

THIRD BIENNIAL REPORT
OF THE
STATE NORMAL SCHOOL

AT
CEDAR FALLS, IOWA.

SCHOOL YEARS, 1879-80 AND 1880-81.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

DES MOINES:
F. M. MILLS, STATE PRINTER.
1881.

CEDAR FALLS, IOWA, October 1, 1881.

HON. C. W. VON COELLN, *Superintendent of Public Instruction of the
State of Iowa:*

SIR—As required by section 9, of Chapter 129, of the laws of the
Sixteenth General Assembly, the Board of Directors of the State
Normal School at Cedar Falls herewith transmit their report for the
biennial period ending June 27, 1881.

Respectfully submitted,

EDWARD H. THAYER, *President.*

WM. C. BRYANT, *Secretary.*

IOWA STATE NORMAL SCHOOL.

BOARD OF DIRECTORS.

NAME.	POST-OFFICE.	COUNTY.	TERM EXPIRES.
E. H. THAYER, [PRES.....	Clinton.....	Clinton.....	1886.
J. J. TOLERTON.....	Cedar Falls.....	Black Hawk.....	1882.
G. S. ROBINSON.....	Storm Lake.....	Buena Vista.....	1882.
L. D. LEWELLING.....	Mitchellville....	Polk.....	1884.
N. W. BOYES.....	Dubuque.....	Dubuque.....	1884.
C. C. CORY.....	Pella.....	Marion.....	1886.

BOARD OFFICERS.

W. C. BRYANT, Secretary.....	Cedar Falls.
E. TOWNSEND, Treasurer.....	Cedar Falls.
WILLIAM PATTEE, Steward.....	Clarksville.

FACULTY.

PRINCIPAL:

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

D. S. WRIGHT, A. M.,
PROFESSOR OF MATHEMATICS AND NATURAL SCIENCE.

M. W. BARTLETT, 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.

MISS IDA B. McLAGAN,
PROFESSOR OF VOCAL AND INSTRUMENTAL MUSIC.

MISS ANNA E. MCGOVERN,
ASSISTANT TEACHER.

REPORT OF THE BOARD OF DIRECTORS.

SALARIES PAID IN 1879-80.

To Prof. J. C. Gilchrist, Principal.....	\$ 1,500.00
To Prof. M. W. Bartlett.....	1,200.00
To Prof. W. N. Hull.....	950.00
To Prof. D. S. Wright.....	900.00
To Miss S. L. Ensign.....	750.00
To Miss Ida B. McLagan.....	600.00
Total.....	\$ 5,900.00

SALARIES PAID IN 1880-81.

To Prof. J. C. Gilchrist, Principal.....	\$ 1,800.00
To Prof. M. W. Bartlett.....	1,400.00
To Prof. D. S. Wright.....	1,250.00
To Prof. W. N. Hull.....	1,200.00
To Miss S. Laura Ensign.....	850.00
To Miss Ida B. McLagan.....	750.00
To Miss Anna E. McGovern.....	600.00
Total.....	\$ 7,850.00

The salary paid Miss Ida B. McLagan is largely returned to the treasury by music tuition. Vocal music is taught all pupils free, but a fee of \$12 per term is charged for instrumental music. Miss Anna E. McGovern, the last teacher employed, is a graduate of this school, going through its four years' course.

The Principal and his family, and three lady teachers, live in the main building, which has enabled the school to do without a Matron, thus saving the salary of such an employe.

The institution has a boarding department of the capacity of one hundred students, and under the management of Wm. Pattee, Steward. By good and economical management he has been able, besides paying the expenses of his department, to pay into the treasury the sum of \$1,400 in two years. This sum has permitted the Board to employ a much-needed additional teacher, and to a moderate extent advance the

salaries then much too low, and still lower than this class of instructors is paid in like institutions in other States.

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

The value of the school property is annually enhanced by the improvements and purchases made, and the property is in an excellent condition.

Estimates for actual wants for 1881-82-83:

For teachers' salaries.....	\$ 16,500.00
For repairs and improvements.....	2,500.00
For library and apparatus.....	1,500.00
For contingent expenses.....	1,500.00
Total actual running expenses.....	\$ 22,500.00

The Board cannot see how it can possibly get along with a less amount, except to reduce the number of teachers and pupils. The increased cost of living will prevent the Steward from turning into the treasury any considerable amount of money, so that the full sum asked for will be absolutely essential to keeping up the school, even in the manner it has been the past two years.

The Board calls attention to the report of the Principal, heretofore appended, for further details of the means in use and the practical working of the school.

The State Normal School is no longer an experiment. It is a success beyond peradventure. It has been brought thus speedily to its present excellent condition mainly through the indefatigable and untiring efforts of the very efficient faculty, whose whole being has been so wrapped up in the prosperity and success of the institution, that they have been willing to labor for such small compensation as the Board was compelled to allow them, hoping and trusting that a generous State, as soon as it saw the great and noble work being done, would bring it within the power of the Board to increase the salaries to a fair and just compensation for the labor performed.

AN ADDITIONAL BUILDING.

The capacity of the Normal School building, without overcrowding, is one hundred and fifty pupils, but the number now attending is about two hundred and fifty. To properly provide for even one hundred and fifty, 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 room 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 nearly two hundred and fifty 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.

The Board has given this subject considerable study and examination of plans and specifications and the cost of construction, and with a view to the strictest economy, they cannot see how they can get along with a less sum than \$30,000, which amount is hereby asked for for an additional building. This sum for this building is necessary even though no more students are provided for than are now in attendance. But the Board is confident that with this appropriation and provision for employing two additional teachers, they can advantageously take care of from three to four hundred pupils. It is an appropriation which will, for normal school purposes, produce the greatest possible result with the least possible money.

The day has passed when argument is necessary to convince a State that the largest returns come from appropriations made to prepare teachers for the public schools. Iowa has not quite come up to her sister States in fostering institutions of this nature. There are now some 23,000 teachers employed in the public schools of this State. There are \$10,000,000 invested in school-houses. For the maintenance of these schools the people of the State submit to an annual tax of nearly \$5,000,000. The average attendance in these schools is not far from 275,000 pupils. The people of the several districts ask to be permitted to pay a tax of \$18 for the instruction of each of these pupils, but when it comes to the State to provide teachers for these schools, it appropriates annually for normal school purposes purely, less than six and one-half cents for each pupil. Is it reasonable to presume that a people which voluntarily pay \$5,000,000 per year for educating their children, are satisfied with the State paying only \$7,500 per year for the education of the teachers who are to instruct these children?

There is not a member of the General Assembly but is as much interested in the work of the Normal School as are the members of this

Board. We have been chosen by the State to look after the management of the school, and see that the appropriations are judiciously and economically expended. Our contact with the school gives us a better idea of its needs and wants than is possessed by the members of the Assembly, and prompted by that interest and governed by that knowledge, we come to the custodians of the people's money, asking these reasonable appropriations, for the noblest of purposes, satisfied that a State whose free school system is the greatest pride and boast of its people, cannot be otherwise than generously disposed towards an institution which is doing so much to elevate and refine that system.

In the name of the people of Iowa, who are so directly interested in the results of this school, this Board, through you, Mr. Superintendent, thanks the State for the appropriations heretofore made in its behalf, and begs the Nineteenth General Assembly to give this report and these recommendations that consideration which a subject of this importance demands.

EDWARD H. THAYER, *President of the Board.*

WM. C. BRYANT, *Secretary.*

CEDAR FALLS, November 9, 1881.

To the Board of Directors of the Iowa State Normal School:

GENTLEMEN—I have the pleasure to present the Third Biennial Report of Iowa State Normal School for the school years of 1879-80, and 1880-81.

Very Respectfully,

J. C. GILCHRIST.

REPORT OF THE PRINCIPAL.

Iowa State Normal School, during the two years for which this report is made, has been very prosperous. The following table shows the attendance by terms and years.

TABLE I.

TERMS.		1879-80.			1880-81.		
NAME.	Length in weeks.	Males.	Females.	Total.	Males.	Females.	Total.
Fall.....	16	70	140	210	84	149	233
Winter.....	12	73	126	199	77	142	219
Spring.....	12	61	98	159	77	109	188
Year.....	40	129	210	339	133	211	344

The following table shows the organization of the school into classes, and the number of graduates in each class.

TABLE II.

ORGANIZATION OF STUDENTS.		1879-80.			1880-81.		
CLASS NAME.	CHARACTER.	Males.	Females.	Total.	Males.	Females.	Total.
Senior Scientific	Graduates.....	0	2	2	4	1	5
	Irregular.....	0	0	0	0	1	1
Junior Didactic.....	Graduates.....	1	2	3	0	2	2
	Irregular.....	3	2	5	1	1	2
Senior Elementary.....	Graduates.....	4	21	25	12	17	28
	Irregular.....	3	12	15	7	10	17
Junior Elementary	In course.....	118	171	289	109	179	288

The full course of study requires four years of attendance. The first year is called the Junior Elementary; the second, the Senior Elementary; the third, the Junior Didactic; the fourth, the Senior Scientific.

The following table exhibits the work of the school for the five years of its existence in respect to enrollment, average attendance, graduations, and the yearly increase, together with the average age of the students.

TABLE III.

YEARS.	ENROLLMENT.		ATTENDANCE.		GRADUATES.				Average age.
	Total.	Yearly increase.	Average.	Increase.	Elementary.	Didactic.	Scientific.	Total.	
First year, 1876-77 . . .	155		85		4			4	
Second year, 1877-78 . .	237	82	139	54	17	4		21	20.0
Third year, 1878-79 . . .	252	15	149	10	18	4		22	21.0
Fourth year, 1879-80 . .	339	87	189	40	25	3	2	30	21.6
Fifth year, 1880-81 . . .	344	5	213	24	28	2	5	35	21.0
					92	13	7	112	

That the increase of the fifth year over the fourth was not greater than it is, is owing to the following reasons:

The attendance of students had exceeded the capacity of the buildings and the teaching force; hence the direction of effort was to prevent an increase of an already serious evil. It was given out at the end of the fourth year, or before it, that the school would be full from the patronage of former students and what they would naturally bring with them. All advertising was stopped, and no direct solicitations on the part of the officers were made. But it is proper to remark the fact that the attendance of the fifth year exceeds that of the third, the last one for which an official report was made, by ninety-two (92).

The total number of graduations as shown in the above tables is one hundred and twelve (112); but the number of persons who are graduates is ninety-six (96). As there are three courses of study from which students may graduate, some have progressed from the lowest to the highest and consequently are counted twice or three times.

The following

ADDITIONAL ITEMS

will prove interesting and useful. The whole number of different students in attendance some portion of the two years of 1879-80 and 1880-81 is five hundred and sixty-nine (569). The number present during all or part of both years is one hundred and fourteen (114). The whole number of different students in attendance some portion of the five years of the school's existence is nine hundred and sixteen (916). The smallness of this number is an index to an excellent fea-

ture; a disposition on the part of the students to prolong their stay. With an average attendance of two hundred and twelve (212) for the past year, and probably of one hundred and seventy (170) for each of the fifteen terms since the opening of the school, it is evident that the average time of each student is three terms or more.

The number of counties of Iowa represented during 1879-80 is fifty-four (54). During 1880-81, sixty-four (64). During both years, eight counties of seven other States have been represented by nine students who propose to teach in Iowa and become residents. The number of students who had taught prior to entering the school is about sixty-six (66) per cent of the whole number. This has been found to be true from term to term. The average number of terms taught for each one having taught, is a little more than four since the school opened, the male students have been almost forty (40) per cent of the total enrollment. This ratio also keeps true from term to term. The average age of the males is nearly one year more than that of the females, and for all it has been nearly constant at twenty and twenty-one.

Students on entering the school sign the following

DECLARATION.

I, whose name is hereunto annexed, do hereby declare that, in becoming a student of Iowa State Normal School, it is my intention to fit myself for the business of teaching, and that it is my intention to engage in teaching in Iowa after leaving this school. I will report to the Principal of the school as often as twice every year, for at least two years, and once each year thereafter, so long as I remain a teacher, and will, when quitting the business, send my reasons therefor.

SPIRIT AND DEPARTMENT OF STUDENTS.

I referred to this subject in my report two years ago; and as the conditions are the same, I can do no better than repeat the statements then made.

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 three 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 to young men and women, but also where they take their meals at the same table and mingle in the discharge of daily duties. 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 have been the chief securities against any possible evils.

EXAMINING COMMITTEES.

I desire to express our thanks to the committees that have examined the candidates for graduation. For the class of '80, we had Hon. Carl W. von Coelln, Superintendent of Public Instruction; Prof. R. Saunderson, Superintendent Public Schools of Burlington; Prof. R. W. Ewart, Superintendent of Delaware county; Prof. W. W. Speer, Superintendent of Marshall county. The class of '81: Hon. Carl W. von Coelln; Prof. S. Calvin, Professor of Zoölogy, State University, Iowa City; Prof. R. A. Mathews, Superintendent of Jasper county; and Prof. G. H. Nichols, Superintendent of Floyd county.

LIBRARY AND APPARATUS.

The Eighteenth General Assembly appropriated \$1,000 for library and apparatus, which sum has been expended as designed. A small working library has been placed in suitable cases, labeled, numbered, indexed and catalogued. The catalogue is just printed. The library is open several hours each day under the care of a librarian who is paid by the students. It is worthy of mention that the students contributed \$268 to the library fund. A few good pieces were added to the physical and chemical apparatus. An excellent surveyor's compass was purchased. Although what we have in the way of a library and apparatus is very serviceable, yet it is far from being sufficient. We have no museum of any kind. We have been restrained from making collections for the reason that there is not a room available for the exhibition of specimens.

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.

At this stage in the history of the school, it seems appropriate to raise the question:

HAS THE SCHOOL SUCCEEDED?

There are two lines of inquiry in making up an answer to this question, the attendance and the educational effects on our public schools.

On the sixth of September, 1876, the school opened with an enrollment of twenty-seven students. Table III shows its growth. A steady increase is seen from year to year until, for the fifth year, three hundred and forty-four students (344) were enrolled and an average attendance reached of two hundred and thirteen (213). Nine hundred and sixteen (916) students coming from nearly every county in the State, have enjoyed, for a longer or shorter time, the advantages here offered, while not a few remained, from year to year, until a long course of study was completed. This is an undoubted evidence of the approval of the school by the people. It also proves that a great public want has been, in a measure, supplied. The students who have resorted to this school are not from the families of wealth, but are the sons and daughters of the laboring classes, the mechanics of the towns and the farmers of the country. Ninety-six have graduated from one or the other of the courses of study. It must be remembered, also, that this attendance has been much less than it would have been had the facilities been adequate to a larger patronage and the ordinary efforts to secure it had been put forth. In point of numbers, breadth of territory represented, scholarship and professional culture, it seems reasonable to say that the school has been a real success. The expectations of its founders have been more than realized in this short time, and it is to be regretted, in view of the much greater attainable results, that more adequate facilities were not secured.

As to the second consideration,

THE EDUCATIONAL EFFECTS

on our public school system, the time since the establishment of the school is too recent to produce, in so large a Commonwealth, any marked impression. A quarter of a century is not too long a period for anything like definite products to be expected; and even then, where so many other influences act in combination over so wide a field, it would require careful and impartial analysis of so delicate and abstract a subject as education to determine the effects of any one institution. That normal schools do possess potential energy for ele-

vating our systems of education is too plain for denial. For more than a hundred years they have been indorsed by the great minds of all enlightened nations—statesmen, philosophers, and educators; so that they are established and maintained by all those nations, and were never more highly appreciated than at the present time. However, it would be foolish to claim that a teacher may not be prepared for his calling at other schools. It would also be foolish to claim that every student from a normal school will, as a matter of course, be a successful teacher. It is a fact that some do fail. And it would be equally foolish to disparage normal schools on account of such failures. The failures are the rare exceptions to the general rule that the great majority of normal school students who have attended any reasonable time meet with marked success. There is another phase of argument against normal training which ought to be reviewed. It is, that "natural aptitude" is the great essential in a teacher: that without it he can do nothing, and with it, he does not need such training. While natural aptitude is a most important prerequisite in every laborer in any department, whether of mind or matter, yet, the world believes that however eminent this natural ability of a laborer may be, he still absolutely needs to be taught the principles of his trade, and to obtain some practice therein, under the direction of an adept, before he can be a skilled workman and entitled to public confidence. All experience teaches that natural aptitude does not supersede the necessity of study and preparation. On the contrary, the practice of the world is to lavish upon *genius* the most elaborate culture—to make living genius the possessor of all the learning and discovery—of all the research and experience of past genius.

It is true that there are many who have attained great success in their calling without the training of a formal apprenticeship. The preparation may not have been in professional schools; but a preparation *has been obtained*, somewhere, sometimes out of sight, unknown to the world, *but*, too often in the region of empiricism, at dreadful cost to the interests of society. In the associations formed by teachers of ripe experience and high reputation, regrets are continually expressed by the members—regrets that they had not the regular training of a normal school previous to entering upon the active duties of their profession. They have succeeded, it is true, but by such earnest views of their duties that the experience of each day was made a school of preparation for subsequent days, and by such perseverance that no obstacle could arrest their progress. Some there are who

enter upon a successful career at once, but they have been surrounded and molded by influences and circumstances peculiarly favorable for the development of those abilities and those traits so essential and serviceable to the teacher—by, in short, an invisible normal school.

THE FACTS

in my possession all go to establish the belief that the majority of the students of this school meet with success, even greater than the average. These facts are numerous. They are from the reports made by the teachers themselves, scattered throughout the State, and from correspondence with county and city superintendents, as well as directors. It is becoming understood that in employing teachers, directors are apt to give preference to normal students after having had them once in their employ. The teachers themselves are conscious of improvement and honest in their statements. They certainly are competent and reliable witnesses, especially when supported by the statements of school officers. I am collecting additional information, and this, when received, together with the several hundred letters now on hand, will be collated and made ready for use, but not in time to be embodied in this report. A few special instances may be given now, which will serve as an indication of the general result.

Of the thirty-three young men who have graduated, fourteen are principals of graded schools. One was chosen to open a didactic department in a prominent university of the State. Two are elected county superintendents, one for his second term by a popular vote of only fifteen against him in the whole county.

Of sixty-three young women who are graduates, thirty (and a considerable number who are not graduates) are teaching in the graded schools of important towns and cities of the State. I have statements from some of the superintendents of these places that our students at once took rank among the most experienced teachers of their corps. This was stated respecting some who had no experience, and who relied wholly on their preparation here.

Several of our students have been employed as instructors in our normal institutes, with gratifying success. In this connection I may refer to the statement of the President of the Board, that one of our graduates is now a member of the faculty. Another lady graduate is the successful principal of the graded schools of a flourishing county seat, and another is a popular and efficient teacher in a leading private normal school.

Of our graduates, not teaching, a respectable proportion are here taking the advanced courses, and a few are students at the more noted colleges and universities of our country. All but two of the ninety-six graduates, not students still, have taught since graduating. Five or six of the sixty-three young women are not teaching at this date for good reasons. Three of the young men are now lawyers, and one or two in business. All the others are teaching at this date, save the few who are students, as previously mentioned; and even these are preparing to be teachers in schools of higher instruction.

Our students, on entering the school, declare it to be their intention to teach, and on this basis free instruction is given. It is pertinent to inquire how well they carry out their intentions. Every student promises to report to us for two years after leaving the school, concerning his work, and nearly all have done so. From these reports it can be shown that ninety-five per cent of all students who ever entered the school, on free tuition, have taught, excepting, of course, those yet pursuing their studies here or elsewhere. Some have taught but one term, some two terms, but the great majority (I should say seventy-five per cent) continue to teach. It is believed that this tendency to remain in the vocation will strengthen in the future under the encouragement of a discriminating public. Undoubtedly, many students, graduates or not, will make teaching a life business. Some ladies continue to teach even after marriage.

WANTS.

While the results of the school must be regarded as reasonably satisfactory, it is my duty to make known that the school suffers serious inconveniences and losses from the want of sufficient room and facilities. I will not enumerate these inconveniences. They are numerous, and are felt every hour. It is only through much patience, on the part of teachers and students, that the work prospers in any degree. The present buildings are insufficient for a boarding-school with an attendance of seventy-five. They might accommodate a school of the present size, provided no part were used for boarding purposes, for which two-thirds is now taken. When these buildings came into your possession it was known that they were inadequate to the requirements of a school corresponding to the cause which it subserves, and the dignity of the State which founded it. With better equipments, your teachers feel that much more satisfactory results would be attained. The present mode of illustrating systems and meth-

ods has been measurably successful, but we are conscious of the greater advantages that would arise from a good model school, which would be a school of observation in which full and detailed processes would be exemplified. This is one of the pressing needs. Another, equally great, is that of suitable laboratories for the teaching of natural science, physics, and chemistry. We still live in hope that the State and the people will soon remove these pressing wants and realize the full benefits of a well furnished normal school.

J. C. GILCHRIST,

Principal.

EXPENDITURES.

The following exhibit shows the expenditures of the Iowa State Normal School from July 9, 1879, to June 27, 1881, being a list of orders by the Secretary on the Treasurer of that institution for that period:

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1879.			
Sept. 20	239	Salary	\$ 95 00
Sept. 20	240	Repairs	124 83
Sept. 24	241	Improvements	35 00
Sept. 27	242	Salary	75 00
Sept. 27	243	Salary	120 00
Sept. 27	244	Salary	150 00
Sept. 27	245	Salary	50 00
Oct. 11	246	Salary	135 00
Oct. 14	247	Improvements	250 00
Oct. 20	248	Salary	95 00
Oct. 25	249	Salary	50 00
Oct. 25	250	Salary	75 00
Oct. 25	251	Salary	120 00
Oct. 25	252	Salary	150 00
Nov. 1	253	Salary	60 00
Nov. 22	254	Salary	95 00
Nov. 22	255	Salary	120 00
Nov. 22	256	Salary	150 00
Nov. 22	257	Salary	75 00
Nov. 22	258	Salary	50 00
Dec. 19	259	Salary	50 00
Dec. 19	260	Salary	75 00
Dec. 19	270	Salary	150 00
Dec. 19	271	Salary	120 00
Dec. 19	272	Salary	165 00
Dec. 19	273	Salary	95 00
Dec. 23	274	Books and apparatus	108 63
1880.			
Jan. 31	275	Salary	90 00
Jan. 31	276	Salary	95 00
Jan. 31	277	Salary	120 00
Jan. 31	278	Salary	150 00
Jan. 31	279	Salary	75 00
Jan. 31	280	Salary	50 00
Feb. 28	281	Salary	50 00
Feb. 28	282	Salary	75 00
Feb. 28	283	Salary	95 00
Feb. 28	284	Salary	120 00
Feb. 28	285	Salary	150 00
Feb. 28	286	Salary	90 00
Feb. 28	287	Minerals	10 00
March 20	288	Apparatus	36 40
March 20	289	Salary	95 00
March 26	290	Salary	120 00
March 27	291	Salary	150 00
March 27	292	Salary	90 00
March 27	293	Salary	75 00

EXPENDITURES—CONTINUED.

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1880.			
March 27	294	Salary	\$ 50 00
April 27	295	Books and stationery	9 65
April 27	296	Salary, Secretary	69 00
April 30	297	Salary, teacher	95 00
May 1	298	Salary, teacher	75 00
May 1	299	Salary, teacher	50 00
May 1	300	Salary, teacher	90 00
May 1	301	Salary, teacher	150 00
May 1	302	Salary, teacher	120 00
May 11	303	Improvements	8 00
May 11	304	Improvements	19 18
May 11	305	Improvements	12 80
May 11	306	Salary	90 00
May 11	307	Salary	95 00
May 11	308	Salary	50 00
May 11	309	Salary	75 00
May 11	310	Salary	120 00
May 11	311	Salary	150 00
June 8	312	Improvements	1 75
June 16	313	Improvements	7 10
June 20	314	Salary	90 00
June 20	315	Salary	95 00
June 20	316	Salary	50 00
June 20	317	Salary	75 00
June 20	318	Salary	120 00
June 20	319	Salary	150 00
June 26	320	Diplomas and commencement expenses	95 90
June 26	321	Normal Monthly	60 00
June 26	322	Printing catalogues	159 60
Aug. 26	323	Repairs	8 00
Aug. 26	324	Repairs	24 00
Aug. 26	325	Repairs	11 87
Aug. 26	326	Repairs	23 25
Aug. 26	327	Repairs	51 25
Aug. 26	328	Repairs	22 00
Aug. 26	329	Repairs	20 00
Aug. 26	330	Repairs	23 45
Aug. 27	331	Repairs	28 63
Sept. 11	332	Salary	100 00
Sept. 11	333	Salary	60 00
Sept. 15	334	Improvements	111 45
Sept. 17	335	Repairs	107 78
Sept. 23	336	Improvements	221 01
Sept. 23	337	Improvements	48 03
Sept. 23	338	Salary	60 00
Sept. 25	339	Salary	70 00
Sept. 25	340	Salary	140 00
Sept. 25	341	Salary	125 00
Sept. 25	342	Salary	75 00
Sept. 25	343	Salary	60 00
Sept. 25	344	Salary	85 00
Sept. 25	345	Repairs and improvements	79 30
Sept. 30	346	Repairs and improvements	91 93
Oct. 2	347	Books and apparatus	74 00

EXPENDITURES—CONTINUED.

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1880.			
Oct. 2348		Books.....	\$ 30 15
Oct. 2349		Books.....	41 75
Oct. 7350		Apparatus.....	50 00
Oct. 16351		Apparatus.....	75 00
Oct. 18352		Books.....	30 62
Oct. 23353		Salary.....	120 00
Oct. 23354		Salary.....	85 00
Oct. 23355		Salary.....	75 00
Oct. 23356		Salary.....	60 00
Oct. 23357		Salary.....	125 00
Oct. 23358		Salary.....	140 00
Oct. 23359		Salary.....	190 00
Oct. 29360		Apparatus.....	120 00
Oct. 29361		Repairs.....	89 81
Oct. 29361½		Repairs.....	47 50
Oct. 30362		Apparatus.....	4 50
Oct. 30363		Apparatus.....	5 62
Nov. 2364		Books.....	354 84
Nov. 6365		Books.....	80 00
Nov. 6366		Salary.....	128 71
Nov. 11367		Repairs.....	75 00
Nov. 20368		Salary.....	75 00
Nov. 20369		Salary.....	60 00
Nov. 20370		Salary.....	140 00
Nov. 20371		Salary.....	100 00
Nov. 20372		Salary.....	125 00
Nov. 20373		Salary.....	85 00
Nov. 20374		Salary.....	120 00
Nov. 22375		Apparatus.....	23 02
Nov. 30376		Books.....	97 20
Dec. 12377		Salary.....	120 00
Dec. 13378		Books.....	24 45
Dec. 16379		Salary.....	180 00
Dec. 16380		Salary.....	140 00
Dec. 16381		Salary.....	125 00
Dec. 16382		Salary.....	85 00
Dec. 16383		Salary.....	75 00
Dec. 16384		Salary.....	60 00
Dec. 20385		Books.....	31 00
1881.			
Jan. 14386		Printing.....	45 50
Jan. 15387		Salary.....	100 00
Jan. 22388		Salary.....	120 00
Jan. 29389		Salary.....	80 00
Jan. 29390		Salary.....	85 00
Jan. 29391		Salary.....	75 00
Jan. 29392		Salary.....	60 00
Jan. 29393		Salary.....	140 00
Jan. 29394		Salary.....	125 00
Feb. 26395		Salary.....	85 00
Feb. 26396		Salary.....	75 00
Feb. 26397		Salary.....	130 00
Feb. 26398		Salary.....	125 00
Feb. 26399		Salary.....	60 00

EXPENDITURES—CONTINUED.

DATE.	Number of warrant.	FOR WHAT PURPOSE ISSUED.	AMOUNT.
1881.			
Feb. 26400		Salary.....	\$ 140 00
Feb. 26401		Salary.....	180 00
Feb. 26402		Office furniture.....	19 80
March 2403		School room furniture.....	126 00
March 19404		Salary.....	120 00
March 24405		Salary.....	60 00
March 24406		Salary.....	85 00
March 24407		Salary.....	75 00
March 25408		Salary.....	140 00
March 25409		Salary.....	180 00
March 25410		Salary.....	125 00
March 26411		Salary.....	120 00
April 29412		Salary.....	125 00
April 29413		Salary.....	180 00
April 29414		Salary.....	140 00
April 29415		Salary.....	75 00
April 29416		Salary.....	85 00
April 29417		Salary.....	60 00
May 5418		Book-cases.....	33 50
May 15419		Salary Secretary.....	69 00
May 21420		Salary teachers.....	180 00
May 27421		Salary.....	125 00
May 27422		Salary.....	75 00
May 27423		Salary.....	60 00
May 27424		Salary.....	85 00
May 27425		Salary.....	120 00
May 28426		Salary.....	120 00
June 18427		Salary.....	85 00
June 18428		Salary.....	75 00
June 18429		Salary.....	60 00
June 18430		Salary.....	125 00
June 20431		Salary.....	140 00
June 20432		Salary.....	180 00
June 20433		Salary.....	17 30
June 24434		Students' paper.....	138 25
June 25435		Printing catalogues.....	
Total.....			\$17,243 61

WM. C. BRYANT,

Secretary.

CEDAR FALLS, IOWA, September 1, 1881.

TREASURER'S REPORT.

E. TOWNSEND, *Treasurer, in account with Iowa State Normal School, biennial period from July 9, 1879, ending June 27, 1881.*

RECEIPTS.

1879.

July	9.	By balance.....	\$ 172.24
July	15.	By State warrant.....	1,687.50
Oct.	4.	By State warrant	1,687.50

1880.

Jan.	6.	By State warrant.....	1,687.50
April	17.	By State warrant.....	1,687.50
July	16.	By Wm. Pattee, Steward	700.00
July	17.	By State warrant	1,712.50
July	17.	By State warrant (contingent).....	1,000.00
July	17.	By State warrant (library and apparatus)	1,000.00
July	17.	By State warrant (repairs and improvements)	1,000.00
Dec.	16.	By State warrant.....	1,712.50

1881.

Jan.	13.	By State warrant.....	1,712.50
April	17.	By State warrant	1,712.50

Total moneys received July 9, 1879 to June 27, 1881.....\$ 17,472.24

DISBURSEMENTS.

Orders paid teachers.....	\$ 14,726.84
Orders paid contingent.....	484.16
Orders paid library and apparatus.....	998.45
Orders paid repairs and improvements	1,034.16
	<u>\$ 17,243.61</u>

1881.

June	27.	To amount on hand	\$ 228.63
			<u>\$ 17,472.24</u>