.
 Tuner, \$70 per month for ten months.
 Teacher of trades, \$300 per annum.
 Sewing teacher, \$20 per month for ten months.

Engineer, \$840 per annum. (Meals.)
 Assistant steward, \$540 per annum.
 Girls' matron A, \$20 per month for ten months.
 Boys' matron B, \$20 per month for ten months.
 Four girls in kitchen at \$20, \$18, \$12 and \$12 per month for ten months.
 Four girls in dining room, each at \$12 per month for ten months.
 Three girls in laundry at \$18, \$15 and \$15 per month for ten months.
 Three chambermaids, each at \$12 per month for ten months.
 General help girl, \$12 per month for ten months.
 Visitors' attendant, \$12 per month for ten months.
 Night watchman, \$400 per annum. (Lives out of building.)
 Porter, \$20 per month for twelve months.

It is generally admitted, by people in this work, that one person on pay to three pupils, is a good proportion in schools for the blind. Our ratio is one to five.

THE AIM.

The primary object of the College is to make the blind useful members of society. It aims to do this through two general lines of actions.

1. Co-education of blind and sighted.
2. Adoption of the methods and courses of study used in the public schools of the State.

"All blind persons, residents of this state, of suitable age and capacity, shall be entitled to an education in this institution at the expense of this state. Each county superintendent of common schools shall report on the first day of November of each year to the superintendent of the college for the blind, the name, age, residence, and post-office address of every blind person, and every person blind to such an extent as to be unable to acquire an education in the common schools, and who resides in the county in which he is superintendent."

By a liberal interpretation of the above law, we have felt privileged to encourage the attendance of all persons of proper age, who could obtain physicians' certificates. During the year ending June 30, 1891, the number of sighted pupils, not including the purblind nor those having serious affections of the eyes, was twenty-five per cent of the whole enrollment.

It has been observed in this school, that when the blind and sighted are brought together under the same conditions, there is a natural tendency on the part of the congenital blind and those having lost sight in early childhood, to associate with one another; but that those who have lost sight at about the age of twelve or fourteen years, naturally prefer sighted companions.

It has been observed, too, that blind and sighted students, of the same taste, breeding, and ability, associate freely together and on equal terms.

And in general, it has been found, I think, that while blindness will separate the two classes, yet any common bond of sympathy is sufficient to counteract, in a great degree, this tendency.

The experience of this school justifies the belief, that the co-education of blind and sighted pupils in institutions for the blind, is highly beneficial to the former so long as the former greatly outnumber the latter; but that this co-education is decidedly injurious to those of the latter class who have attained the age of seventeen or eighteen years.

So far as possible the methods and customs peculiar to institutions for the blind, are laid aside here. The college seeks inspiration and guidance, not in any blind school, but in the public schools of Iowa. It is not a college and can never be one, but simply a free boarding school for boys and girls deprived by blindness or defective sight from the privileges enjoyed by the seeing.

POPULATION.

At the close, June 11, 1890, of the term commencing September 4, 1889, the number of male pupils enrolled was 85; the number of female pupils enrolled was 86; the whole number of pupils enrolled during term, 171.

At the close, June 10, 1891, of the term commencing September 3, 1890, the number of male pupils enrolled was 88; the number of female pupils enrolled was 96; the whole number of pupils enrolled during term, 184; highest enrollment during the biennial period, 184.

During the first term of this period: The number of new pupils admitted (male) was 17; the number of new pupils admitted (female) was 20; the whole number of pupils admitted was 37.

During the second term of this period: The number of new pupils admitted (male) was 22; the number of new pupils admitted (female) was 18; the whole number of pupils admitted was 40.

The whole number of new pupils admitted during the period covered by this report was 77.

Number of male pupils graduated June 10, 1891, 2; number of female pupils graduated June 10, 1891, 4; whole number graduated in biennial period, 6.

The average daily attendance of pupils for July, 1889, 12; August, 1889, 13; September, 1889, 108; October, 1889, 140; November, 1889, 140; December, 1889, 145; January, 1890, 148; February, 1890, 153; March, 1890, 153; April, 1890, 152; May, 1890, 131; June, 1890, 52; July, 1890, 17; August, 1890, 19; September, 1890, 128; October, 1890, 151; November, 1890, 159; December, 1890, 155; January, 1891, 153; February, 1891, 163; March, 1891, 163; April, 1891, 161; May, 1891, 144; June, 1891, 47.

Nativity of pupils admitted during the period: Iowa, 56; Illinois, 7; Kansas, 3; Michigan, 2; Nebraska, 2; Maine, 1; Missouri, 1; New Hampshire, 1; Minnesota, 1; Ohio, 1; Connecticut, 1; Ireland, 1.

Cause of blindness of those admitted during the period: Unknown, 19; accident, 10; congenital, 10; measles, 7; scrofula, 5; whooping cough, 4; granulation, 4; ophthalmia, 3; diphtheria, 2; sore eyes, 2; paint poison, 1; atrophy of optic nerve, 1; cataract, 1; chorea, 1; amaurosis, 1; erysipelas, 1; scarlet fever, 1; small pox, 1; sun stroke, 1; opacity of cornea, 1; syphilitic, 1.

Age of pupils admitted during period: Under ten years, 18; under fifteen years and over ten, 27; under twenty years and over fifteen, 20; over twenty years, 12.

THE SCHOOLS.

LITERARY.

The course of study covers twelve years; four primary, four grammar school and four academic or high school.

OUTLINE OF STUDIES.

ARITHMETIC.

Topic 1.—Objective. *Six objects.*

Object—To cultivate perception, memory, language.

Points— 1. Count six objects.

2. By adding, form groups of two, three, four, five, six.
3. Reverse operations, forming groups of five, four, three, two, one.
4. Give number name of each group, one, two, three, four, five, six.
5. Vary combinations and separation of groups.
6. Memorize all operations.
7. Application of suitable problems.
8. How many one things will make a group of two things, of three, of four, of five, of six?
9. How many groups of twos will make a group of four, of six?
10. How many groups of threes will make a group of six?
11. Reverse operations.
12. Memorize all operations.
13. Application of suitable problems, introducing money, weights, measures; *rapid work.*
14. Give fractional name and relation of single things and of groups.

Materials—Use buttons, sticks, spools, or any convenient objects.

Time—One semester.

Topic 2.—Objective. *Ten objects.*

Object—To cultivate perception, memory, language.

Points—Similar to those in Topic 1.

Materials—Same as in Topic 1.

Time—One semester.

Topic 3.—Objective. *Twenty objects.*

Object—To cultivate conception, memory, reason.

Points—Similar to those in Topic 1.

Materials—Same as in Topic 1.—Numeral frames.

Time—One semester.

Topic 4.—Objective. *Thirty objects.*

Object—To cultivate conception, memory, reason.

Points—Similar to those in Topic 1.

Materials—Same as in Topic 1.

Time—One semester.

Topic 5.—Objective and abstract.

Number and results limited to 50.

Points— 1. Notation and numeration. *Two orders.*

2. Varied exercises in writing numbers from 0 to 50, on number slate.

3. Fundamental operations with 1 on number slate.

a Add 1 to all numbers from 0 to 50.

b Multiply 1 by all numbers from 0 to 50.

c Subtract 1 from all numbers to 50.

d Divide all numbers to 50 by 1.

4. Fundamental operations with 2, 3, 4, 5, 6, etc.

5. Same operations repeated mentally.

6. Applied problems within limit, introducing money, weights, measures; *rapid work.*

7. All multiplications memorized to a result of 50.

8. Fractional names and relations of combinative groups.

Time—One semester.

Topic 6.—Objective and abstract. *Three orders.*

Numbers and results limited to 100.

Points—Similar to those in Topic 5.

Time—One semester.

Topic 7.—Objective and abstract. *Four orders.*

Numbers and results limited to 9,000.

Points—Similar to those in Topic 5.

Time—One semester.

Topic 8.—Three Periods.

Points—1. Number slate work in addition, subtraction, multiplication, and division.

2. Mental work in suitable problems introducing money, weights, measures.

3. Memorize all multiplications to a result of 100.

4. Review all previous topics.

Time—One semester.

Topic 9—Fractions. *Objective.*

- Points*
- 1.—Fold paper once and cut into two. $\frac{1}{2}$ —whole.
 2. Fold each $\frac{1}{2}$ once, $\frac{1}{4}$ —whole.
 3. Fold each $\frac{1}{4}$ once, $\frac{1}{8}$ —whole.
 4. Fold each $\frac{1}{8}$ once, $\frac{1}{16}$ —whole.
 5. Fold each $\frac{1}{16}$ once, $\frac{1}{32}$ —whole.
 6. Fold each $\frac{1}{32}$ once, $\frac{1}{64}$ —whole.
 7. Fold paper twice making three equal divisions, $\frac{1}{3}$ —whole.
 8. Fold each $\frac{1}{3}$ once, $\frac{2}{3}$ —whole.
 9. Fold each $\frac{2}{3}$ once, $\frac{1}{3}$ —whole.
 10. Fold each $\frac{1}{3}$ once, $\frac{2}{3}$ —whole.
 11. Fold each $\frac{2}{3}$ once, $\frac{1}{3}$ —whole.
 12. $\frac{1}{2}-\frac{1}{3}=\frac{1}{6}$; $\frac{1}{3}-\frac{1}{4}=\frac{1}{12}$; $\frac{1}{4}-\frac{1}{5}=\frac{1}{20}$; $\frac{1}{5}-\frac{1}{6}=\frac{1}{30}$; $\frac{1}{6}-\frac{1}{7}=\frac{1}{42}$; $\frac{1}{7}-\frac{1}{8}=\frac{1}{56}$; $\frac{1}{8}-\frac{1}{9}=\frac{1}{72}$; $\frac{1}{9}-\frac{1}{10}=\frac{1}{90}$.
 13. Deduce principle.
 14. Fold $\frac{1}{2}$ once, $\frac{1}{2}-\frac{1}{4}$.
 15. Fold each $\frac{1}{4}$ once, $\frac{1}{4}-\frac{1}{8}$.
 16. Fold each $\frac{1}{8}$ once, $\frac{1}{8}-\frac{1}{16}$.
 17. Fold $\frac{1}{2}$ once, $\frac{1}{2}-\frac{1}{8}$.
 18. Fold each $\frac{1}{8}$ once, $\frac{1}{8}-\frac{1}{16}$.
 19. Vary objective exercise in reduction.
 20. Reduce principle, formulate rule.
 21. Constant mental drill.
 22. Take one paper and half of another, $1\frac{1}{2}-\frac{1}{2}=1$.
 23. Take two papers, $\frac{1}{2}-2=\frac{1}{2}$.
 24. Vary objective and mental exercises.
 25. Deduce principle of improper fractions—formulate rule.
 26. Take $\frac{1}{2}$ and $\frac{1}{4}$ of paper. Fold $\frac{1}{2}$ once, $\frac{1}{2}$ plus $\frac{1}{4}=2$; $2-\frac{1}{4}=\frac{7}{4}$.
 27. Take $\frac{1}{2}$ and $\frac{1}{4}$ of paper. Fold $\frac{1}{2}$ twice, making $\frac{3}{4}$ and $\frac{1}{4}$ once, making $\frac{3}{4}$; $\frac{1}{4}$ plus $\frac{3}{4}=1$; $1-\frac{1}{4}=\frac{3}{4}$.
 28. Vary objective and mental exercises.
 29. Deduce principle and formulate rule for finding the common denominator, and for addition and subtraction.
 30. Fold $\frac{1}{2}$; $\frac{1}{2}$ of $\frac{1}{2}=\frac{1}{4}$. Fold $\frac{1}{4}$; $\frac{1}{4}$ of $\frac{1}{2}=\frac{1}{8}$. Fold $\frac{1}{8}$; $\frac{1}{8}$ of $\frac{1}{4}=\frac{1}{32}$.
 31. Develop multiplication, formulate rule.
 32. Fold paper once. How many halves in 1, in 2, in 4, etc. 1 divided by $\frac{1}{2}=2$; 2 divided by $\frac{1}{2}=4$; 4 divided by $\frac{1}{2}=8$, etc.
 33. Fold $\frac{1}{4}$ once. How many fourths in $\frac{1}{2}$? $\frac{1}{2}$ divided by $\frac{1}{4}=2$.
 34. Develop division, formulate rule.
 35. Vary objective and mental exercises.
 36. Introduce money, weights, measures; *rapid work*.

Time—One semester.

Topic 10—Fractions. *Mental work.*

Addition, subtraction, multiplication and division.

Time—One semester.

Topic 11—Compound numbers. *Objective.*

- Points*—1. Dry measure.
- a Reduce objectively $\frac{1}{2}$ bu. to pints.
 - b Reduce objectively 32 pints to $\frac{1}{2}$ bu.
 - c Reduce objectively $\frac{1}{2}$ bu. to pts., to qts.
 - d Reverse operations.
 - e Vary objective and mental exercises.
 - f Construct and memorize table.
2. Liquid measure.
- a Reduce objectively 1 gal. to gills.
 - b Reduce objectively 32 gills to gal.
 - c Reduce objectively 1 gal. to qts., to pts.
 - d Reverse operations.
 - e Vary objective and mental exercises.
 - f Construct and memorize tables.
3. Long measure.
- a Count number of inches in a foot.
 - b Count number of feet in a yard.
 - c Measure desks, tables, floors, chairs, etc., etc.
 - d Vary objective and mental exercises in reducing yds. to ft. and in., ft. and in. to yds.
 - e Mental exercises involving rods, miles.
 - f Construct and memorize table.
4. Square measure.
- a Count number of grooved inch squares in a board two inches square.
 - b Count number of grooved inch squares in a board three inches square.
 - c Count number of grooved inch squares in a board four inches square.
 - d Count number of grooved inches in a board 5 inches square, 6 inches, 7 inches, 8 inches, 9 inches, 10 inches, 11 inches, 12 inches square.
 - e Deduce principle.
 - f Let grooved inch represent a sq. ft., a sq. yd., a sq. rd., an acre, a sq. mile.
 - g Vary objective and mental exercises.
 - h Construct and memorize table.
5. Solid measure.
- a Count number of inch cubes in a cube 2 by 2 by 2.
 - b Count number of inch cubes in a cube 3 by 3 by 3.
 - c Count number of inch cubes in a cube 4 by 4 by 4.
 - d Continue this process step by step to the cubic foot.
 - e Deduce principle.
 - f Let cu. inch represent a cu. ft., a cu. yd.
 - g Vary objective and mental exercises.
 - h Construct and memorize table.

6. Avoirdupois weight.
 - a Weigh objects.
 - b Practical problems solved by objective and mental processes.
 - c Construct and memorize table.

7. Troy weight.

Points—Similar to those under 6.

8. Measure of time, U. S., English and French money. Metric system.

Time—One semester.

Topic 12. Compound numbers. *Mental work.*

Addition, subtraction, multiplication and division.

Time—One semester.

GEOGRAPHY.

Topic 1—College buildings and grounds.

Object—To cultivate observation, comparison, judgment, memory, language.

Points—1. Name and locate objects in room.

2. Direction.
3. Rooms, halls, stairways, floors, wings, etc.
4. Mounds, avenues, paths, fences, trees, etc.

Let the lesson on this topic be prepared by the children.

The children should lead, the teacher follow. The teacher should assign a hall, floor, or suit of rooms and require the children to investigate for themselves. Tours of discovery should be made to all parts of the building and grounds. Personal discoveries will suggest general and geographical questions, landscape features, occupations of men, products, minerals, animal and plant life. When interest ceases close the lesson.

Time—One semester.

Topic 2—Iowa. The simplest features in each point of this topic are to be given only.

Points—1. Outline and boundary.

2. Extent.
 - a Greatest length in miles.
 - b Greatest breadth in miles.
 - c Area in square miles.
 - d Comparative size.
3. Surface.
4. Climate.
5. Railroads.
6. Cities.
7. Rivers and lakes.

8. Natural advantages.
 - a Soil.
 - b Forests.
 - c Transportation afforded by rivers, lakes, etc.
 - d Minerals.
 - e Animals, birds, fishes.
9. Industries.
 - a Agriculture.
 - b Manufactures.
 - c Mining.
 - d Commerce.
10. Counties.
11. Congressional districts.
12. Education.
 - a Common and high schools.
 - b Higher institutions.
13. State institutions.
14. Government.
15. History.

Time—Three semesters.

Topic 3—The Western Hemisphere.

Points—1. Land.

- a Continents.
- b Islands.
- c Peninsulas.
- d Isthmuses.
- e Capes.
- f Promontories.
- g Mountains and plains.
- h Low-lands and valleys.
- i Water-sheds.
- j Wonders.

2. Water.

- a Oceans.
- b Seas.
- c Gulfs.
- d Bays.
- e Straits.
- f Lakes.
- g Rivers.
- h Wonders.

3. Climate.

- a Zone.
- b Local.
- c Comparative.

4. Mankind.

- a Aborigines.
- b Settlers.
- c Citizens.

5. Natural advantages.
 - a Soil.
 - b Forests.
 - c Transportation afforded by rivers, lakes, etc.
 - d Minerals.
 - e Animals, birds, fishes.
6. Industries.
 - a Agriculture.
 - b Manufactures.
 - c Mining.
 - d Fishing.
 - e Commerce.
7. Political divisions.
8. Cities.

Locate by latitude and longitude, Sitka, Quebec, Halifax, Boston, New York, Philadelphia, Chicago, St. Louis, Denver, St. Paul, San Francisco, New Orleans, Havana, Mexico, Panama, Rio Janerio, Monte Video, Valparaiso, Lima, Honolulu.

Time—Two semesters.

Topic 4. The Eastern hemisphere.

Points 1, 2, 3, 4, 5, 6, 7, the same as in Topic 3.

Point—8. Cities.

Locate by latitude and longitude, London, Paris, Stockholm, St. Petersburg, Moscow, Constantinople, Athens, Rome, Vienna, Berlin, Madrid, Lisbon, Brussels, Copenhagen, Cairo, Capetown, Zanzibar, Peking, Hong Kong, Singapore, Bombay, Calcutta, Jerusalem, Melbourne, Yokohama.

Time—Two semesters.

Topic 5. The United States.

Points— 1. Outline and boundary.

2. Extent.

- a Greatest length in miles.
- b Greatest breadth in miles.
- c Area in square miles.
- d Comparative size.

3. Dissect map.

4. Name and locate each state and territory.

5. Group state and territories.

6. Surface.

- a Atlantic.
- b Central.
- c Plain.
- d Rocky Mountain.
- e Pacific.

7. Climate.
 - a In general.
 - b In different sections.
 - c Comparative.
8. Railroads.
9. Cities.
10. Rivers and lakes.
 - a Atlantic Region.
 - b Mississippi Valley.
 - c Pacific Region.
11. Natural advantages—*Atlantic Region*.
 - a Soil.
 - b Forests.
 - c Transportation afforded by rivers, etc.
 - d Minerals.
 - e Animals, birds, fishes.
12. Natural advantages—*Central Region*.
13. Natural advantages—*Plain Region*.
14. Natural advantages—*Rocky Mountain Region*.
15. Natural advantages—*Pacific Region*.
16. Industries.
 - a Agriculture.
 - b Manufactures.
 - c Mining.
 - d Commerce.
17. Industries—*Central Region*.
18. Industries—*Plain Region*.
19. Industries—*Rocky Mountain Region*.
20. Industries—*Pacific Region*.
21. People.

Time—Two semesters.

Topic 6—Europe.

Points 1, 2, 3, 4, same as in topic 5.

Point 5. Surface.

6. Cities.

7. Rivers and Lakes.

8. Natural advantages.

- a Soil.
- b Forests.
- c Transportation afforded by rivers, etc.
- d Minerals.
- e Animals, birds, fishes.

9. Industries.

- a Agriculture.
- b Manufactures.
- c Mining.
- d Fishing.
- e Commerce.

10. People.

Time—Two semesters.

LANGUAGE.

Topic 1—Name words.

- Points*—1. Objects of touch.
2. Objects of sound.
3. Objects of thought.
4. Conversations.
5. Descriptions.
6. Discussions.

Topic 2—Action words.

- Points*—1. Action now.
2. Action past.
3. Action to be.
4. Constructing sentences.

Topic 3—Action words.

- Points*—1. Manner of expressing action.
2. Indicative manner.
3. Potential manner.
4. Imperative manner.
5. Infinitive manner.
6. Constructing sentences.

Topic 4—Substitute words—*Personal pronouns*.

- Points*—1. Use.
2. Form.
3. Constructing sentences.

Topic 5—Simple sentences.

- Points*—1. Subject.
2. Predicate.
3. Person.
4. Number.
5. Constructing sentences.

Topic 6—Descriptive words—*Adjectives*.

- Points*—1. Comparison.
2. Constructing sentences.
3. Letter writing in point.

Topic 7—Descriptive words—*Adverbs*.

- Points*—1. Comparison.
2. Constructing sentences.
3. Letter writing in point.

Topic 8—Connecting words—*Prepositions*.

- Points*—1. Adjective phrase.
2. Adverbial phrase.
3. Essays.

Topic 9—Connecting words—*Conjunctions*.

- Points*—1. Compound subject.
2. Compound predicate.
3. Compound sentence.
4. Essays.

Topic 10—Complex sentence.

- Points*—1. Conjunctive adverb.
2. Relative pronoun.
3. Essays.

Topic 11—Review.

- Points*—1. Simple sentence.
2. Complex sentence.
3. Compound sentence.
4. Essays.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST GRADE.

First Semester.

Kindergarten.....	6 hours a week.
Language, Topic 1.....	Very brief.
Reading, raised print.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 1.....	3 hours a week.
Geography, Topic 1.....	3 hours a week.
General literature.....	5 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and morals.

Second Semester.

Kindergarten.....	6 hours a week.
Language, Topic 1.....	Very brief.
Reading, raised print.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 2.....	3 hours a week.
Geography, Topic 2.....	3 hours a week.
General literature.....	5 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and morals.

SECOND GRADE.

First Semester.

Kindergarten.....	4 hours a week.
Language, Topic 2.....	
Reading, raised print.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 3.....	3 hours a week.
Geography, Topic 2.....	3 hours a week.
General literature.....	5 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and Morals.

Second Semester.

Kindergarten.....	4 hours a week.
Language, Topic 3.....	
Reading, raised print.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 4.....	3 hours a week.
Geography, Topic 2.....	3 hours a week.
General literature.....	5 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and Morals.

THIRD GRADE.

First Semester.

Language, Topic 4.....	
Reading, raised print.....	5 hours a week.
Reading and Writing, Wait's Point.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 5.....	5 hours a week.
Geography, Topic 3.....	4 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and Morals.

Second Semester.

Language, Topic 5.....	
Reading, raised print.....	5 hours a week.
Reading and writing, Wait's Point.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 6.....	5 hours a week.
Geography, Topic 3.....	4 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and Morals.

FOURTH GRADE.

First Semester.

Language, Topic 6.....	
Reading, raised print.....	5 hours a week.
Reading and writing, Wait's Point.....	5 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 7.....	5 hours a week.
Geography, Topic 4.....	5 hours a week.
Gymnastics.....	$\frac{1}{2}$ hour a day.

Manners and Morals.

Second Semester.

Language, Topic 7.....	5 hours a week.
Reading, raised print.....	4 hours a week.
Reading and writing, Wait's Point.....	4 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 8.....	5 hours a week.
Geography, Topic 4.....	5 hours a week.
Gymnastics.....	½ hour a day.
Manners and Morals.	

GRAMMAR SCHOOL.

FIFTH GRADE.

First Semester.

Language, Topic 8.....	4 hours a week.
Reading, raised print.....	4 hours a week.
Reading and writing, Wait's Point.....	4 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 9.....	5 hours a week.
Geography, Topic 5.....	5 hours a week.
Gymnastics.....	½ hour a day.
General literature.....	5 hours a week.
Manners and morals.	

Second Semester.

Language, Topic 9.....	4 hours a week.
Reading, raised print.....	4 hours a week.
Reading and writing, Wait's Point.....	4 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 10.....	5 hours a week.
Geography, Topic 5.....	5 hours a week.
Gymnastics.....	½ hour a day.
General literature.....	5 hours a week.
Manners and morals.	

SIXTH GRADE.

First Semester.

Language, Topic 10.....	4 hours a week.
Reading, raised print.....	4 hours a week.
Reading and writing, Wait's Point.....	4 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 11.....	5 hours a week.
Geography, Topic 6.....	5 hours a week.
Gymnastics.....	½ hour a day.
General literature.....	5 hours a week.
Manners and Morals.	

Second Semester.

Language, Topic 11.....	4 hours a week.
Reading, raised print.....	4 hours a week.
Reading and writing, Wait's Point.....	4 hours a week.
Spelling.....	1 word a day.
Arithmetic, Topic 12.....	5 hours a week.
Geography, Topic 6.....	5 hours a week.
Gymnastics.....	½ hour a day.
General literature.....	5 hours a week.
Manners and Morals.	

SEVENTH GRADE.

First Semester.

Arithmetic.....	5 hours a week.
Grammar.....	4 hours a week.
United States History.....	5 hours a week.
Spelling.....	1 word a day.
General literature.....	5 hours a week.
Civics, the township.....	Very brief

Second Semester.

Arithmetic.....	5 hours a week.
Grammar.....	4 hours a week.
United States History.....	5 hours a week.
Spelling.....	1 word a day.
General literature.....	5 hours a week.
Civics, the township.....	

EIGHT GRADE.

First Semester.

Arithmetic.....	5 hours a week.
United States History.....	5 hours a week.
Natural History.....	4 hours a week.
Spelling.....	1 word a day.
General literature.....	5 hours a week.
Civics, township and town.....	

Second Semester.

Arithmetic.....	5 hours a week.
United States History.....	5 hours a week.
Natural History.....	4 hours a week.
Spelling.....	1 word a day.
General literature.....	5 hours a week.
Civics, township and town.....	

ACADEMIC OR HIGH SCHOOL.

NINTH GRADE.

First Semester.

Algebra.....	5 hours a week.
General history.....	5 hours a week.
Physiology.....	4 hours a week.
General literature.....	5 hours a week.
Civics, township, town, county.....	

Second Semester.

Algebra.....	5 hours a week.
General literature.....	5 hours a week.
Physiology.....	4 hours a week.
General literature.....	5 hours a week.
Civics, township, town, county.....	

TENTH GRADE.

First Semester.

Algebra.....	5 hours a week.
Civil government.....	5 hours a week.
General history.....	5 hours a week.
Natural philosophy.....	5 hours a week.
General literature.....	5 hours a week.

Second Semester.

Algebra.....	5 hours a week.
Rhetoric.....	5 hours a week.
General history.....	5 hours a week.
Natural philosophy.....	5 hours a week.
General literature.....	5 hours a week.

ELEVENTH GRADE.

First Semester.

Geometry.....	5 hours a week.
Physical geography.....	5 hours a week.
Chemistry.....	5 hours a week.
General Literature.....	

Second Semester.

Geometry.....	5 hours a week.
Physical geography.....	5 hours a week.
Chemistry.....	5 hours a week.
General literature.....	5 hours a week.

TWELFTH GRADE.

First Semester.

Mathematical review.
Literature.
Political economy.

Second Semester.

Mathematical review.
Literature.
Political economy.

At the close of this period:

The number of pupils enrolled in the first grade was.....	18
The number of pupils enrolled in the second grade was.....	18
The number of pupils enrolled in the third grade was.....	23
The number of pupils enrolled in the fourth grade was.....	19
The number of pupils enrolled in the fifth grade was.....	19
The number of pupils enrolled in the sixth grade was.....	16
The number of pupils enrolled in the seventh grade was.....	15
The number of pupils enrolled in the eighth grade was.....	15
The number of pupils enrolled in the ninth grade was.....	00
The number of pupils enrolled in the tenth grade was.....	5
The number of pupils enrolled in the eleventh grade was.....	8
The number of pupils enrolled in the twelfth grade was.....	7
Irregular pupils.....	21

GRADUATES.

Alice Bozeman, Class of 1891, Keokuk.
Fannie Shannon, Class of 1891, Winterset.
Joanna Coppock, Class of 1891, Cumming.
Villie L. Grant, Class of 1891, Maquoketa.
Harry Tesh, Class of 1891, Fairfield.
Bernard Daldrup, Class of 1891, Remsen.

RETTA RATH LITERARY PRIZES.

Contest of June 10, 1890, first prize for essay, \$12, Harry Tesh, Fairfield.
Contest of June 10, 1890, second prize for essay, \$8, Kate Donahue, Mt. Pleasant.
Contest of June 9, 1891, first prize for essay, \$12, John C. Cobean, Audubon.
Contest of June 9, 1891, second prize for essay, \$8, Kate Donahue, Mt. Pleasant.

MUSIC.

First Grade.

Lessons in first position, notation, scales and studies.

Second Grade.

Scales in one octave, in quarters, eights, sixteenths, and triplets, in simple and contrary motion and in canon form. Pieces of second grade.

Third Grade.

Extended scales, double notes, repeated notes, broken chords, and arpeggios in two octaves. Pieces and studies of third grade. Harmony—system of intervals, the triads of the major and minor scales and their inversions.

Fourth Grade.

Double notes, chords in three positions, triad in its three positions with the octave, broken chords and arpeggios in these positions. Sonatas and pieces of fourth grade. Harmony—inversions of triads, seventh harmonies, inversion of the seventh chord, and inversion of the collateral seventh chords, altered chords.

Fifth Grade.

Trill studies, scales in double thirds and double sixths, extended chords. Pieces—selections of fifth grade from good authors. Harmony—modulations, suspensions, pedal points, passing notes and passing chords.

Sixth Grade.

Arpeggios on dominant seventh and diminished seventh chords and interlockings. Pieces—nocturnes, sonatas, variations, fantasias, etc., selected from the best authors. Harmony—means of modulation, first lessons in part writing.

Seventh Grade.

Study and analysis of the works of the great composers. Harmony, single and double counterpoint.

CLASSIFICATION.

Number of pupils in division for piano instruction	126
Vocal culture—Choir A.....	67
Choir B.....	45
Choir C.....	38
Harmony—Class A.....	17
Class B.....	11
Class C.....	19
Orchestra.....	30
Violin.....	22
Horn.....	2
Flute.....	4
Clarionet.....	4
Guitar.....	4

RETTA RATH MUSICAL PRIZES.

Contest of June 10, 1890, prize for execution, \$10; John C. Cobean, Audubon.

Contest of June 10, 1890, prize for competition, \$10; Elmer Moxley, Promise City.

Contest of June 9, 1891, prize for execution, \$10; John C. Cobean, Audubon.

Contest of June 9, 1891, prize for competition, \$10; Villa Grant, Maquoketa.

TUNING.

Number of students in the tuning department, 8.

Graduated from the tuning department, Charles Lemberg, Lisbon; M. T. Drake, Eldon.

INDUSTRIAL.

Number of pupils in broom making.....	13
Number of pupils in mattress making.....	1
Number of pupils in netting.....	71
Number of pupils in carpet weaving.....	7
Number of pupils in bead work.....	48
Number of pupils in sewing.....	39
Number of pupils in fancy work.....	23
Number of pupils in Knitting.....	10

I have the honor to be

Your obedient servant,

THOMAS F. McCUNE.

STATISTICS OF PUPILS ENROLLED DURING THE PERIOD.

MALES

Number.	NAME.	Age at admission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	HOW LONG BLIND AT ADMISSION.	DATE OF ADMISSION.
1	Henry H. Ashby		Louisa	Iowa	Measles		September 9, 1882
2	Frank C. Annett	12	Clay	Illinois	Scarlet fever	7 years	September 5, 1888
3	George Ray Annett	7	Clay	Iowa			September 4, 1889
4	John Atkinson	18	Polk	Iowa	Granulation	5 years	April 8, 1890
5	John Burmeister	23	Buena Vista	Germany	Measles	21 years	September 4, 1883
6	Harry Burk	13	Pottawattamie	Iowa		11 years	September 1, 1886
7	Charles W. Blair	20	Scott	Iowa	Accident	4 years	February 15, 1888
8	Marcus H. Bell	8	Benton	Iowa	Sun stroke	4 years	September 5, 1890
9	Richard Carner	25	Clayton	Maine	Scarlet fever	20 years	November 7, 1878
10	Nels O. Challe	17	Hamilton	Iowa	Accident	11 years	December 4, 1883
11	John C. Cobean	14	Audubon	Pennsylvania	Paralysis of optic nerve	4 years	March 23, 1887
12	Irving B. Cope	18	Guthrie	Ohio			October 2, 1888
13	Clinton C. Calkins	15	Kossuth	Iowa	Measles	1 year	September 2, 1889
14	Lewis W. Champlin	17	Adair	Iowa	Whooping cough	17 years	September 3, 1889
15	Horatio Claxton	8	Clay	New York	Pneumonia	7 years	September 6, 1882
16	John Christener	15	Benton	Illinois	Accident	2 years	December 12, 1884
17	Charles H. Collier	29	Page	Illinois	Accident	1 year	March 29, 1890
18	Charles E. Cone	9	Van Buren	Connecticut		8 years	September 2, 1890
19	Arthur H. Cheney	17	Tama	Iowa	Accident	2 years	September 5, 1890
20	Bernard Daldrup	16	Plymouth	Germany		11 years	September 2, 1878
21	Mortica T. Drake	17	Wapello	Ohio		17 years	October 16, 1883
22	Charles Denley	13	Clarke	England	Accident	6 years	October 19, 1885
23	Fred Denley	7	Clarke	Iowa		6 years	September 3, 1884
24	Fred Diepold	7	Carroll	Illinois	Congenital	7 years	September 1, 1885
25	William Davis	15	Wapello	Ohio	Accident	1 year	September 30, 1888
26	George Eastridge	12	Iowa	Nebraska	Congenital	12 years	February 7, 1882
27	Charles W. Eggleston	12	Benton	Iowa			March 17, 1890
28	Wencel J. Egermayer	9	Linn	Iowa	Inflammation	9 years	February 29, 1891
29	John A. Freeman	17	Warren	Iowa	Congenital	17 years	December 30, 1885
30	Exra Ferrier	13	Union, S. Dakota	Nebraska		7 years	October 26, 1886
31	John P. Ford	17	Adams	Illinois	Accident	8 years	September 19, 1888
32	John M. Farra	11	Des Moines	New York	Rheumatism	3 years	October 13, 1888
33	Charles Ford	24	Dubuque	Iowa	Congenital	24 years	December 8, 1890
34	John Gulun	11	Madison	New Jersey	Congenital	11 years	September 5, 1884
35	Rufus Griffith	9	Iowa	Iowa			October 7, 1884
36	William A. Gose	29	Warren	Iowa	Purulent conjunctivitis	2 years	December 29, 1888
37	Lauritz Gandrup	20	Clinton	Germany	Scrofula		September 1, 1888
38	William L. Gemmel	16	Buchanan	Iowa	Measles	3 years	September 18, 1890
39	Jesse J. Harman	10	Grundy	Iowa			October 17, 1888
40	Walter C. Hanes	26	Polk	Iowa	Paint poison	3 years	September 2, 1890
41	Louis E. Howard	13	Lucas	Iowa			March 8, 1890
42	George W. Hopkins	14	Mahaska	Iowa	Opacity of cornea	1 year	November 26, 1890
43	Carl C. Harrison	9	Benton	Iowa	Accident	3 years	April 6, 1891
44	Adelbert Jones	14	Clinton	Illinois	Accident	11 years	September 29, 1884
45	George W. Johnson	41	Marshall	New Hampshire	Accident	3 years	January 17, 1890
46	Clarence E. Juckett	4	Clinton	Iowa		4 years	March 25, 1890
47	Roy Frank Johnston	7	Adams	Iowa	Accident	3 years	September 25, 1890
48	Thomas Kelly	21	Page	New York	Granulation	21 years	September 12, 1887
49	Arthur Kepler	15	Linn	Iowa	Congenital	15 years	September 18, 1888
50	William Kerrigan	37	Crawford	New York		13 years	November 13, 1888
51	Christian Kaufman	29	Johnson	Iowa	Cataract	2 years	October 28, 1889
52	John Konechsky	19	Johnson	Iowa	Small pox	9 years	September 5, 1890
53	Willard Learn	10	Black Hawk	Iowa	Congenital	10 years	March 18, 1891
54	Godfred Lebrecht	10	Hardin	Wisconsin		10 years	September 5, 1888
55	Reuben F. Long	15	Cedar	Kansas	Granulation	8 years	September 6, 1888
56	Edward A. Lichty	21	Black Hawk	Iowa	Brain fever	20 years	October 7, 1887
57	Frank E. Lewis	9	Clay	Iowa	Measles	1 year	September 4, 1889
58	Fred C. Leitbold	18	Allamakee	Iowa	Diphtheria	9 years	November 19, 1889
59	Charles Lemberg		Linn	Prussia	Congenital		September 9, 1873
60	Hugh Menagh	18	Crawford	Ireland			April 14, 1886
61	Allen Morgan	10	Madison		Scrofula		February 14, 1890
62	Elmer Moxley	10	Wayne	Iowa	Congenital	10 years	October 12, 1891
63	William Miller	7	Linn	Iowa			September 11, 1884
64	Edmund Maschek	12	Wapello	Iowa	Accident	4 years	September 12, 1882
65	Thomas Monroe	11	Clinton	Illinois		3 years	February 7, 1882
66	Malcom Miles	7	Jackson	Iowa	Accident	6 years	September 14, 1885
67	Michael McConnell	14	Shelby	Ireland	Congenital		March 7, 1882
68	William E. Morgan	17	Linn	Kentucky	Accident	3 years	December 4, 1888
69	James S. McCongly	12	Pottawattamie	Iowa	Accident	1 year	September 24, 1889
70	John I. Marlon	17	Muscataine	Iowa	Measles	10 years	March 24, 1890
71	Arthur E. McIntire	9	Jasper	Ohio	Whooping cough	9 years	September 3, 1890
72	Ernest L. Morris	8	Woodbury	Iowa	Ophthalmia	3 years	September 16, 1890
73	Charles E. Millsack	11	Wapello	Kansas	Congenital	11 years	January 2, 1891

STATISTICS OF PUPILS ENROLLED DURING THE PERIOD.

MALES

Number.	NAME.	Age at admission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	HOW LONG BLIND AT ADMISSION.	DATE OF ADMISSION.
1	Henry H. Ashby	11	Louisa	Iowa	Measles		September 9, 1882
2	Frank C. Annett	12	Clay	Illinois	Scarlet fever	7 years	September 5, 1888
3	George Ray Annett	7	Clay	Iowa			September 4, 1889
4	John Atkinson	18	Polk	Iowa	Granulation	5 years	April 8, 1890
5	John Burmeister	23	Buena Vista	Germany	Measles	21 years	September 1, 1886
6	Harry Burk	13	Pottawattamie	Iowa		11 years	September 15, 1888
7	Charles W. Blair	20	Scott	Iowa	Accident	4 years	February 7, 1878
8	Marcus H. Bell	8	Benton	Iowa	Sun stroke	4 years	September 5, 1890
9	Richard Carner	25	Clayton	Maine	Scarlet fever	20 years	November 7, 1878
10	Nels O. Challe	17	Hamilton	Iowa	Accident	11 years	December 4, 1883
11	John C. Cobean	14	Andubon	Pennsylvania	Paralysis of optic nerve	4 years	March 23, 1887
12	Irving B. Cope	18	Guthrie	Ohio			October 2, 1888
13	Clinton C. Calkins	15	Kossuth	Iowa	Measles	1 year	September 2, 1889
14	Lewis W. Champin	17	Adair	Iowa	Whooping cough	17 years	September 3, 1889
15	Horatio Claxton	8	Clay	New York	Pneumonia	7 years	September 6, 1882
16	John Christener	15	Benton	Illinois	Accident	2 years	December 12, 1884
17	Charles H. Collier	29	Page	Illinois	Accident	1 year	March 29, 1890
18	Charles E. Cone	9	Van Buren	Connecticut		8 years	September 2, 1890
19	Arthur H. Cheney	17	Tama	Iowa	Accident	2 years	September 5, 1890
20	Bernard Daldrup	16	Plymouth	Germany		11 years	September 2, 1878
21	Morticia T. Drake	17	Wapello	Ohio		17 years	October 16, 1883
22	Charles Denley	13	Clarke	England	Accident	6 years	October 19, 1885
23	Fred Denley	7	Clarke	Iowa		6 years	September 3, 1884

24	Fred Diebold	7	Carroll	Illinois	Congenital	7 years	September 1, 1885
25	William Davis	15	Wapello	Ohio	Accident	1 year	September 20, 1888
26	George Eastridge	12	Iowa	Nebraska	Congenital	12 years	February 7, 1882
27	Charles W. Eggleston	12	Benton	Iowa			March 17, 1890
28	Wenell J. Eggermayer	9	Linn	Iowa	Inflammation	9 years	February 23, 1891
29	John A. Freeman	17	Warren	Iowa	Congenital	17 years	December 30, 1885
30	Ezra Ferrier	13	Union, S. Dakota	Nebraska	Accident	7 years	October 26, 1886
31	John P. Ford	17	Adams	Illinois	Accident	8 years	September 10, 1888
32	John M. Farra	11	Des Moines	New York	Rheumatism	3 years	October 13, 1888
33	Charles Ford	24	Dubuque	Iowa	Congenital	24 years	December 8, 1890
34	John Gulian	11	Madison	New Jersey	Congenital	11 years	September 5, 1884
35	Rufus Griffith	9	Iowa	Iowa			October 7, 1884
36	William A. Gosc	23	Warren	Iowa	Purulent conjunctivitis	2 years	December 29, 1888
37	Laurintz Gandrup	29	Clinton	Germany	Serofula		September 1, 1888
38	William L. Gemmel	16	Buchanan	Iowa	Measles	3 years	September 16, 1890
39	Jesse J. Harman	10	Gundy	Iowa			October 17, 1888
40	Walter C. Hanes	16	Polk	Iowa	Paint poison	3 years	September 2, 1889
41	Louis E. Howard	13	Lucas	Iowa			March 8, 1890
42	George W. Hopkins	14	Mahaska	Iowa	Opacity of cornea	1 year	November 26, 1890
43	Carl O. Harrison	9	Benton	Iowa	Accident	3 years	April 6, 1891
44	Adelbert Jones	14	Clinton	Illinois	Accident	11 years	September 29, 1884
45	George W. Johnson	44	Marshall	New Hampshire	Accident	3 years	January 17, 1890
46	Clarence E. Juckett	4	Clinton	Iowa		4 years	March 25, 1890
47	Roy Frank Johnston	7	Adams	Iowa	Accident	3 years	September 25, 1890
48	Thomas Kelly	21	Page	New York	Granulation	21 years	September 12, 1887
49	Arthur Kepler	15	Linn	Iowa	Congenital	15 years	September 18, 1888
50	William Kerigan	37	Crawford	New York		13 years	November 13, 1888
51	Christian Kaufman	29	Johnson	Iowa	Cataract	2 years	October 28, 1889
52	John Konechitsky	10	Johnson	Iowa	Small pox	9 years	September 5, 1890
53	Willard Learn	10	Black Hawk	Iowa	Congenital	10 years	March 18, 1881
54	Godfred Lebrecht	10	Hardin	Wisconsin		10 years	September 5, 1888
55	Reuben F. Long	15	Cedar	Kansas	Granulation	8 years	September 6, 1888
56	Edward A. Lichty	21	Black Hawk	Iowa	Brain fever	20 years	October 7, 1887
57	Frank E. Lewis	9	Clay	Iowa	Measles	1 year	September 4, 1889
58	Fred C. Leithold	18	Allamakee	Iowa	Diphtheria	9 years	November 19, 1889
59	Charles Lemberg		Linn	Prussia	Congenital		September 9, 1873
60	Hugh Menagh	18	Crawford	Ireland			April 14, 1886
61	Allen Morgan	10	Madison	Iowa	Serofula		February 14, 1880
62	Elmer Moxley	10	Wayne	Iowa	Congenital	10 years	October 12, 1881
63	William Miller	7	Linn	Iowa			September 11, 1884
64	Edmund Maschek	12	Wapello	Iowa	Accident	4 years	September 12, 1882
65	Thomas Monroe	11	Clinton	Illinois		3 years	February 7, 1882
66	Malcom Miles	10	Jackson	Iowa	Accident	6 years	September 14, 1885
67	Michael McConnell	14	Shelby	Ireland	Congenital		March 7, 1882
68	William E. Morgan	17	Linn	Kentucky	Accident	3 years	December 4, 1888
69	James S. McCougly	12	Pottawattamie	Iowa	Accident	1 year	September 24, 1889
70	John I. Marion	17	Muscataine	Iowa	Measles	10 years	March 24, 1890
71	Arthur E. McIntire	9	Jasper	Ohio	Whooping cough	9 years	September 3, 1890
72	Ernest L. Morris	8	Woodbury	Iowa	Ophthalmia	3 years	September 16, 1890
73	Charles E. Millsack	11	Wapello	Kansas	Congenital	11 years	January 2, 1891

STATISTICS OF PUPILS ENROLLED—CONTINUED.

COLLEGE FOR THE BLIND.

[B]

Number.	NAME.	AGE AT ADMISSION.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	HOW LONG BLIND AT ADMISSION.	DATE OF ADMISSION.
74	John W. Nevin	28	Appanoose	Ohio	Neuralgia	20 years	September 6, 1888
75	Henry W. Orr	10	Poweshiek	Iowa			September 6, 1888
76	Charles S. Oleson	6	Linn	Iowa	Ophthalmia	6 years	September 3, 1890
77	Voll Nies	25	Page	Iowa	Scrofula	25 years	January 6, 1891
78	James Patterson	14	Wapello	New York	Ophthalmia		September 2, 1885
79	Ivan H. Payne	8	Carroll	Illinois	Congenital	8 years	August 31, 1886
80	Robert D. Pool	14	Des Moines	Iowa	Granulation	6 months	October 27, 1886
81	Thomas Pace	14	Marion	Iowa	Scarlet fever	9 years	October 25, 1888
82	Patrick Quilkin	34	Wapello	Ireland	Amaurosis	1 year	November 9, 1880
83	Harry E. Ramsey	16	Carroll	Iowa	Accident	8 years	November 26, 1884
84	James Roberts	24	Keokuk	England	Congenital	19 years	September 1, 1886
85	John I. Robinson	19	Dakota	Wisconsin		4 years	December 8, 1888
86	Joey I. Robinson	10	Adair	Kansas		8 years	January 2, 1891
87	Harry Samuels	8	Lee	Iowa		5 years	September 10, 1883
88	Henry Schroder	9	Charles Mix, S. D.	Missouri	Accident	7 years	September 7, 1880
89	Reuben E. Stocton	10	Shelby	Iowa	Brain fever	16 years	October 14, 1887
90	Henry Shrope	10	Cedar	Pennsylvania	Congenital		September 19, 1870
91	Harry E. Salamon	9	Black Hawk	Iowa	Congenital		September 7, 1887
92	Paul Schoenerberger	20	Wright	Illinois	Congenital		September 6, 1887
93	Carpenter Scott	14	Boone	Iowa	Amaurosis	12 years	December 31, 1869
94	Alva P. Snyder	11	Dallas	Iowa		11 years	August 31, 1885
95	Frederick Stark	12	Clay	Iowa		12 years	March 12, 1890
96	Rose Bud Snyder	9	Dallas	Iowa		8 years	February 14, 1891
97	David G. Reinker	17	Black Hawk	Illinois	Accident	2 years	April 20, 1891
98	Harry A. Tosh	22	Jefferson	Ohio	Accident	19 years	October 2, 1884
99	John Thoma	13	Allamakee	Iowa	Accident	11 years	September 17, 1890
100	Georgia Vermilyea	15	Benton	Iowa	Scrofula		December 26, 1888
101	Ernest Waterman	7	Buena Vista	Illinois	Congenital	15 years	October 9, 1882
102	John E. Wyatt	13	Sioux	Wisconsin			September 8, 1884
103	James Williams	13	Linn	Iowa		13 years	September 5, 1883
104	Nicholas Webber	10	Buchanan	Iowa	Congenital		September 7, 1887
105	Charles H. Wood	9	Benton	Iowa	Accident	6 years	September 5, 1888
106	Frank Whitiker	13	Jefferson	Iowa		11 years	October 26, 1887
107	Anthony Wade	12	Marion	Iowa	Accident	4 years	September 2, 1885
108	Absalom Willis	14	Warren	Iowa		5 years	September 3, 1890
109	Fred W. Woodard	15	Polk	Minnesota	Accident	11 years	September 5, 1890

FEMALES.

[1891.]

REPORT OF THE PRINCIPAL.

1	Lulu Ashmore	7	Montgomery	Iowa	Congenital		March 9, 1885
2	Minnie Anderson	14	Sioux	Wisconsin	Scrofula		June 15, 1881
3	Hily Ailbree	14	Black Hawk	Iowa	Ulcerated cornea	4 years	September 7, 1887
4	Lois M. Adams	24	Butler	Iowa	Congenital		September 4, 1889
5	Nettie J. Anderson	9	Dallas	Iowa	Whooping cough		September 3, 1890
6	Mary Boyle	14	Clayton	Iowa	Cold	14 years	February 17, 1886
7	Minnie Bonesteel	6	Crawford	Iowa	Congenital		January 6, 1882
8	Emelle Braklow	8	Boone	Iowa		8 years	September 6, 1882
9	Allee Bozeman	20	Lee	Illinois	Neuralgia	9 years	September 22, 1885
10	Joanna Bergeson	17	Emmet	Iowa	Congenital		October 20, 1887
11	Laura V. Bakeman	15	Clay	Iowa	Accident	4 years	March 2, 1889
12	Lilly M. Brower	13	Pocahontas	New York		2 years	March 1, 1889
13	Kate P. Baker	17	Des Moines	Connecticut	Accident	10 years	September 16, 1870
14	Lilly M. Bonebrake	18	Marion	Iowa		4 years	October 30, 1888
15	Lilly Breckle	11	Johnson	Iowa	Atrophy of optic nerve	6 years	September 17, 1889
16	Hetty Ann Brody	11	Benton	Nebraska		1 year	April 4, 1890
17	Kate Chisholm	10	Dickinson	Iowa	Congenital		September 1, 1885
18	Buena Vista Culp	16	Washington	Iowa	Cold	16 years	September 3, 1884
19	Cora Belle Culp	18	Benton	Iowa			September 3, 1889
20	Helen J. Curran	21	Kossuth	Iowa		2 years	September 4, 1890
21	Joanna Coppock	15	Warren	Iowa	Brain fever	14 years	September 17, 1879
22	Cora D. Cook	16	Adair	Iowa			October 24, 1890
23	Addie Clark	26	Scott	Illinois		9 years	November 12, 1880
24	Luella M. Clayton	15	Osceola	Iowa	Scrofula	4 years	January 2, 1891
25	Lillian Davis	9	Woodbury	Iowa		4 years	September 3, 1875
26	Janet Duff	14	Clayton	Iowa	Accident	8 years	September 3, 1884
27	Kate E. Donahue	23	Henry	Ireland	Measles	20 years	September 2, 1885
28	Kate Brown Donley	14	Benton	Iowa		1 year	March 11, 1889
29	Maud Eldridge	11	Benton	Illinois	Measles	6 years	April 16, 1888
30	Della Fenner	19	Polk	Iowa		10 years	September 6, 1882
31	Fannie Frost	19	Page	Missouri	Accident	4 years	August 31, 1886
32	Mabel F. Freeman	21	Cherokee	New York	Cataract	20 years	January 4, 1888
33	Mabel W. Freeman	16	Warren	Iowa	Scrofula	2 years	September 10, 1889
34	Georgia Graves	10	Polk	Wisconsin			September 6, 1881
35	Mary L. Grush	11	Keokuk	Iowa	Whooping cough	1 year	March 14, 1884
36	Villa L. Grant	12	Jackson	Iowa		12 years	September 7, 1880
37	Maggie Golder	21	Allamakee	Iowa		11 years	October 27, 1882
38	Clara B. Greene	17	Tama	Iowa	Scarlet fever		April 7, 1887
39	Bertha M. Grady	16	Black Hawk	Iowa	Granulation	13 years	September 16, 1889
40	Josephine Gear	20	Adair	Iowa	Congenital	7 years	December 1, 1890
41	Emma Hall	16	Polk	Illinois	Granulation	14 years	September 1, 1885
42	Mary B. Howard	11	Hamilton	Iowa		19 years	September 12, 1878
43	Lura A. Huntley	16	Benton	Iowa	Cataract		April 28, 1888
44	Zola W. Horton	23	Carroll	Iowa		16 years	November 26, 1887
45	Mary L. Hines	13	Johnson	Pennsylvania	Congenital		September 20, 1875
46	Lulu P. Howard	11	Lucas	Iowa			March 8, 1890
47	Margaret Jones	11	Marion	Illinois	Ulcerated cornea		September 11, 1888
48	Mary Jells		Clayton	Iowa			November 21, 1882

STATISTICS OF PUPILS ENROLLED.

STATISTICS OF PUPILS ENROLLED DURING THE PERIOD.

MALES

Number.	NAME.	Age at admission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	HOW LONG BLIND AT ADMISSION.	DATE OF ADMISSION.
1	Henry H. Ashby	12	Louisa	Iowa	Measles		September 9, 1882
2	Frank C. Annett	12	Clay	Illinois	Scarlet fever	7 years	September 5, 1888
3	George Ray Annett	7	Clay	Iowa			September 4, 1889
4	John Atkinson	18	Polk	Iowa	Granulation	5 years	April 8, 1890
5	John Burmeister	23	Buena Vista	Germany	Measles	21 years	September 4, 1883
6	Harry Burk	13	Pottawattamie	Iowa		11 years	September 1, 1886
7	Charles W. Blair	20	Scott	Iowa	Accident	4 years	February 15, 1888
8	Marous H. Bell	8	Benton	Iowa	Sun stroke	4 years	September 5, 1890
9	Richard Carner	25	Clayton	Maine	Scarlet fever	20 years	November 7, 1878
10	Nels O. Challe	17	Hamilton	Iowa	Accident	11 years	December 4, 1883
11	John C. Cobean	14	Audubon	Pennsylvania	Paralysis of optic nerve	4 years	March 23, 1887
12	Irving B. Cope	18	Guthrie	Ohio			October 2, 1888
13	Clinton C. Calkins	15	Kossuth	Iowa	Measles	1 year	September 2, 1889
14	Lewis W. Champlin	17	Adair	Iowa	Whooping cough	17 years	September 3, 1889
15	Horatio Claxton	8	Clay	New York	Pneumonia	7 years	September 6, 1882
16	John Christener	15	Benton	Illinois	Accident	2 years	December 12, 1884
17	Charles H. Collier	29	Page	Illinois	Accident	1 year	March 29, 1890
18	Charles E. Cons	9	Van Buren	Connecticut		8 years	September 2, 1890
19	Arthur H. Cheney	17	Tama	Iowa	Accident	2 years	September 5, 1890
20	Bernard Daldrup	16	Plymouth	Germany		11 years	September 2, 1878
21	Mortica T. Drake	17	Wapello	Ohio		17 years	October 16, 1883
22	Charles Denley	13	Clarke	England	Accident	6 years	October 19, 1885
23	Fred Denley	7	Clarke	Iowa		6 years	September 3, 1884
24	Fred Diepold	7	Carroll	Illinois	Congenital	7 years	September 1, 1885
25	William Davis	15	Wapello	Ohio	Accident	1 year	September 20, 1888
26	George Eastridge	12	Iowa	Nebraska	Congenital	12 years	February 7, 1882
27	Charles W. Eggleston	12	Benton	Iowa			March 17, 1890
28	Wencil J. Egermayer	9	Linn	Iowa	Inflammation	9 years	February 25, 1891
29	John A. Freeman	17	Warren	Iowa		17 years	December 30, 1885
30	Ezra Ferrier	13	Union, S. Dakota	Nebraska		7 years	October 26, 1886
31	John P. Ford	17	Adams	Illinois	Accident	8 years	September 19, 1888
32	John M. Farra	11	Des Moines	New York	Rheumatism	3 years	October 13, 1880
33	Charles Ford	24	Dubuque	Iowa	Congenital	24 years	December 8, 1860
34	John Gulon	11	Madison	New Jersey	Congenital	11 years	September 5, 1884
35	Rufus Griffith	9	Iowa	Iowa			October 7, 1884
36	William A. Gose	23	Warren	Iowa	Purulent conjunctivitis	2 years	December 29, 1888
37	Lauritz Gandrup	20	Clinton	Germany	Serofula		September 1, 1888
38	William L. Gemmel	16	Ruchanan	Iowa	Measles	3 years	September 16, 1880
39	Jesse J. Harman	10	Grundy	Iowa			October 17, 1888
40	Walter C. Hanes	26	Polk	Iowa	Paint poison	3 years	September 2, 1889
41	Louis E. Howard	13	Lucas	Iowa			March 8, 1890
42	George W. Hopkins	14	Mahaska	Iowa	Opacity of cornea	1 year	November 26, 1890
43	Carl C. Harrison	9	Benton	Iowa	Accident	3 years	April 6, 1891
44	Adelbert Jones	14	Clinton	Illinois		11 years	September 29, 1884
45	George W. Johnson	41	Marshall	New Hampshire	Accident	3 years	January 17, 1890
46	Clarence E. Juckett	4	Clinton	Iowa		4 years	March 25, 1890
47	Roy Frank Johnston	7	Adams	Iowa		3 years	September 25, 1890
48	Thomas Kelly	21	Page	New York	Granulation	21 years	September 12, 1887
49	Arthur Kepler	15	Linn	Iowa	Congenital	15 years	September 18, 1888
50	William Kerrigan	37	Crawford	New York		13 years	November 13, 1888
51	Christian Kaufman	29	Johnson	Iowa	Cataract	2 years	October 26, 1889
52	John Konechitsky	10	Johnson	Iowa	Small pox	9 years	September 5, 1890
53	Willard Learn	10	Black Hawk	Iowa	Congenital	10 years	March 18, 1881
54	Godfred Lebrecht	10	Hardin	Wisconsin		10 years	September 5, 1888
55	Reuben F. Long	25	Cedar	Kansas	Granulation	8 years	September 6, 1888
56	Edward A. Lichty	11	Black Hawk	Iowa	Brain fever	20 years	October 7, 1887
57	Frank E. Lewis	9	Clay	Iowa	Measles	1 year	September 4, 1889
58	Fred C. Leithold	18	Allamakee	Iowa	Diphtheria	9 years	November 19, 1889
59	Charles Lemberg	11	Linn	Prussia	Congenital		September 9, 1873
60	Hugh Menagh	18	Crawford	Ireland			April 14, 1886
61	Allen Morgan	10	Madison	Iowa	Serofula		February 14, 1890
62	Elmer Moxley	10	Wayne	Iowa	Congenital	10 years	October 12, 1881
63	William Miller	7	Linn	Iowa			September 11, 1884
64	Edmund Mascbek	12	Wapello	Iowa	Accident	4 years	September 12, 1882
65	Thomas Monroe	11	Clinton	Illinois		3 years	February 7, 1882
66	Malcom Miles	10	Jackson	Iowa	Accident	6 years	September 14, 1885
67	Michael McConnell	14	Shelby	Ireland	Congenital		March 7, 1882
68	William E. Morgan	17	Linn	Kentucky	Accident	3 years	December 4, 1885
69	James S. McCongly	12	Pottawattamie	Iowa	Accident	1 year	September 24, 1889
70	John L. Marion	17	Muscatine	Iowa	Measles	10 years	March 24, 1890
71	Arthur E. McIntire	9	Jasper	Ohio	Whooping cough	9 years	September 3, 1890
72	Ernest L. Morris	8	Woodbury	Iowa	Ophthalmia	3 years	September 16, 1890
73	Charles E. Millsack	11	Wapello	Kansas	Congenital	11 years	January 2, 1891

STATISTICS OF PUPILS ENROLLED—CONTINUED.

Number.	NAME.	Age at ad- mission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	HOW LONG BLIND AT ADMISSION.	DATE OF ADMISSION.
74	John W. Nevin	28	Appanoose	Ohio	Neuralgia	20 years	September 6, 1888
75	Henry W. Orr	19	Poweshiek	Iowa			September 6, 1888
76	Charles S. Oleson	6	Linn	Iowa	Ophthalmia	6 years	September 3, 1890
77	Voll Nies	25	Page	Iowa	Scrofula	25 years	January 6, 1891
78	James Patterson	14	Wapello	New York	Ophthalmia		September 2, 1885
79	Ivan H. Payne	8	Carroll	Illinois	Congenital	8 years	August 31, 1886
80	Robert D. Pool	14	Des Moines	Iowa	Granulation	6 months	October 27, 1886
81	Thomas Pace	14	Marion	Iowa	Scarlet fever	9 years	October 25, 1888
82	Patrick Quilkin	34	Wapello	Ireland	Amaurosis	1 year	November 9, 1889
83	Harry E. Ramsey	16	Carroll	Iowa		11 years	November 26, 1884
84	James Roberts	24	Keokuk	England	Accident	8 years	September 1, 1886
85	John I. Robinson	19	Dakota	Wisconsin	Congenital	19 years	December 8, 1888
86	Joey L. Robinson	19	Adair	Kansas		4 years	January 2, 1891
87	Harry Samuels	8	Lee	Iowa		8 years	September 10, 1883
88	Henry Schroder	9	Charles Mix, S. D.	Missouri	Accident	5 years	September 7, 1890
89	Reuben E. Stocton	10	Shelby	Iowa	Brain fever	7 years	October 14, 1887
90	Henry Shrope	16	Cedar	Pennsylvania	Congenital	16 years	September 19, 1870
91	Harry E. Salamon	9	Black Hawk	Iowa	Congenital		September 7, 1887
92	Paul Schoenerberger	20	Wright	Illinois	Congenital		September 6, 1887
93	Carpenter Scott	14	Boone	Iowa	Amaurosis	12 years	December 31, 1869
94	Alva P. Snyder	11	Dallas	Iowa		11 years	August 31, 1885
95	Frederick Stark	12	Clay	Iowa		12 years	March 12, 1890
96	Rose Bud Snyder	9	Dallas	Iowa		8 years	February 14, 1891
97	David G. Reinker	17	Black Hawk	Illinois	Accident	2 years	April 20, 1891
98	Harry A. Tosh	22	Jefferson	Ohio	Accident	19 years	October 2, 1884
99	John Thoma	13	Allamakee	Iowa	Scrofula	11 years	September 17, 1890
100	Georgia Vermilyea	15	Benton	Iowa	Congenital		December 26, 1888
101	Ernest Waterman	15	Buena Vista	Illinois	Congenital	15 years	October 9, 1882
102	John E. Wyatt	7	Sioux	Wisconsin			September 8, 1884
103	James Williams	13	Linn	Iowa		13 years	September 5, 1883
104	Nicholas Webber	10	Buchanan	Iowa	Congenital		September 7, 1887
105	Charles H. Wood	9	Benton	Iowa	Accident	6 years	September 5, 1888
106	Frank Whitker	13	Jefferson	Iowa		11 years	October 26, 1887
107	Anthony Wade	12	Marion	Iowa	Accident	4 years	September 2, 1885
108	Absalom Willis	14	Warren	Iowa		5 years	September 3, 1890
109	Fred W. Woodard	15	Polk	Minnesota	Accident	11 years	September 5, 1890

COLLEGE FOR THE BLIND.

[B]

FEMALES.

1	Lulu Ashmore	7	Montgomery	Iowa	Congenital		March 9, 1885
2	Minnie Anderson		Sioux	Wisconsin	Scrofula		June 15, 1881
3	Billy Ailbree	14	Black Hawk	Iowa	Ulcerated cornea	4 years	September 7, 1887
4	Lois M. Adams	34	Butler	Iowa	Congenital		September 4, 1889
5	Nettie J. Anderson		Dallas	Iowa	Whooping cough		September 3, 1890
6	Mary Boyle	14	Clayton	Iowa	Cold	14 years	February 17, 1886
7	Minnie Bonesteel	6	Crawford	Iowa	Congenital		January 6, 1892
8	Emelle Braklow	8	Boone	Iowa		8 years	September 6, 1892
9	Albee Bozeman	20	Lee	Illinois	Neuralgia	9 years	September 22, 1885
10	Joanna Bergeson	17	Emmet	Iowa	Congenital		October 20, 1887
11	Laura V. Bakeman	13	Clay	Iowa	Accident	4 years	March 2, 1889
12	Lilly M. Brower	17	Pocahontas	New York		2 years	March 1, 1889
13	Kate P. Baker	17	Des Moines	Connecticut	Accident	10 years	September 16, 1879
14	Lilly M. Bonebrake	18	Marion	Iowa		4 years	October 30, 1888
15	Lilly Brickie	11	Johnson	Iowa	Atrophy of optic nerve	6 years	September 17, 1889
16	Hetty Ann Brody	11	Benton	Nebraska		1 year	April 4, 1890
17	Kate Chisholm	16	Dickinson	Iowa	Congenital		September 1, 1885
18	Buena Vista Culp	16	Washington	Iowa	Cold	16 years	September 3, 1884
19	Cora Belle Culp	18	Benton	Iowa			September 3, 1889
20	Helea J. Curran	21	Kossuth	Iowa		2 years	September 4, 1890
21	Joanna Coppock	16	Warren	Iowa	Brain fever	14 years	September 17, 1879
22	Cora D. Cook	16	Adair	Iowa			October 24, 1890
23	Addie Clark	26	Scott	Iowa			November 13, 1890
24	Luella M. Clayton	15	Oseeola	Illinois	Scrofula	9 years	January 2, 1891
25	Lillian Davis	9	Woodbury	Iowa		4 years	September 3, 1873
26	Janet Duff	14	Clayton	Iowa	Accident	8 years	September 3, 1884
27	Kate E. Donahue	22	Henry	Iowa	Measles	20 years	September 2, 1885
28	Kate Brown Donley	14	Benton	Ireland		1 year	March 11, 1889
29	Maud Eldridge	11	Benton	Illinois	Measles	6 years	April 16, 1888
30	Della Fenner	19	Polk	Iowa		19 years	September 6, 1882
31	Fannie Frost	19	Page	Missouri	Accident	4 years	August 31, 1886
32	Lilly B. Freeman	21	Cherokee	New York	Cataract	30 years	January 4, 1888
33	Mabel W. Freeman	16	Warren	Iowa	Scrofula	2 years	September 10, 1889
34	Georgia Graves	16	Polk	Wisconsin			September 6, 1881
35	Mary L. Grush	11	Keokuk	Iowa	Whooping cough	1 year	March 14, 1884
36	Villa L. Grant	12	Jackson	Iowa	Scarlet fever	12 years	September 7, 1880
37	Maggie Guider	21	Allamakee	Iowa		11 years	October 27, 1882
38	Clara B. Greene	17	Tama	Iowa	Granulation	13 years	April 7, 1887
39	Bertha M. Grady	15	Black Hawk	Iowa	Congenital		September 16, 1885
40	Josephine Gear	29	Adair	Iowa	Granulation	7 years	December 1, 1890
41	Emma Hall	16	Polk	Illinois		14 years	September 1, 1885
42	Mary B. Howard	11	Hamilton	Iowa	Cataract	10 years	September 12, 1878
43	Lura A. Huntley	16	Benton	Iowa			April 28, 1888
44	Zola W. Horton	23	Carroll	Iowa		16 years	November 26, 1887
45	Mary L. Hines	13	Johnson	Pennsylvania	Congenital		September 29, 1875
46	Lulu P. Howard	11	Lucas	Iowa			March 8, 1890
47	Margaret Jones	11	Marion	Illinois	Ulcerated cornea		September 11, 1888
48	Mary Jellis		Clayton	Iowa			November 21, 1882

1891.]

REPORT OF THE PRINCIPAL.

STATISTICS OF PUPILS ENROLLED—CONTINUED.

Number.	NAME.	AGE AT AD- mission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	HOW LONG BLIND AT ADMISSION.	DATE OF ADMISSION.
49	Dora Kester	16	Guthrie	Iowa		5 years	September 15, 1887
50	Catherine Kneeskern	13	Winneshiek	Iowa		2 years	August 30, 1890
51	Minnie Lutton	13	Madison	Indiana	Scrofula	4 years	October 2, 1885
52	California Lewis	18	Wayne	Missouri	Neuralgia	2 years	September 12, 1882
53	Sarah I. Lint	17	Linn	Iowa	Granulation	10 years	September 10, 1890
54	Florence M. Long	15	Cedar	Kansas			February 3, 1891
55	Sibyl McConnell	14	Guthrie	Iowa			October 24, 1883
56	Mattie Martin	10	Keokuk	Iowa	Iritis	1 year	September 1, 1886
57	Myra E. McCormick	16	Washington	Iowa	Congenital		November 10, 1886
58	Christie McKenzie	12	Cass	Iowa	Congenital		January 9, 1889
59	Melvina Millard	18	Linn	Iowa	Brain fever	18 years	April 29, 1889
60	Laura B. Mitchell	14	Calhoun	Iowa	Cataract	14 years	September 17, 1883
61	Martha E. Miller	15	Keokuk	Iowa		12 years	September 6, 1877
62	Ida M. Niesen	19	Keokuk	Iowa	Accident	1 year	June 26, 1884
63	Emma L. Nelson	15	Minnehaha, S. D.	Wisconsin	Spinal meningitis	3 years	September 1, 1885
64	Cora E. Newcomb	7	Polk	Iowa			January 1, 1890
65	Lora M. Nunnaley	20	Montgomery	Iowa		12 years	November 21, 1890
66	Caroline Oleson	14	Dallas	Nebraska			December 28, 1885
67	Louise Oleson	7	Clinton	Denmark	Cataract	4 years	November 13, 1886
68	Jessie Palmer	12	Clayton	Iowa	Accident	3 years	September 6, 1888
69	Anna Passig	8	Jackson	Iowa	Accident	12 years	September 5, 1889
70	Pearl Pierce	12	Scott	Illinois	Chorea	6 years	November 4, 1889
71	Emma Redmond	17	Benton	Missouri	Small-pox	8 years	May 12, 1886
72	Eleanor Rose	16	Pocahontas	Illinois		10 years	December 8, 1885
73	Kate Rose	14	Benton	New York		9 years	December 8, 1885
74	Adell Rhone	11	Benton	New York		3 years	September 16, 1879
75	Orpha Ross	17	Cedar	Iowa	Whooping cough	8 years	October 17, 1877
76	Minnie G. Ross	11	Louisa	Illinois		10 years	November 2, 1883
77	Eva M. Rook	10	Louisa	Iowa	Scrofula	26 years	March 19, 1889
78	Daisy Rhodes	30	Henry	Iowa	Accident		September 5, 1884
79	Jessie L. Reed	7	Keokuk	Iowa	Accident		September 2, 1890
80	Della Robertson	14	Calhoun	Iowa	Diphtheria	3 years	September 27, 1890
81	Blanche R. Ross	15	Adair	Illinois		11 years	November 1, 1890
82	Mary L. Mathers	14	Louisa	Iowa	Congenital		September 3, 1890
83	Fanny Shannon	14	Linn	Iowa	Scrofula	14 years	September 13, 1880
84	Theresa Standford	12	Madison	Iowa		5 years	March 3, 1885
85	Deda Stith	15	Buchanan	Iowa	Scrofula	2 years	February 3, 1885
86	Minnie Scott	6	Madison	Iowa	Cholera infantum	5 years	April 11, 1882
87	Cora M. Shattuck	5	Montgomery	Iowa		5 years	September 3, 1884
		14	Linn	Iowa			October 4, 1888
88	Laura E. Sankey	10	Buchanan	Iowa	Conjunctivitis	5 years	October 19, 1888
89	Flora B. Shipley	13	Pottawattamie	Iowa	Spinal disease	5 years	November 16, 1888
90	Bertha E. Smith	14	Floyd	Iowa	Whooping cough	1 year	September 4, 1889
91	E-sa Skinner	14	Madison	Iowa			September 13, 1889
92	Lilly Skinner	14	Madison	Iowa			September 13, 1889
93	Clara M. Sbaunon	18	Polk	Iowa	Granulation	16 years	October 24, 1885
94	Clara Schroder	8	Marion	Iowa	Congenital		February 6, 1890
95	Armentia Schroder	4	Marion	Iowa	Congenital		February 6, 1890
96	Ruth A. Straight	18	Brown, S. Dakota	Michigan		8 years	September 2, 1890
97	Eleanor B. Shenton	25	Shelby	Michigan	Accident	16 years	September 4, 1890
98	Myrtle Tear	10	Delaware	Missouri	Murated cornea	1 year	November 20, 1886
99	Kate Vermilyea	7	Benton	Iowa	Scarlet fever	3 years	January 20, 1890
100	Lulu Woodson	9	Mahaska	Missouri	Scrofula		November 20, 1886
101	Kate Ware	13	Keokuk	Iowa	Scarlet fever	2 years	January 20, 1892
102	Cora E. Whitehead	11	Butler	Iowa	Congenital	11 years	September 2, 1885
103	Maud E. Wilkins	7	Polk	Indiana		7 years	September 5, 1884
104	Eva B. Wood	10	Linn	Iowa	Scrofula	2 years	January 5, 1876
105	Mary Walker	10	Marion	Illinois	Measles		September 3, 1889
106	Mary A. Whittle	17	Benton	Maine	Measles	4 year	September 16, 1889
107	Esther M. Walker	8	Marion	Illinois	Measles		February 3, 1891
108	Mary E. Snyder	8	Dallas	Iowa		7 years	February 14, 1891
109	Berth Zwicker	11	Scott	Iowa	Congenital		January 5, 1887

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No. 4.....	.50
No. 5.....	.50
No. 6.....	.50
No. 7.....	.50
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No. 2.....	1.25
No. 3.....	1.25
No. 4.....	1.25
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No. 6.....	3.50
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Pieces for recitation (primary).....	.75
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Point Reader No. 1.....	.25
No. 2.....	.50
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No. 5.....	.50
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Words and letters for spelling frames, per 100.....	.15
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Words and letters for spelling frames, per 100.....	\$.15
Westlake's Common School Literature (3,000 word speller).....	2.00

WRITING APPLIANCES.

Script letter sheets (raised) by the 100.....	\$.50
Script letter cards (sunk) each.....	.10
Writing cards, (narrow, wide and beveled grooved) by the 100.....	8.00
McElroy's point writing machine.....	15.00

KINDERGARTEN MATERIAL.

Squares of cardboard perforated for sewing per 100.....	\$ 1.50
Squares of cardboard lined off in inch squares for parquetry paper work, per 100.....	1.50
Wooden cell frames, 15 inch square, for peg work, per dozen.....	24.00
Hard wood pegs (size of type) per 1,000.....	3.00

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TREASURER'S REPORT.

TREASURER'S REPORT.

For the biennial period ending June 30, 1891.

SPECIAL APPROPRIATIONS.

SPECIAL APPROPRIATIONS OF TWENTIETH GENERAL ASSEMBLY.

Balance on hand from last report:	
For library and school apparatus.....	\$ 25.70
For employing an expert oculist.....	700.00

SPECIAL APPROPRIATIONS OF THE TWENTY-FIRST GENERAL ASSEMBLY.

Balance on hand from last report:	\$1.40
For constructing cistern.....	22.62
For outside and inside painting.....	52.35
For Portland cement work.....	325.00
For repairs to outside wood-work and plastering.....	188.27
For building cupolas and porches.....	

SPECIAL APPROPRIATIONS OF THE TWENTY-SECOND GENERAL ASSEMBLY.

Balance on hand from last report:	379.41
For contingent and general repairs.....	.48
For bedding and furniture.....	399.00
For library and school apparatus.....	59.84
For washing machine.....	380.48
For painting.....	
Total balance.....	\$ 2,614.53

EXPENDITURES.

Of the balance on hand of the appropriations of the Twentieth General Assembly, we have expended as shown by the following statement:

For library and school apparatus, \$25.38, leaving a balance of \$.32
 For employing an expert oculist, nothing expended; on hand, \$700.00.

Of the balance on hand of the appropriations of the Twenty-first General Assembly, we have expended as follows:

For constructing cistern, nothing expended, on hand, \$1.40.
 For outside and inside painting, \$12.35, leaving a balance of \$10.27.
 For Portland cement work, nothing expended; on hand, \$52.35.
 For repairs to outside wood work and plastering, nothing expended; on hand, \$325.
 For building cupolas and porches, \$178.09, leaving a balance of \$10.18.

TREASURER'S REPORT.

SPECIAL APPROPRIATIONS.

Of the special appropriations of the Twenty-second General Assembly, we have received from the State since last report as follows:

For contingent and general repairs.....	\$ 2,000.00
For bedding and furniture.....	700.00
For library and school apparatus.....	1,000.00
For new front steps and foundation for same.....	500.00

And we have expended the following amounts:

For contingent and general repairs, \$2,394.07, leaving a balance of.....	\$ 115.34
For bedding and furniture, \$685.14, leaving a balance of.....	15.32
For library and school apparatus, \$733.50, leaving a balance of.....	675.20
For washing machine, nothing expended, on hand.....	59.84
For painting, \$305.98, leaving a balance of.....	74.50
For new front steps and foundation for same, \$500.00, leaving no balance.	

Of the special appropriations of the Twenty-third General Assembly, we have received from the State the following amounts:

For contingent and repairs and fire proof safe.....	\$ 334.82
For waterworks.....	1,500.00
For bedding and furniture.....	420.62

Of the special appropriations of the Twenty-third General Assembly, we have expended as follows:

For contingent and repairs and fire-proof safe, \$334.82, leaving no balance.
 For waterworks, \$1,496.98, leaving a balance of two cents.
 For bedding and furniture, \$420.62, leaving no balance.

I hereby certify that the above statement is correct.

C. O. HARRINGTON, Treasurer.

TREASURER'S REPORT.

SPECIAL APPROPRIATIONS.

RECEIPTS.

1889.			
July	1.	Balance on hand.....	\$ 2,614.53
July	2.	State appropriation for contingent and repairs, Twenty-second General Assembly.....	1,000.00
July	2.	State appropriation for new front steps, Twenty-second General Assembly.....	500.00
July	2.	State appropriation for bedding and furniture, Twenty-second General Assembly.....	700.00
November	7.	State appropriation for library and school apparatus, Twenty-second General Assembly.....	500.00
1890.			
April	2.	State appropriation for contingent and repairs, Twenty-second General Assembly.....	1,000.00
April	2.	State appropriation for library and school apparatus, Twenty-second General Assembly.....	500.00
August	7.	State appropriation for waterworks, Twenty-third General Assembly.....	1,500.00
November	6.	State appropriation for bedding and furniture, Twenty-third General Assembly.....	195.33
1891.			
April	8.	State appropriation for contingent, repairs and safe, Twenty-third General Assembly.....	334.82
April	8.	State appropriation for bedding and furniture, Twenty-third General Assembly.....	122.50
June	10.	State appropriation for bedding and furniture, Twenty-third General Assembly.....	101.70
		Total receipts.....	\$ 9,069.97

I hereby certify that the above statement is correct.

C. O. HARRINGTON, *Treasurer.*

TREASURER'S REPORT.

SPECIAL APPROPRIATIONS.

EXPENDITURES.

1889.			
August	6.	By orders for July.....	\$ 1,066.72
September		By orders for August.....	891.95
October		By orders for September.....	317.03
December		By orders for November.....	165.13
1890.			
January	7.	By orders for December.....	131.40
February	4.	By orders for January.....	28.45
March	4.	By orders for February.....	1.25
April	3.	By orders for March.....	53.89
June	9.	By orders for May.....	306.10
July	1.	By orders for June.....	42.50
August	7.	By orders for July.....	206.88
September	2.	By orders for August.....	2,065.80
October	9.	By orders for September.....	60.75
November	6.	By orders for October.....	271.37
December	2.	By orders for November.....	48.85
1891.			
January	7.	By orders for December.....	187.83
February	3.	By orders for January.....	71.50
March	3.	By orders for February.....	30.45
April	9.	By orders for March.....	531.13
May	6.	By orders for April.....	67.05
June	11.	By orders for May.....	293.23
July	2.	By orders for June.....	51.00

Total expenditures.....\$ 6,950.23
 Balance in treasury.....2,119.74

\$ 9,069.97

I hereby certify that the above statement is correct.

C. O. HARRINGTON, *Treasurer.*

TREASURER'S REPORT.

Current expense account.

1880.		RECEIPTS.	
July	1.	Balance in treasury.....	\$ 3,385.47
July	2.	State appropriation, salaries.....	2,500.00
July	2.	State appropriation, current expense.....	5,320.00
Sept.	10.	State appropriation, pupils' clothing.....	233.36
October	2.	State appropriation, salaries.....	2,500.00
October	2.	State appropriation, current expense.....	1,680.00
1890.			
January	7.	State appropriation, current expense.....	5,600.00
January	7.	State appropriation, salaries.....	2,500.00
January	7.	State appropriation, pupils' clothing.....	686.40
April	2.	State appropriation, salaries.....	2,500.00
April	2.	State appropriation, current expense.....	5,880.00
July	1.	State appropriation, current expense.....	4,840.00
July	1.	State appropriation, salaries.....	2,500.00
July	1.	State appropriation, pupils' clothing.....	288.16
October	8.	State appropriation, current expense.....	2,080.00
October	8.	State appropriation, salaries.....	2,500.00
1891.			
January	7.	State appropriation, current expense.....	6,040.00
January	7.	State appropriation, salaries.....	2,500.00
January	7.	State appropriation, pupils' clothing.....	485.84
April	8.	State appropriation, current expense.....	6,200.00
April	8.	State appropriation, salaries.....	2,500.00
			\$ 62,719.23
For tuition of pupils outside the State.....		\$ 1,159.95	
For clothing of pupils outside the State.....		117.40	
For brooms sold.....		840.16	
For nets, hammocks, etc., sold.....		496.04	
For fancy articles sold.....		132.43	
From sewing department.....		185.35	
For hogs and cattle sold.....		693.94	
For postage sold.....		136.00	
For sundry sales.....		174.87	
			\$ 3,936.14
Total receipts.....			\$ 66,655.37
C. O. HARRINGTON, Treasurer.			

TREASURER'S REPORT.

Current expense account.

1880.		EXPENDITURES.	
August	6.	By orders for July.....	\$ 834.11
September	3.	By orders for August.....	1,563.29
October	2.	By orders for September.....	3,420.19
November	7.	By orders for October.....	2,078.28
December	3.	By orders for November.....	2,115.83
1890.			
January	8.	By orders for December.....	4,787.86
February	4.	By orders for January.....	1,948.50
March	4.	By orders for February.....	1,591.60
April	2.	By orders for March.....	3,431.17
May	6.	By orders for April.....	1,836.43
June	11.	By orders for May.....	4,049.68
July	1.	By orders for June.....	1,157.30
August	7.	By orders for July.....	1,080.48
September	2.	By orders for August.....	1,078.80
October	8.	By orders for September.....	3,880.05
November	6.	By orders for October.....	3,068.40
December	2.	By orders for November.....	2,067.83
1891.			
January	7.	By orders for December.....	5,105.95
February	3.	By orders for January.....	2,916.51
March	3.	By orders for February.....	1,763.38
April	8.	By orders for March.....	3,884.17
May	6.	By orders for April.....	2,290.54
June	6.	By orders for May.....	4,545.02
July	8.	By orders for June.....	1,465.47
Total expenditures.....			\$ 61,996.84
Balance in treasury.....			4,658.53
			\$ 66,655.37

C. O. HARRINGTON, Treasurer.

CURRENT EXPENSE FUND. CLASSIFIED EXPENDITURES.

	Meat, fish and lard.	Breadstuffs.	Fruits and vegetables.	Coffee and tea.	Sugar and syrup.	Sundry groceries.	Butter.	Cheese and eggs.	Soap.	Medicinal supplies.	Dry goods and clothing.	Postage and stationery.
Expenditures for July, 1889	\$ 77.51	\$ 17.73	\$ 115.21	\$ 7.50	\$ 68.70	\$ 6.98	\$ 27.08	\$ 3.87	\$ 6.38	\$ 1.15	\$	\$ 16.75
Expenditures for August, 1889	103.83	37.39	48.59	52.25	63.40	31.21	39.88	5.79	12.75	1.30		21.35
Expenditures for September, 1889	175.15	103.55	138.68		120.50	28.06	94.41	14.61	4.25	12.90	42.14	32.36
Expenditures for October, 1889	208.58	152.89	304.98	41.76	61.38	41.35	204.40	20.13	24.10	12.90	12.83	11.50
Expenditures for November, 1889	263.61	150.39	320.05		76.00	41.14	134.54	24.33	12.30	7.00	13.71	16.00
Expenditures for December, 1889	240.79	147.58	103.77	63.75	99.05	34.51	128.48	23.04	16.40	3.65	737.60	19.50
Expenditures for January, 1890	273.97	139.49	53.75	6.00	61.77	41.71	139.44	23.51	19.55	2.85	16.11	20.15
Expenditures for February, 1890	206.21	146.62	34.55	30.00	67.90	26.40	114.30	16.14	4.10	1.50	11.18	17.70
Expenditures for March, 1890	261.31	150.91	50.05	57.75	46.19	40.06	124.24	25.89	37.33	12.25	10.18	13.85
Expenditures for April, 1890	215.14	152.24	74.46	25.00	66.39	43.28	149.47	37.00	7.25	1.70	13.60	40.85
Expenditures for May, 1890	224.94	139.57	134.40	28.00	73.83	43.00	92.36	44.45	8.00	12.20	309.54	31.80
Expenditures for June, 1890	169.62	62.71	91.46	16.80	24.36	34.34	33.19	16.46		2.10	3.16	28.50
Expenditures for July, 1890	54.73	21.51	91.72	23.85	21.98	5.50	26.55	8.86		3.80	17.48	6.00
Expenditures for August, 1890	90.06	41.60	67.23	28.00	23.47	12.80	42.44	11.32		1.22		37.50
Expenditures for September, 1890	173.89	144.04	256.40	28.00	95.16	35.73	119.16	25.87		7.30	51.57	14.75
Expenditures for October, 1890	199.29	166.37	816.31	87.50	109.10	41.08	190.57	34.56		2.00	52.70	12.55
Expenditures for November, 1890	228.80	174.74	72.07	56.00	55.65	27.92	224.25	22.39		45.45	39.24	23.50
Expenditures for December, 1890	285.24	171.30	41.23	72.80	55.78	69.02	205.25	31.19		13.40	366.36	33.50
Expenditures for January, 1891	250.03	204.69	205.63	58.15	102.16	42.04	200.00	26.71		12.40	42.77	32.63
Expenditures for February, 1891	216.44	168.51	55.34	48.16	57.37	30.04	235.66	20.51		4.10	29.21	16.00
Expenditures for March, 1891	244.11	182.62	65.38	75.29	83.61	25.21	203.99	36.68		19.90	27.71	22.75
Expenditures for April, 1891	208.70	185.17	124.33	43.68	197.01	28.08	222.00	25.59		19.52	57.11	16.50
Expenditures for May, 1891	178.85	178.31	133.42	38.64		19.52	193.65	45.30		11.50	321.65	24.65
Expenditures for June, 1891	112.32	64.63	171.16	8.40	.80	37.25	81.04	19.03		4.25	22.68	5.00
Totals	\$ 4,664.11	\$ 3,113.66	\$ 3,571.17	\$ 897.28	\$ 1,623.36	\$ 786.23	\$ 3,226.35	\$ 562.63	\$ 334.93	\$ 57.07	\$ 2,418.53	\$ 466.14

COLLEGE FOR THE BLIND.

[B7

CURRENT EXPENSE FUND—CONTINUED.

	Library and diversions.	Furniture and furnishings.	Hardware and queensware.	Repairs.	Contingencies.	Farm.	Fuel.	Lights.	Salaries and wages.	Trustees.	Miscellaneous.	Total.
Expenditures for July, 1889			\$ 12.22	\$ 60.00	\$ 22.55	\$ 6.86		\$ 7.42	\$ 326.50	\$ 39.70		\$ 834.11
Expenditures for August, 1889		\$ 11.75	\$ 17.15	\$ 2.00	\$ 69.28		\$ 718.87	\$ 1.20	\$ 284.00	\$ 30.70		\$ 1,563.29
Expenditures for September, 1889			\$ 15.80	\$ 4.20	\$ 27.02	\$ 81.54	\$ 470.02	\$ 13.43	\$ 1,806.84	\$ 142.50	\$ 97.23	\$ 3,420.10
Expenditures for October, 1889			\$ 11.10	\$ 13.71	\$ 38.89	\$ 67.42	\$ 131.58	\$ 11.90	\$ 618.00	\$ 30.70	\$ 69.58	\$ 2,078.28
Expenditures for November, 1889			\$ 7.59	\$ 34.35	\$ 41.95	\$ 70.39	\$ 130.91	\$ 25.49	\$ 620.00	\$ 30.70	\$ 44.31	\$ 2,115.83
Expenditures for December, 1889			\$ 13.35	\$ 16.05	\$ 17.19	\$ 69.43	\$ 456.31	\$ 30.58	\$ 2,286.50	\$ 133.50	\$ 136.43	\$ 4,787.86
Expenditures for January, 1890			\$ 18.27	\$ 41.05	\$ 70.30	\$ 35.20	\$ 229.78		\$ 634.00	\$ 20.70		\$ 1,948.50
Expenditures for February, 1890			\$ 18.57	\$ 23.75	\$ 23.37	\$ 66.52	\$ 52.50	\$ 9.10	\$ 634.00	\$ 20.70	\$ 66.49	\$ 1,591.60
Expenditures for March, 1890			\$ 10.31	\$ 24.22	\$ 34.99	\$ 18.90	\$ 35.00	\$ 7.40	\$ 2,291.50	\$ 102.00	\$ 77.87	\$ 3,431.17
Expenditures for April, 1890			\$ 8.30	\$ 57.00	\$ 69.11	\$ 19.77	\$ 183.75	\$ 8.17	\$ 629.00	\$ 20.70	\$ 65.15	\$ 1,836.43
Expenditures for May, 1890			\$ 74.79	\$ 33.25	\$ 28.93	\$ 9.69	\$ 89.38	\$ 7.35	\$ 2,456.50	\$ 217.70		\$ 4,049.68
Expenditures for June, 1890			\$ 47.00	\$ 53.53	\$ 40.75	\$ 9.69			\$ 490.00	\$ 52.30		\$ 1,157.20
Expenditures for July, 1890			\$ 14.49	\$ 163.00	\$ 154.65	\$ 34.45	\$ 47.16	\$ 7.75	\$ 337.50	\$ 52.20		\$ 1,086.48
Expenditures for August, 1890		\$ 50.20	\$ 15.09	\$ 96.64	\$ 32.08	\$ 11.84	\$ 57.66	\$ 7.29	\$ 295.60	\$ 52.20	\$ 98.41	\$ 1,078.80
Expenditures for September, 1890			\$ 19.33	\$ 11.18	\$ 47.53	\$ 103.00	\$ 558.12	\$ 17.89	\$ 1,742.65	\$ 177.50	\$ 237.03	\$ 3,880.05
Expenditures for October, 1890			\$ 28.00	\$ 1.85	\$ 53.06	\$ 22.40	\$ 510.90	\$ 1.55	\$ 649.31	\$ 32.20	\$ 30.85	\$ 3,068.40
Expenditures for November, 1890			\$ 6.80	\$ 23.46	\$ 62.57	\$ 20.46	\$ 193.66	\$ 15.43	\$ 659.50	\$ 29.70	\$ 133.00	\$ 2,997.83
Expenditures for December, 1890			\$ 11.10	\$ 39.95	\$ 54.24	\$ 166.47	\$ 518.59	\$ 15.81	\$ 2,329.00	\$ 145.00	\$ 337.07	\$ 5,105.95
Expenditures for January, 1891			\$ 37.20	\$ 57.60	\$ 72.97	\$ 34.38	\$ 703.72	\$ 15.34	\$ 677.00	\$ 52.20	\$ 85.29	\$ 2,916.51
Expenditures for February, 1891			\$ 6.20	\$ 19.16	\$ 33.18	\$ 19.40		\$ 1.50	\$ 762.00	\$ 30.70	\$ 76.29	\$ 1,763.38
Expenditures for March, 1891			\$ 31.25	\$ 3.05	\$ 54.87	\$ 20.52		\$ 4.50	\$ 2,388.00	\$ 161.50	\$ 205.43	\$ 3,884.17
Expenditures for April, 1891			\$ 23.00	\$ 27.50	\$ 13.47	\$ 58.97		\$ 7.79	\$ 706.85	\$ 52.20	\$ 155.48	\$ 2,290.54
Expenditures for May, 1891			\$ 23.82	\$ 32.90	\$ 46.73	\$ 22.35		\$ 7.75	\$ 2,538.00	\$ 199.20	\$ 375.68	\$ 4,545.02
Expenditures for June, 1891	\$ 3.50		\$ 9.87	\$ 142.05	\$ 27.00	\$ 19.63	\$ 82.78	\$ 75.00	\$ 401.88	\$ 52.20	\$ 125.00	\$ 1,465.47
Totals	\$ 3.50	\$ 62.05	\$ 481.80	\$ 988.19	\$ 1,166.03	\$ 870.23	\$ 5,547.69	\$ 303.83	\$ 26,322.26	\$ 1,912.00	\$ 2,407.70	\$ 61,996.84
Balance on hand												\$ 4,658.53
Total												\$ 66,655.37

1891.]

REPORT OF THE TREASURER.

C. O. HARRINGTON, Treasurer.