SECOND BIENNIAL REPORT

OF THE

STATE NORMAL SCHOOL,

AT

CEDAR FALLS.

SCHOOL YEARS 1877-78 AND 1878-79.

IOWA STATE NORMAL SCHOOL.

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BOARD OF DIRECTORS.

NAME.	POST-OFFICE.	COUNTY.	TERM EXPIRES.
S. G. SMITH, Pres.,	Newton,	Jasper,	1880.
E. H. THAYER,	Clinton,	Clinton,	1880.
J. J. TOLERTON,	Cedar Falls,	Black Hawk,	1882.
G. S. ROBINSON,	Storm Lake,	Buena Vista,	1882.
L. D. LEWELLING,	Mt. Pleasant,	Henry,	1884.
N. W. BOYES,	Dubuque,	Dubuque,	1884.

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BOARD OFFICERS.

W. C. BRYANT, Secretary, - - - - - - - - - Cedar Falls.
E. TOWNSEND, Treasurer, - - - - - - - - - Cedar Falls.
WILLIAM PATTEE, Steward, - - - - - - - - Clarksville.
Mrs. M. E. PARSONS, Matron, - - - - - - - - Waverly.

FACULTY.

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PRINCIPAL:
J. C. GILCHRIST, A. M.,
PROFESSOR OF MENTAL PHILOSOPHY, MORAL PHILOSOPHY AND DIDACTICS.

M. W. BARTLETT, A. M.,
PROFESSOR OF MATHEMATICS AND NATURAL SCIENCE.

D. S. WRIGHT, A. M.,
PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE.

Miss S. LAURA ENSIGN, A. M.,
TEACHER OF GEOGRAPHY AND HISTORY.

W. N. HULL,
PROFESSOR OF ELOCUTION, DRAWING AND ACCOUNTS.

J. MONROE HOBRON,
PROFESSOR OF VOCAL AND INSTRUMENTAL MUSIC.

REPORT OF THE BOARD OF DIRECTORS.

MINUTES AND TRANSACTIONS OF THE BOARD OF DIRECTORS.

At the meeting of the Board in June, 1878, the following were elected as the faculty :

Prof. J. C. Gilchrist, A. M.,	Salary,	$1,500.
Prof. M. W. Bartlett, A. M.,	"	1,200.
Prof. D. S. Wright, A. M.,	"	900.
Miss S. Laura Ensign, A. M.,	"	900.
Prof. W. N. Hull,	"	900.

Prof. J. M. Hobron had no salary, but was allowed to charge students customary rates for lessons in Instrumental Music.

At the annual meeting in June, 1879, the same faculty was re-elected, except Prof. Hobron ; and Ida B. McLagan, of St. Louis, was chosen as Teacher of Vocal and Instrumental Music, with direction to assist in teaching English branches as required—the pay for this teacher to be in part from the students in the school receiving special instruction in Instrumental Music.

SUGGESTIONS AND OBSERVATIONS.

As the appropriation for this school was by the Act of the Sixteenth General Assembly, you will observe that almost the entire appropriation is required to pay the teachers' salaries. The number of teachers employed has not been as large as in the Normal Schools of other States having a less number of students ; and the appropriation granted has not allowed the payment of salaries usually awarded the same positions in other State Normal Schools.

The representation from different parts of the State is good, considering the age of the school. Sixty-nine counties have sent representa-

tives in two years, and fifty-seven in the past year, with representatives from counties not previously reported in the term now in session, as is more fully shown in the report of the Principal of the school accompanying this report. The members of the Faculty have given their whole mind and heart to the success of this first Normal School in Iowa. The Principal has rendered an elaborate report of the success of those graduating as teachers. He says that some educators in the State look upon the Normal in the same light as upon High Schools and Academies, but that the work from the very first entrance of the student is wholly with the idea of teaching ; and calls attention to the fact that each scholar is pledged to teach two years in the State, and cannot secure the State diploma until evidence is presented to the Secretary of the Board that such student has taught at least two terms in the State.

The members of the Board have each visited the school at other than regular meetings of the Board.

They especially note:

The intense earnestness of all the students.

The little need of discipline.

The extensive representation extending to all parts of the State.

The preponderance of representation from the country districts.

The fine physique and mental vigor of the students.

The large number who teach a part of the time to secure money with which to a.tend this school.

The school has connected with it a boarding department, accommodating at present one hundred. At the beginning of the present term about fifty applied for board that could not be accommodated in the buildings, but were provided for in the town. This department is in charge of an able steward, who makes it self-supporting. At the June meeting the steward reported a surplus of $600, from economical management, so that the Board took under advisement the reduction of the price of board and incidentals, and reduced the price of board to $2.25 per week.

Price for room, heat and lights, per week, in spring and fall
terms.. 40 cts.
Price for winter term, per week................................ ...... 60 cts.
For contingent expenses, per week.......... .... 25 cts.
Total cost, spring and fall............................. ... $2.90
Total cost, winter 3.15

The Board have made a purchase of Chemical and Philosophical apparatus of value $500. We were not able to make a much needed purchase of a library. The buildings have been improved, to suit the needs of this school, to the extent of the appropriation made, augmented by eleven hundred dollars, the saving of the steward. The fences and grounds could, with a small outlay of money, be much improved.

We point to the work and success of this school with the limited appropriations made, as inviting a more generous expenditure by the State, with the confidence of a hundred-fold return to the interests of the public schools, and append an estimate of our ideas of the wants of the school for actual running expenses for the ensuing two years.

WANTS AND ESTIMATES.

The amount needed for actual running expenses of the State Normal School for the years 1880–81, is :

For Teachers' Salaries.................. ....$15,200
For Repairs and Improvements.. 2,500
For Library and Apparatus.. 1,000
For Contingent Expenses....................................... 1,500

Total...$20,200

There is absolute necessity for increased appropriation, for these reasons :

The school has doubled in size since it was organized, requiring increased teaching force.

Students are now necessarily employed to assist over-worked teachers. Thirty-six classes have recitations each day.

The teachers in the school are now underpaid, and it has been difficult for the Board to obtain competent teachers at the prices they could pay, on account of the limited appropriations.

Nearly twice the teaching force is now required, resulting from classes in advanced grades and increase of number of classes consequent upon increase in number of new students.

Eleven hundred dollars in two years have been used from the Steward's funds paid in by the students, and which should have gone to reduce the expense of the school to students in board and incidentals but has gone to increase the value of the property of the State.

The success of the school seems to the board remarkable, considering the conveniences afforded, contrasted with institutions of like character in the neighboring States.

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The efficiency of the school would be greatly increased by the addition of the following:

Room for Library and Reading Room.

Room for Museum and Apparatus.

Room for General Assembly.

Room for Chapel.

More rooms for Recitations.

More room for Dormitories.

The largest room in the building, now used for assembly, seats but one hundred and fifty, while the school now has two hundred pupils. By the addition of a room for a general gathering, the present largest room could be well used for two additional and much needed recitation rooms.

An appropriation for these purposes is a pressing need; and while the board do not at this time present and urge an appropriation for a new building; yet, showing the work that has been done, the increasing growth of and interest in the school, the members have thought the legislature would consider well our wants and necessities, and in due time give us the needed means to erect a suitable building to meet our every want.

We have great faith in the final success, permanent establishment, and resulting good to the State, of this school, and hope that our report, showing our work, will confirm the same in your mind, and that of the General Assembly.

S. G. SMITH, *President of the Board.*

WM. C. BRYANT, *Secretary.*

CEDAR FALLS, September 1, 1879.

To the Board of Directors of Iowa State Normal School:

GENTLEMEN :—I respectfully present the Second Biennial Report of Iowa State Normal School for the school years of 1877–78 and 1878–79.

Very Truly,

J. C. GILCHRIST, *Principal.*

Cedar Falls, Iowa, Nov. 19, 1879.

REPORT OF THE PRINCIPAL.

THE SCHOOL YEAR.

THE school year of forty weeks has three terms. The fall terms began the first week of September, and continued sixteen weeks. The winter terms began the first week of January and continued twelve weeks. The spring terms began the second week of April, and continued twelve weeks.

ATTENDANCE.

The following table shows the attendance of students by terms and years :

	1877—78.			1878—79.		
	MALES.	FEMALES.	TOTAL.	MALES.	FEMALES.	TOTAL.
Fall Terms...........	50	120	170	45	125	170
Winter Terms......	46	91	137	49	104	153
Spring Terms.......	49	62	111	47	76	123
The Year..............	84	153	237	82	170	252

The whole number of those who have been in attendance during some portion of the year is shown in the last item.

The following table shows the organization and membership of the several classes :

SENIOR DIDACTIC CLASS—THIRD YEAR OF COURSE.

	1877—78.			1878—79.		
	MALES.	FEMALES.	TOTAL.	MALES.	FEMALES.	TOTAL.
Graduates	3	1	4	1	3	4
Irregular				3	1	4

SENIOR ELEMENTARY CLASS—SECOND YEAR OF COURSE.

Graduated	5	12	17	9	9	18
Irregular	5	16	21	3	11	14

JUNIOR ELEMENTARY CLASS—FIRST YEAR OF COURSE.

Unclassified	69	124	193	67	145	212

	1877-78.	1878-79.
Whole number of students enrolled	237	252
The average attendance for whole year	139	149
The number who had taught on entering	149	160
The number who had not taught on entering	88	92
The average number of terms taught on entering	4½	4
The average age of the whole attendance	20	21
The number of graduates	21	22
The average age of the graduates	22	23

The whole number in attendance during some portion of the two years.. 411

The whole number in attendance during some portion of the three years of the school's existence.................................. 486

The number of students who have been in attendance both years, in whole or in part, is 78. This is 19 per cent of the whole number attending. The average number of terms of attendance for each student is nearly two. Many students of extensive experience in teaching have resorted to this school for more thorough preparation.

It seems proper to make a statement of the attendance during the fall term of 1879 up to October 1st :

The number enrolled at this date is	198.
The number of new students during this fall term	111.
Whole number enrolled since the school existed	597.

Fifty-three counties of Iowa were represented in the attendance of 1877-78, and fifty-seven counties in the attendance of 1878-79. The number of counties represented during both years is sixty-nine. They are as follows :

Adair, Adams, Allamakee, Appanoose, Benton, Black Hawk, Boone, Bremer, Buchanan, Butler, Buena Vista, Calhoun, Cedar, Cerro Gordo,

Cherokee, Chickasaw, Clay, Clayton, Clinton, Crawford, Dallas, Davis, Dickinson, Delaware, Dubuque, Floyd, Franklin, Fayette, Fremont, Greene, Grundy, Guthrie, Hancock, Hardin, Harrison, Henry, Howard, Humboldt, Iowa, Jackson, Jefferson, Jones, Keokuk, Linn, Lyon, Marion, Madison, Mahaska, Marshall, Mitchell, Muscatine, Montgomery, Polk, Pottawattamie, Plymouth, Poweshiek, Ringgold, Shelby, Story, Tama, Union, Van Buren, Webster, Winnebago, Winneshiek, Woodbury, Worth, Wright.

Besides these, two counties of Minnesota, two counties of Illinois, one county of New York and one of Wyoming Territory, sent students—in all, six.

STUDENTS' DECLARATION.

Each student receiving free instruction signs a declaration that in becoming a student of Iowa State Normal School, it is his purpose to fit himself for the business of teaching; that it is his intention to teach in Iowa after leaving the school; that he will report to the Principal as often as twice every year for at least two years and once every year thereafter.

It is proper to inquire how well this obligation has been kept. Statistics in my possession show that our students have kept their promise. Of course those who have attended the most terms have been spending their time in study, and have not had the opportunity to teach. There can be no doubt of the fulfillment of their pledge.

SPIRIT AND DEPORTMENT OF STUDENTS.

I have very favorable statements to make concerning the deportment and character of our students. During the two years for which this report is made, only two serious cases of discipline occurred. Nor were reproof and admonition frequently needed. In this connection it should be remembered that we have a large household of many students of both sexes. The safety and desirability, indeed, of the co-education of the sexes, receive additional proof from the experience afforded by this school, a school where not only instruction is given in common classes to young men and women, but also where they take their meals at the same table and mingle in the discharge of daily duties as in a family. Careful supervision, of course, is given; but the preponderance of the general sentiment of the school in favor of propriety and decorum arising from the maturity and settled character of

our students, has held in check any latent lawlessness, and been the chief securities against any possible evils.

Our students show great zeal in study, and their industry produces good scholarship in the branches taught. It is the conviction of your faculty that they acquire a love of learning and a devotion to the cause of education, as well as a professional ambition. The students of the school have been its warm friends.

THE RESULTS OF THE SCHOOL.

This school is of too recent origin to afford much data from which to estimate the benefits derived therefrom by the public schools. Reports as to the success of our students in the school room are very favorable. Many of them entered upon responsible situations and continue to hold them. But it must not be forgotten that only the few take the shortest of our courses of study, the elementary, and that very many are here only one or two terms. The school is not responsible to any great extent for the quality of work done by this last class, yet it does seem that they are greatly benefited by their short attendance. Here, as in other similar institutions, facts sustain the inference that Normal Schools, by a few terms of instruction, make fair teachers of those who would otherwise be very incapable, and, to students of considerable talent, they give qualifications of discipline and scholarship, and a training, equivalent to many years of unaided experience. To insist that a Normal School is useless because some of its students fail as teachers, is unreasonable in the extreme. It is well known that a considerable number of the graduates of Theological, Medical, and Law Schools, fail in the practice of their profession, but it is well authenticated that a smaller per cent of the graduates of the Normal Schools of our country fail, than of the schools just named.

The usefulness of such professional schools, however, is conceded by all classes. They are a necessity of our civilization.

THE COURSE OF STUDY.

The following table presents the course of study and the years and terms:

THE COURSE OF STUDY.

SCHOLASTIC STUDIES.	First Year.			Second Year.			Third Year.			Fourth Year.		
	1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.
English Literature.												
English Grammar.	1											
Spelling	½											
Word Analysis	½											
Letter Writing and Composition			1									
English Literature				1	½							
Rhetoric							1					
English Classics										½		
Historical Elements Eng. Language										½		
Mathematics.												
Arithmetic	1											
Algebra		1	1	1								
Geometry			1			1	1					
Book-Keeping			1									
Trigonometry and Surveying								1				
Navigation and Spherical Trigonometry									1			
Calculus										1		
Science.												
Geography	1											
Physical Geography				1	½							
Physiology		1										
Natural Philosophy				½			1					
Chemistry					½			1				
Botany						½			1			
Mental Science						½			1			
Zoology									1			
Geology										1		
Astronomy												1
Moral Science									1			
Civil Liberty										1		
Logic												1
History.												
History of United States		1										
Constitution of United States			1									
General History					1	½						
History of England								1				
Art.												
Penmanship	—	—	—	—	—	—						
Free-Hand Drawing	—	—	—	—	—	—						
Reading and Elocution	—	—	—	—	—	—						
Vocal Music	—	—	—	—	—	—						
Perspective and Shaded Drawing							—					
Industrial Drawing								—				
Designing									—			
PROFESSIONAL STUDIES.												
Practice—Teaching Classes	—	—	—	—	—	—	—	—	—	—	—	—
The Theory of Education	L											
School Management		L										
Instruction			L									
School Economy				1								
How to Teach					1							
School Laws of Iowa, General Laws and Decisions, Classification of Knowledge,						1						
Genesis of Knowledge								L				
Educational—Character of, Branches of Study,									1			
Methods of Advanced Classes							L					
History of Education								1				
Philosophy of Education										1		
Lives of Great Educators											1	
Graded Schools												1
Institute Work												L

EXPLANATION.—The "1" represents Recitations; the "—," Drills and Practice. "L" stands for Lectures.

THE ELEMENTARY COURSE consists of First and Second Years.
THE DIDACTIC COURSE consists of the First, Second and Third Years.
THE SCIENTIFIC COURSE consists of the full Four Years.

It will be observed that we have two classes of study, Scholastic and Professional. Both of these fall within the true province of Normal School instruction. The teacher needs fuller and more critical mastery of the branches to be taught than is needed for the ordinary business of life. Thoroughness and fullness of knowledge in these subjects is a preparation for teaching of great importance. The Normal School must give this preparation. Instruction in the Philosophy of Education and Methods of Teaching is the more special province of a Normal School. Fully one-half of the student's time is directly employed in professional study, and the other half, indirectly. In his study and recitation of the branches to be taught, the student gets a knowledge of class management and system, side by side with a knowledge of the subject-matter. He learns the method of teaching that he is to adopt when he comes to have a school of his own. This is especially true for methods of advanced classes. How to teach primary and intermediate grades is taught by lectures and practice.

The faculty have no recommendations to make for a change in the course of study. For the first two years, especially, it is very full. We are maintaining a semi-preparatory year, rendered necessary to accommodate many good students, low in scholarship, perhaps, but of strong minds and reliable character. They often make acceptable teachers after a short attendance, and returning, take a longer course and eventually become able workers in the educational field. In this connection, I may say that our patronage comes largely from the country. Our students are, to a great extent, the sons and daughters of farmers, who highly appreciate the opportunities here afforded.

We experience many difficulties in the management of the Practice Department, arising from the want of room and a suitable Model School. This would be of great value as a school of observation. The present mode of illustrating systems and methods has given such satisfactory results, that it would be continued were a Model School established. However, for the exemplification of full and detail processes a Model School is necessary. We feel this want severely and hope that it will soon be supplied.

ENTRANCE EXAMINATION.

In order to indicate what qualifications an applicant for admission should have, I subjoin a list of questions used for the Entrance Examinations at the beginning of the year 1877-78:

GRAMMAR.

1. Define Etymology.
2. Write the plurals of—city, attorney, hero, folio, stratum.
3. Write the possessives of—fox, class, goodness, it, they.
4. Write the principal parts of—have, get, study, throw, overflow.
5. Write a list of ten prepositions.
6. Name the part of speech of each word in the sentence:
   Know then this truth, enough for man to know,
   Virtue alone is happiness below.
7. Analyze or diagram the sentence:
   Along the *cool*, sequestered vale of life,
   They *kept* the even *tenor* of *their* way.
8. Parse words in italics.
9. Write a sentence containing a compound adverbial phrase.
10. Correct the sentences: Where did you buy them pencils? Aint my hat perfectly horrid? All three of us was present. Which is the oldest, you or me?

PHYSIOLOGY.

1. Give three points of difference between animal and vegetable life.
2. Name the bones of the trunk.
3. Give three of the uses of the muscles.
4. What is the office of the gastric juice?
5. Describe the heart.
6. What is assimilation?
7. Why is expired air impure?
8. Locate the vocal chords.
9. Name the principal organs of the nervous system.
10. What are commissures?

U. S. HISTORY.

1. Who was Vasco de Gama? What discovery was made by him?
2. When, where, and by whom were the first settlements made in New York?
3. Name the early settlements made by the Spaniards.
4. Name, in the order in which they occurred, the French and Indian wars, and state the cause of the last.
5. How did the Articles of Confederation differ from our present Constitution?
6. State *briefly* the important events of Buchanan's administration.
7. What was the Missouri Compromise?
8. State the circumstances of Sherman's march to the sea.
9. State the nature of the provisions of the Fourteenth Amendment.
10. Name three important inventions of the last half century.

GEOGRAPHY.

1. Name and locate five important cities of the U. S. on or near the Atlantic coast.
2. Name and describe the river systems of South America.
3. What is a border sea? An inland sea?
4. Draw a map of Iowa.
5. In what directions, on what waters, and with what cargo, would a vessel sail from New York to London?
6. Name the States that border on the Mississippi river.
7. Locate the Mediterranean, R d, and Caspian seas.
8. State the principal natural advantages of England.
9. Locate the following cities: Constantinople, Paris, Rio Janeiro, Melbourne, Calcutta.
10. Name the leading occupations of the people of Brazil.

ORTHOGRAPHY.

Define orthography, syllable, penult, suffix, synonymn.
Spell correctly—anteke, buro, depo, clefant, fassinate, furlo, gostly, italisize, lisense, lieing, murr, oxegen, pedegog, skooner, silable, tripthong, zeffer, Humbolt, sychicle, porpus.

ARITHMETIC.

1. If a number be divided by 2, and four be added, and the sum be multiplied by 3, the product will be 42. Required, the number and the process of finding it.

2. If the sum of three numbers is 726, and two of them are 116 and 325, what is one-third of the other.

3. Reduce two-thirds plus four-fifths to a common denominator, and show why the values of the fractions are not changed thereby.

4. What will 4 tons, 5 cwt., 2 qrs. of hay cost at $12.50 per ton ?

5. Reduce the decimal .00205 to a common fraction in its simplest form.

6. What is the exact time in days from Christmas, this year, to July 4th, 1878, including both days named ?

7. The difference in time between two places is 1 hour and 45 minutes; what is the difference in longitude ?

8. 250 is ten per cent. of what number ?—To be solved by analysis.

9. What is due in three years on a note of $500, with interest at ten per cent., payable annually, but no payments being made ?

10. At what rate per cent. must I invest $75,000 to give me an income annually of $6,000 ?

CLASS EXAMINATIONS.

There has been much misapprehension of the standards of scholarship which this school is supposed to follow. It has been thought by some that our standards were not high, consequently not a few applicants have experienced some disappointment in being refused admission to our advanced classes. All applicants taking an advanced standing must pass examinations similar to those passed by the classes into which they wish to enter. Graduates from the High Schools of our leading cities present themselves for admission, and it is no disparagement to them or to the schools from which they come to be classified where they can study the common branches. Indeed, generally speaking, it is their earnest wish to be so classified. No student of the six hundred admitted up to this time ever entered the third year of the course, and only a very few of the High School graduates entered the second year of the course. It is in the first and second years that the professional studies receive the greatest attention, especially in the practical part of those studies. No student can afford to omit these subjects. The responsibility for the scholarship of its graduates is by the public attached to the Normal School, and that responsibility cannot be thrown upon the school at which the graduate previously studied.

I subjoin a list of questions actually used in the examination of our classes at sometime during the years for which the report is made. These lists will also show the drift and spirit of our instruction. Creditable as we think the examinations were, we yet aspire to more completeness and thoroughness.

EXAMINATIONS.

FIRST YEAR—ELEMENTARY COURSE.

ARITHMETIC.

1. Two persons have the same income. A saves $\frac{1}{4}$ of his; B spends $300 a year more than A, and at the end of two years is $200 in debt. What is their income ?

2. Find the value of $4\frac{0}{5}$.

3. How many square feet in the surface of a cube whose volume is 91,125 cubic feet ?

4. Derive formula for finding l, a, r, and s, in Geometrical series.

5. Derive formula for finding l, a, d, n, and s, in Arithmetical series.

6. What is the sum of the infinite decreasing series: 4, 2, 1, $\frac{1}{2}$, &c. ?

7. Find the area of a trapezoid whose parallel sides are 18 and 20 feet, and the perpendicular distance between them is 40 feet ?

8. Give formula for finding c, d and a, elements of a circle.

9. Give formula for finding surface and volume of a sphere.

10. Give process of finding volume of a pyramid and frustum of a pyramid.

ENGLISH GRAMMAR.

1. Give the principal parts of sit and lie.

2. Define Present-Perfect tense.

3. What is a phrase ?

4. What is a participle ?

5. Distinguish between a verbal noun and a participle used as a noun.

6. Write a sentence containing a participle used as a noun in the predicate.

7. Write a sentence containing an infinitive used as an adverb.

8. Write a sentence containing a subordinate clause in apposition.

9. Having heard of the fame of the orator, I was anxious to attend his lecture. Parse *having heard*.

10. Parse *to attend*.

WORD ANALYSIS.

1. Give origin of the names of the days of the week.

2. Give etymology of the words : kernel, gospel, daisy, and wrong.

3. What is the difference between a Latin and an English primitive ?

4. Analyze, define and give sentences illustrating the uses of the words: *transaction, auditor, precipitate,* and *celebration.*

5. Give and define five derivatives from the Latin primitive, *ciris.*

6. Give and define words containing the prefixes: *preter, de, dis, in* and *ab.*

7. Give and define words containing the suffixes: *ary, ous, cle, age* and *al.*

GEOGRAPHY.

1. Give an outline of Geography.

2.   e the principal divisions.

3. Define climate, civilization, and government, and its kinds.

4. Describe the drainage of North America.

5. Give the exact position of North America and the United States.

6. Locate the mountains of the New England States.

7. Locate ten college cities in New England.

8. Locate ten sub-divisions of the ocean on the New England coast.

9. Draw a map of Maine.

10. Give a topical outline of Massachusetts.

PHYSIOLOGY.

1. Classify membrane; picture its structure.
2. Describe and picture the different kinds of epithelium.
3. Describe the ribs, including their attachment to the sternum and spinal column.
4. Name the muscles of the posterior part of the trunk and give function of each.
5. How do the muscles receive nutriment ?
6. Give examples of the different kinds of levers found in the body. Indicate the parts of each.
7. Describe the two systems of nerves.
8. Describe blood, and trace its course through the system.
9. What is the office of oxygen in the system and what its products ?
10. Name the special senses.

U. S. HISTORY.

1. Indicate by map or otherwise the parts of the United States discovered by each nation.
2. Define the kinds of colonial governments and give an example of each.
3. Classify the settlement of Connecticut.
4. Give the causes of the French and Indian wars, and the terms of the treaties by which they were terminated.
5. What were the causes of Bacon's and Claybourne's rebellions ?
6. Locate Crown Point, Williamsburg, Dartmouth, Louisburg, and Santa Fe.
7. Trace Burgoyne's invasion. Draw a map and locate each place.
8. Name the important battles or sieges of the Revolutionary war, and give the result of each.
9. Classify John Adams' administration.
10. Give an account of the trouble with France.

ALGEBRA.

1. Define a definition, a theorem, a lemma, a formula, and a demonstration.
2. Simplify $a - \{ b + [d - e - (f - g)] \}$.
   Put each half in a parenthesis.

3. $a + x + c^2 - ab + cd - xy$.
   Classify Theorem and Factoring. Illustrate each part.

4. Find G. C. D. and L. C. M. of $x^2 + 8x + 15$.
   $x^2 - 2x - 15$ and $x^2 + 2x - 3$.

5. Simplify $x + \dfrac{1}{1 + \dfrac{x-1}{3-x}}$

6. Divide a by $a + x$.
   Prove that a quantity with a negative exponent is equal to the reciprocal of the same quantity with the sign of exponent changed.
7. Define the different kinds of equations.
8. If from ⅓ of my height in inches 72 be subtracted, one-fifth of the remainder will be 2. What is my height ?
9. A and B can do a certain work in m days. A and C can do it in n days, and B and C can do it in p days. How long would it take each to do it ?
10. Prove proposition III in Indetermination. To what condition can all the cases in Indetermination be reduced ?

CONSTITUTION OF U. S.

1. Say in ten lines what you can about the convention that framed the Constitution.
2. What kinds of powers are exercised by the House of Representatives ?
3. How is the number of members determined ? What is meant by "members at large"?
4. State the provision for representation as it was for the slave States.
5. In ten lines tell what you can of the processes of electing a President of the U. S.
6. What bills must originate in the House ?
7. How is the Senate composed ? What are its special prerogatives ?
8. Name the powers and duties of the President.
9. Topic: The system of U. S. Courts.
10. How can amendments to the Constitution be made?

SECOND YEAR—ELEMENTARY COURSE.

ENGLISH LITERATURE.

1. What influences opposed the development of early American Literature?
2. How do you account for the prominence of Theological writings in our earliest literature?
3. What did Dickens think of the American press ?
4. Name ten of the most eminent of American poets and the best works of each.
5. Compare the poetry of Longfellow with that of Whittier.
6. Give a quotation of at least four lines from each of the last-named authors.
7. Name five eminent American novelists.
8. Criticise the style of Bayard Taylor.
9. How do you account for the popularity of Uncle Tom's Cabin?
10. Name four eminent female writers of America.

ALGEBRA.

1. $\dfrac{xyz}{x+y} = a, \dfrac{xyz}{x+z} = b, \dfrac{xyz}{y+z} = c$. Find values of x, y and z.
2. When are three quantities in harmonical progression? Find the second term of h p, the first being a, and the third c.
3. Give the formulæ for l and s in an Arithmetical Series; also, for l and s in a Geometrical Series.
4. Insert four Geometrical means between 10 and 1,000,000.
5. Write formulæ for Pr. and Cr.

6. Find sum of n terms of series: 1^3, 2^3, 3^3, &c.
7. How many permutations may be made of 15 things taken 4 at a time ?
8. How many combinations may be made of 10 things taken 5 at a time?
9. How many balls in a square pile of 14 courses?
10. How many balls in a triangular pile of 16 courses, after six courses are removed?

GEOMETRY (WENTWORTH'S).

1. Define point, line, surface, solid.
2. Tell how they are generated.
3. What is an angle?—Complement of ?—Supplement of ?
4. Name topics discussed in B. I., and number of Prop's under each.
5. Demonstrate Prop. V, B. I.
6. Demonstrate Prop. XI, B. I.
7. Demonstrate Prop. XXII, B. I.
8. Demonstrate Prop. XXVIII, B. I.
9. Demonstrate Prop. XLVII, B. I.
10. Give formula for value of an angle of equi-angular polygons.

PHYSICAL GEOGRAPHY.

1. Define magnetic declination and inclination.
2. What are the evidences and results of internal heat?
3. Picture and explain the formation of an artesian well.
4. What is the difference between altitude and relative elevation?
5. Define the classes of relief forms.
6. Define orders of plateaus, and give examples of each.
7. Compare the southern peninsulas of Asia and Europe.
8. Explain the relief structure of Africa.
9. Give the laws of relief.
10. Give an analysis of islands.

NATURAL PHILOSOPHY.

1. Define weight.
2. What will a pound of tea weigh on the moon? On the sun? At the center of the earth?
3. Define specific gravity.
4. Will the weight of a pail of water be increased if a fish is thrown in?
5. What power may sealing-wax, sulphur and glass acquire, and on what conditions?
6. What two forces are struggling with each other when the hand is withdrawn from water?
7. Suppose we wished to use water instead of mercury for a barometer. How long a tube will be required? Why?
8. Define Inertia.
9. Define heat, sound and light.
10. Picture and describe the action of a lifting pump.

CHEMISTRY.

1. Define atom, molecule and radical.
2. What is chemism?
3. Write the four laws of combining quantities.
4. Give a list of the elements, their symbols and atomic weights.
5. Give the water type, acid type, basic type, salt type. Give the method of naming the binaries, ternaries. Illustrate.
6. Give the table of non-metallic dyads and metallic monads.
7. What does diatonic mean? What does dyad mean? May some elements be at the same time tetratonic and dyad? Monatonic and dyad?
8. Treat orgentric nitrate with chlorohydric acid, what happens? Write the chemical equation. Name the new compound.
9. $Pb(NO_3)_2 + 2HCl$ — what? Give the chemical names of the results.

10. Write as many formulæ as you can, and write the chemical name with each.

BOTANY.

1. Draw leaves, illustrating the kinds and properties, writing names in conjunction.
2. Name the various stems. Illustrate each by naming a plant.
3. Give all the technical terms used in connection with flowers. Define torus, cruci-form, hypogonous, and six others.
4. Define spike, umbel, catkin, corymb, and three other names connected with inflorescence. Illustrate.
5. Discuss ovary.
6. Discuss fruit.
7. Give a classification of the parts of a flower.
8. Give the classification of plants through cohoits.

GENERAL HISTORY.

1. Classify the Caucasian race and give its principal branches, their places in history.
2. Classify Egyptian caste.
3. What are the principal sources of information in Assyrian and Egyptian history?
4. Draw a map of Palestine; locate Jerusalem, Tyre, Sidon, Balbec and Palmyra.
5. Name the conquests of Cyrus; outline Oriental commerce.
6. Draw a map of Greece. Indicate States. Locate Thebes, Eleusis, Delphi, Marathon, Mt. Olympus.
7. Persian wars—cause? Principal battles and results.
8. Give the periods of Roman history and epochs of the second. Limit each period by date and event.
9. What were the duties of Consul? Tribune? Dictator? Decemvir, and Censor?
10. Give an account of Hannibal.

SCHOOL GOVERNMENT.

1. What is government? Name and describe the parties concerned in government.
2. Define each of the four departments of government.
3. What are the objects of school government?
4. Give classification of school retributions.
5. Write a few lines on reproof.
6. Discuss means of preventing disorder.
7. Enumerate the objects of punishment.
8. Enumerate the principles relating to the infliction of punishments.

HOW TO TEACH.

1. Write two or three of your leading thoughts on education and teaching.
2. Name the leading divisions of the first few grades. Give the sub-divisions.
3. In the first steps of reading, what ability should the pupil acquire? Enumerate the successive objects to be effected in a course of teaching reading.
4. What are the faults manifested in pupils of the fifth and two or three succeeding grades?
5. Outline the instruction you have received on how to teach language.
6. Explain how you would teach the reading and writing of decimals.
7. Give the best ways of explaining the division of a fraction by a fraction.

BOOK-KEEPING.

1. What is Book-keeping?
2. Describe the principal books used.
3. Give an order and form of Day-book entries.
4. Give eight rules for journalizing.
5. Give rule for opening book. first, in individual, second, in partnership business.
6. State five reasons for checking off.
7. What are the objects in view in closing the Ledger?
8. Describe the process of closing.
9. Describe the Balance Sheet.
10. Name several tests of the correctness of the work.

RHETORIC.

1. Define Rhetoric. Give the aim of the study of it.
2. Speak of subject and theme, and give requisites of the theme.
3. Give classification of invention. Define recollection and selection.
4. What are the organic parts of a discourse?
5. What should the plan of a discourse contain?
6. Speak of the contents of the introduction.
7. Give the general rules for the disposition of the body of a discourse.
8. What is Amplification?
9. State the means of Amplification.
10. Give the classification of disposition.

THIRD YEAR—DIDACTIC COURSE.

GEOMETRY.

1. Demonstrate Prop. 3, Book V, Robinson's Geometry.
2. The perpendicular distance between two parallels is 10; what angles must a line of 20 make with these parallels to extend exactly from one to the other?
3. Demonstrate Prop. 9, Book VI.
4. Demonstrate Prop. 18, Book VI.
5. The diameter of a circle is 4; what is the area of the inscribed equilateral triangle?
6. The surface of a sphere is 68 square feet; what is its diameter?
7. Demonstrate Prop. 3, Book VII.
8. Demonstrate Prop. 6, Book VII.
9. Demonstrate Prop. 14, Book VII.
10. Demonstrate Prop. 21, Book VII.

TRIGONOMETRY.

1. Given the base 432; angle at the base 45 degrees. To find the perpendicular and hypothenuse of a right angled triangle.
2. Given two sides of a triangle, 478 and 567, and included angle 48 degrees. Find remaining parts.
3. What is the area of a rhombus, each side 21 feet, acute angle 53 degrees?
4. Find the length of an arc of 20 degrees in a circle whose diameter is 125 feet.
5. Find area of sector of 20 degrees in a circle whose diameter is 125 feet.
6. Find entire surface of a square pyramid whose slant height is 30 feet, each side of base 4 feet.
7. Find the solidity of a wedge whose base is 30 by 5 feet, altitude 12 feet, length of edge 16 feet.
8. If the diameter of the moon is 2160 miles, find its solid contents.

NATURAL PHILOSOPHY.

1. Define specific gravity; instruments for finding; how found for all kinds of matter.
2. Write ten lines about water-wheels. Give drawings, if you choose.
3. Describe the experiment of Torricelli. Give Pascal's reasoning.
. Give the rules for the barometer for predicting changes in the weather.
. Give some principles governing the intensity or loudness of sound.
6. What is the velocity of sound in still air? Say something of the velocity of sound in other media.
7. Write the absolute number of vibrations for the tones of the musical scale. What is a major third? a minor third?
8. What are the theories of light? What are the sources of light?
9. Define reflection of light, refraction, diffraction. dispersion, chromatic aberration and interference.
10. What is polarization? Write a few lines about it.

CHEMISTRY.

1. Give the theory of acids, bases and salts.
2. Give the chemism of water; by diagram, show its atomic weight.
3. Have the molecules of all substances equal magnitudes? Whose law is this? State it.
4. Discuss atomicity. Write a table of perissads and artiads.
5. What is catalysis? What is the influence of the nascent state?
6. Give the preparation of oxygen from potassium chlorate. Show the reaction.
7. Discuss the chemistry of the atmosphere. Write fifteen or twenty lines.
8. Discuss the balancing of the chemistry of the atmosphere.
9. Chemistry of a burning candle. Give drawings and explanations.
10. The oxy-hydrogen blow-pipe. Drummond light. Spontaneous combustion.

BOTANY.

1. State the uses of the pollen and the mode of its action.
2. What is a cell? Size? Make a drawing showing cell growth, and give explanation of the process.
3. Describe the growth of the seed into a plantlet.
4. By drawing, or otherwise, explain wood cells or woody fibre. Explain ducts.
5. Give a drawing showing a cross section of an endogenous stem; also of an exogenous stem. Designate all the parts.
6. Give the sources of the nourishment of the plant. Explain action of the leaves.
7. Circulation. What makes the sap ascend to the leaves?
8. Describe the germination and growth of a Cryptogamous plant, as a fern.

MENTAL SCIENCE.

1. Topic: Consciousnesss.
   1. Define.
   2. Distinguish between consciousness and knowledge.
   3. Special conditions of consciousness.
2. Topic: Memory.
   1. Define kinds.
   2. Distinguish between memory and recollection.
   3. Implied conditions.
   4. Conditions for remembering.
   5. Suggestion or Association. Give law of.
   6. Proofs of the deathlessness of memory.
3. Topic: The Presentative Power.
   1. What two-fold elements in perception?
   2. Distinguish between sensation and perception.
   3. Enumerate the senses.
   4. Give their limitations, and show how they supplement one another.

HISTORY OF ENGLAND.

1. What is known of the pre-historic inhabitants of England?
2. Name and locate the divisions of the Heptarchy.
3. Whom do you consider the greatest of the Saxon kings? Why?
4. How did Kanute reconcile the English to his reign?
5. What were the immediate effects of the Norman conquest?
6. Write a list of the Plantagenet kings.
7. Who was Roger Bacon?
8. Who was the Black Prince? What victories did he gain?
9. What was the mission of Joan of Arc? Speak of her death.
10. Describe the death of Richard III.

TRUE ORDER OF STUDIES.

1. State the order in which the intellectual powers manifest their activity.
2. What practical conclusions in teaching are derived from this order of activity?
3. Give the divisions of human knowledge, and discuss them.
4. Give the Hierarchy of Science, sub-dividing ea h.
5. Why is Geometry first? How is it to be taught to children?
6. What is said about a hanging chain?
7. What recommendations are made for teaching chemistry?
8. What is said of the value of history?
9. What parts of the hierarchy appear in Dr. Hill's Curriculum for a Grammar School?
10. What is said on the propriety of Theistic teaching?

HISTORY OF EDUCATION.

1. What circumstances go to show that intellectual tastes were developed in ante-diluvian times?
2. Commence with the post-diluvian nations, and name the nations, to the time of Christ, whose educational history we have considered?
3. Trace the education of women through these nations.
4. Name the most prominent features or kinds of education in each nation. Draw a comparison between the education of Sparta and Athens.
5. What is meant by esoteric education? exoteric education? For whom and in what nations was each kind designed?
6. Speak of the education of the Romans? What did Antonius Pius establish? Speak of the Druids.
7. Mohammed, Capella, Bishop Isidore; what the title and contents of his book? Charlemagne, Alcuin, Clement, Alfred the Great.
8. Universities of Italy, Benedictines, The Pandects; by whom and what?
9. Speak of the influence of Rousseau on education.
10. Give an abstract of the views of Pestalozzi on education.

RULES FOR GRADUATION.

I have deemed it well to insert your rules for graduation. They have been adhered to in our procedure with graduating classes thus far.

1. Students completing the Elementary or Didactic Course of Study, and passing a satisfactory examination, will receive certificates from the faculty and examining board, showing the course of study completed by the student and his proficiency therein, and those graduating in the Scientific Course will receive diplomas, with the degree " Bachelor of Didactics."

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

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

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

III. Students completing the studies of the first year and manifesting decided teaching ability, will be granted a certificate to that effect signed by the principal. The applicant must be at least eighteen years of age, must have attended two full terms, and must be present during commencement week.

IV. An examination of candidates for graduation shall be held near the end of each scholastic year. The Examining Board shall consist of the Superintendent of Public Instruction, the President of the

State Teachers' Association, the Principal of the Normal School, and two County Superintendents—one chosen by the Superintendent of Public Instruction, and one by the President of the Board of Directors.

The Superintendent of Public Instruction shall be Chairman, and the Secretary of the Board of Directors, the Secretary of the Examining Board.

V. None shall be admitted to the examinations except the members of the Faculty, Board of Directors and invited guests.

VI. The examinations shall be in writing, in at least two leading branches. The papers of the written examinations shall be preserved in the institution.

VII. When the examination in any subject is concluded, a vote shall be taken as to what candidates shall be accepted in that branch. The result of balloting shall not be announced to the members of the class. A candidate having failed of confirmation in two subjects shall still be eligible to acceptance at the final vote of the examiners, provided for in the next rule.

VIII. When the examinations are completed a vote shall be taken upon each candidate as to his final acceptance, considering his qualifications as a whole.

IX. In this final balloting, four affirmative votes must be received by each candidate in order to warrant his graduation.

X. A record of the proceedings shall be kept in full by the Secretary, and approved by the Chairman of the Board of Examiners.

XI. The result of the examinations shall be announced to the class by the President of the Board of Directors.

XII. The diplomas shall be signed by the President and Secretary of the Board of Directors, the Principal, and the Superintendent of Public Instruction.

The committee that examined the candidates for graduation of the class of '77 were Hon. Carl W. von Coelln, Superintendent of Public Instruction, Des Moines; Prof. Wm. D. Collins, Superintendent of Chickasaw county; Prof. J. Macy, Iowa College, Grinnell; Miss S. Blackburn, Superintendent of Benton county.

The committee that examined the candidates for graduation of the class of '78, were Prof. W. J. Shoup, President of the Iowa State Teachers' Association; Rev. Charles Gibbs, Pastor of Congregational church, Cedar Falls; Ira C. Kling, Deputy Superintendent of Public Instruction; and M. H. Kling, Superintendent of Cerro Gordo county.

The examinations were comprehensive and thorough, and occupied two days and evenings.

WANTS.

When the State of Iowa established this school, there were transferred for your uses the grounds and buildings owned by the State and occupied as a Soldiers' Orphans' home. It was then known that these buildings were inadeqate to the requirements of such a school as you and the people of the State hoped to see established. All that could be done with the facilities and money at your command has been done. The accommodations and equipments, barely sufficient for a beginning, have been far outrun by the growth of the school. If it is the intention to keep pace with the demands of the public patronage upon the school, there exists great necessity for more room. I shall not enumerate the many pressing wants; but with many friends I express the sincere hope that the State will respond to these demands and furnish adequate facilities to meet them.

MISCELLANEOUS.

The Philomathic Literary Society is maintained by the young men of the school, and the Altha Literary Society by the young ladies. They are excellent auxiliaries, and their effects upon the culture of the school are apparent. These societies sustain a paper called THE STUDENTS' OFFERING, which has ranked with the best in college journalism.

Full and reliable records are kept at no little cost of labor, showing for each student his time of entrance, duration of attendance, scholarship, deportment, etc.

An Alumni Association has been formed, and its first meeting will be held next June, during commencement week.

I desire to express my thanks for the excellent faculty that you have chosen to be my co-laborers, and to say that they are able and faithful teachers. Their labor is greater than is customary—greater than it should be. A school of this size requires more teaching force than you have employed, although you have gone to the extent of the means at your command.

CONCLUSION.

The prospects of the school are very favorable. The attendance will greatly increase during the next year or two, if suitable facilities can be supplied. This increase in attendance will undoubtedly be appreciated by all friends of our educational system.

To conclude, we are confident that in making up an opinion as to the success of this school, there should be taken into account its recent establishment, the number of students attending, the distribution of that attendance through all parts of the State, the age of students, the length of time that they attend, the number of graduates, the results of the tests at examinations, the good work done by the great majority as teachers, and the strong educational influence exerted. It seems impossible that any other than a favorable opinion can be formed. It is hoped that these results will vindicate the wisdom of the experiment which Iowa has at last made, and induce her to increase the facilities to a degree commensurate with the importance of the enterprise.

J. C. GILCHRIST, *Principal.*

Cedar Falls, November 1, 1879.

EXHIBIT.

SECRETARY'S AND TREASURER'S REPORTS FOR THE
BIENNIAL PERIOD COMMENCING JULY 27, 1877,
AND ENDING JULY 9, 1879.

EXPENDITURES.

The following exhibit shows the expenditures of the State Normal School from July 27, 1877, to July 9, 1879, being a list of the warrants drawn on the treasurer of the institution for that period:

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1877.			
Sept. 8	104	Teacher	200.00
Sept. 8	103	Teacher	80.00
Sept. 8	109	Teacher	60.00
Sept. 13	110	Repairs...	500.00
Sept. 18	105	Teacher	150.00
Sept. 18	108	Teacher	80.00
Sept. 18	107	Teacher	40.00
Sept. 28	112	Secretary	100.00
Sept. 29	113	Teacher	120.00
Sept. 29	111	Printing..	110.72
Dec. 4	118	Teacher	120.00
Dec. 4	119	Teacher	120.00
Dec. 4	115	Teacher	80.00
Dec. 4	114	Teacher	150.00
Dec. 4	117	Teacher	150.00
Dec. 6	120	Teacher	150.00
Dec. 7	116	Teacher	160.00
Dec. 8	121	Teacher	80.00
Dec. 8	122	Teacher	180.00
Dec. 17	123	Teacher	150.00
Dec. 20	124	Teacher	120.00
1878.			
March 7	125	Teacher	150.00
March 7	126	Teacher	240.00
March 7	127	Teacher	150.00
March 7	128	Teacher	80.00
March 7	129	Teacher	160.00
March 7	130	Teacher	160.00
March 7	131	Teacher	80.00
March 8	132	Secretary's salary (balance).....................	50.00
March 12	125	Teacher	80.00
March 19	133	Teacher	120.00
April 1	134	Teacher	150.00
June 7	135	Teacher	150.00
June 7	136	Teacher	160.00
June 7	137	Teacher	80.00
June 7	138	Teacher	240.00
June 7	139	Teacher...	150.00
June 8	140	Teacher...	240.00
June 26	141	Diplomas.......................................	50.00
June 26	142	Diplomas.......................................	150.00
June 27	143	Expense..	12.00
June 28	144	Teacher	120.00
July 1	147	Teacher	80.00
July 1	146	Teacher	80.00
July 5	145	Contingent (sundries)............................	8.00
July 6	148	Printing..	7.50
July 6	149	Charts..	15.75

EXPENDITURES—Continued.

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1878.			
Aug.	12	150 Sundries	$ 31.00
Aug.	17	151 Repairs	111.00
Aug.	19	152 Postage	14.08
Aug.	21	154 Stone	59.23
Aug.	22	153 Printing	127.00
Aug.	23	155 Work and freight	28.35
Aug.	30	156 Repairs	56.37
Sept.	4	157 Threshing	14.50
Sept.	4	158 Freight	18.64
Sept.	4	159 Threshing	9.00
Sept.	6	160 Repairs	33.88
Sept.	10	161 Repairs	18.00
Sept.	10	162 Employes	155.60
Sept.	14	163 Supplies, etc.	3.34
Sept.	14	165 Butter	21.41
Sept.	14	164 Groceries	63.33
Sept.	16	166 Repairs	190.88
Sept.	16	168 Repairs and supplies	246.99
Sept.	17	168 Repairs	21.50
Sept.	20	169 Repairs	139.25
Sept.	21	170 Teacher	120.00
Sept.	27	172 Teacher	90.00
Sept.	28	171 Teacher	90.00
Sept.	28	173 Teacher	150.00
Sept.	28	167 Repairs	5.00
Sept.	30	... Repairs	70.00
Oct.	10	175 Books	5.00
Oct.	12	177 Furniture	45.25
Oct.	12	178 Apparatus	350.00
Oct.	12	179 Groceries, etc.	141.50
Oct.	17	176 Supplies	72.92
Oct.	25	180 Meat	103.23
Nov.	7	181 Teacher	90.00
Nov.	7	183 Teacher	90.00
Nov.	7	184 Teacher	120.90
Nov.	7	185 Teacher	150.00
Nov.	8	182 Teacher	70.00
Nov.	23	187 Teacher	70.00
Nov.	23	188 Teacher	120.00
Nov.	23	189 Teacher	90.00
Nov.	23	190 Teacher	90.00
Nov.	23	186 Wood	96.85
Nov.	30	191 Teacher	150.00
Dec.	14	193 Teacher	90.00
Dec.	14	192 Hardware	161.64
Dec.	18	194 Supplies	103.23
Dec.	21	195 Teacher	70.00
Dec.	21	197 Teacher	120.00
1879.			
Jan.	21	196 Teacher	90.00
Jan.	21	198 Teacher	150.00
Jan.	21	200 Printing	41.65
Jan.	21	201 Printing	55.00
Jan.	25	203 Teacher	150.00

EXPENDITURES—Continued.

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1879.			
Jan.	25	202 Apparatus	$ 145.65
Feb.	1	205 Teacher	90.00
Feb.	1	206 Teacher	90.00
Feb.	1	199 Coal and sundries	708.44
Feb.	1	204 Teacher	120.00
Feb.	1	207 Teacher	70.00
March	1	209 Teacher	90.00
March	1	208 Teacher	70.00
March	1	210 Teacher	90.00
March	1	211 Teacher	120.00
March	3	212 Teacher	150.00
March	22	213 Teacher	100.00
March	28	214 Teacher	70.00
April	3	216 Teacher	90.00
April	3	215 Teacher	120.00
April	3	217 Teaching	150.00
May	3	218 Teaching	70.00
May	3	219 Teaching	90.00
May	3	220 Teaching	120.00
May	3	221 Teaching	90.00
May	7	222 Teaching	150.00
May	31	223 Teaching	75.00
May	31	224 Teaching	120.00
May	31	225 Teaching	90.00
May	31	227 Teaching	75.00
June	14	228 Teaching	70.00
June	19	226 Teaching	90.00
June	20	229 Teaching	80.00
June	20	230 Teaching	150.00
June	20	231 Teaching	70.00
June	20	232 Teaching	90.00
June	20	233 Teaching	120.00
June	27	... Expenses oration	10.00
July	1	235 Advertising in Normal Monthly	42.25
July	1	236 Copies of Offering	27.00
July	7	237 Stamps	2.00
July	9	238 Pictures	10.00
		Total	$ 14,453.93

WM. C. BRYANT, *Secretary.*

CEDAR FALLS, Iowa, Sept. 1, 1879.

TREASURER'S REPORT.

For the term beginning July 27, 1877, and ending July 9, 1879.

CONSOLIDATED FUND.

RECEIPTS.

Balance on hand in teachers' fund at last report........$ 578.22
Balance overdrawn in contingent fund at last report.... 390.94
Balance overdrawn in improvement fund at last report.. .01

Net cash balance in treasury at date of last published report................................... $ 187.27

1877.			
Sept.	4.	By State warrant......................................$	1,437.50
Dec.	3.	By State warrant......................................	1,437.50
1878.			
March	6.	By State warrant......................................	1,437.50
June	6.	By State warrant......................................	1,437.50
July	6.	By Wm. Pattee, Steward.....	500.00
Aug.	31.	By hogs sold	26.52
Sept.	6.	By money advanced by me on State warrant..........	1,000.00
Sept.	9.	By Wm. Pattee, Steward......................	400.00
Sept.	14.	By Wm. Pattee, Steward	710.00
Nov.	7.	By State warrant......................................	1,687.50
1879.			
Jan.	20.	By State warrant......................................	1,687.50
Feb.	5.	By balance of State warrant which I advanced........	689.88
April	5.	By State warrant....	1,687.50
June	19.	By Wm. Pattee, Steward	300.00

Total moneys received since date of published
     report, July 27, 1877, to July 9, 1879...........$ 14,626.17

DISBURSEMENTS.

Total amount paid on orders since date of last published report, July 27, 1877, to July 9, 1879.........$ 14,453.93
Balance in treasury, July 9, 1879............ .... 172.24

Total......................... ....$ 14,626.17

E. TOWNSEND, *Treasurer.*

Cedar Falls, Iowa, Sept. 1, 1879.