

BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF IOWA.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

DES MOINES:
GEO. E. ROBERTS, STATE PRINTER.
1883.

To His Excellency, BUREN R. SHERMAN, Governor of Iowa:

SIR—Agreeable to chapter 159 of the Code, as amended by section 2, chapter 175, of the Nineteenth General Assembly, I have the honor to submit to you, the report of the Department of Public Instruction, for the biennial term ending June 30, 1883.

J. W. AKERS,
Superintendent of Public Instruction.

TWENTY-FIRST REGULAR REPORT
OF THE
Superintendent of Public Instruction.
1881-2.

HERETOFORE the report of the Superintendent of Public Instruction has been transmitted to the General Assembly, upon the second day of each regular session, and covered a biennial period ending September 30th.

As no corresponding change was made in the law relating to reports of county officers to this department, the statistics of this report will be understood to close September 30, 1882. Your attention is first directed to a summary of statistics collated from reports of district secretaries and treasurers; also from reports of county superintendents, together with tabulated statements showing the growth of our school system from the year 1847 to the present time.

GENERAL SUMMARY.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1879.	1880.	1881.	1882.
District townships	1,140	1,162	1,161	1,170
Subdistricts	7,543	7,668	7,808	8,134
Independent districts	3,139	3,192	3,178	3,205
Whole number districts	4,279	4,354	4,339	4,375

SCHOOLS.

	1879.	1880.	1881.	1882.
Ungraded	10,457	10,590	10,741	10,751
Graded	494	498	503	518
Whole number	10,951	11,088	11,244	11,269
Average duration, months	7.35	7.40	7.40	7.1

TEACHERS.

	1879.	1880.	1881.	1882.
Males employed	7,573	7,254	6,546	6,044
Females employed	13,579	14,344	15,230	16,037
Whole number	21,152	21,598	21,776	22,081
Average monthly compensation, males	\$ 31.71	\$ 31.16	\$ 32.50	\$ 35.20
Average monthly compensation, females	26.40	26.28	27.25	27.46

SCHOLARS.

	1879.	1880.	1881.	1882.
Between the ages of five and twenty-one years, males	296,061	299,353	303,239	309,120
Between the ages of five and twenty-one years, females	281,292	287,203	291,491	295,619
Total number	577,353	586,556	594,370	604,739
Enrolled in public schools	431,317	426,057	431,513	406,947
Total average attendance	264,702	259,836	254,088	253,688
Percentage of enrollment on total enumeration	74.7	72.6	72.4	67.3
Percentage of attendance upon enrollment	61.3	60.9	58.8	62.36
Percentage of attendance upon enumeration	45.8	44.3	42.7	42.00
Average cost of tuition per month	\$ 1.49	\$ 1.56	\$ 1.62	\$ 2.10

SCHOOL-HOUSES.

	1879.	1880.	1881.	1882.
Frame	9,873	10,043	10,210	10,306
Brick	686	678	701	684
Stone	250	249	237	247
Log	72	67	73	48
Whole number	10,791	11,037	11,221	11,285
Value	\$ 9,066,145	\$ 9,243,243	\$ 9,533,493	\$ 9,949,243

APPARATUS.

	1879.	1880.	1881.	1882.
Value	\$ 170,468	\$ 189,116	\$ 205,130	\$ 211,189

DISTRICT LIBRARIES.

	1879.	1880.	1881.	1882.
Number of volumes	22,581	22,609	26,751	27,899

REPORT OF THE

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1883.]

SUPERINTENDENT OF PUBLIC INSTRUCTION.

TREASURER'S REPORT.
SCHOOL-HOUSE FUND—RECEIPTS.

	1879.	1880.	1881.	1882.
On hand at last report	\$ 375,254.39	\$ 354,393.21	\$ 384,189.02	\$ 386,331.01
From district tax	639,238.79	575,734.31	544,631.48	631,038.25
From other sources	456,908.14	460,315.27	493,854.34	467,717.36
Total receipts.....	\$ 1,471,401.32	\$ 1,390,442.79	\$ 1,422,674.84	\$ 1,485,094.62

EXPENDITURES.

	1879.	1880.	1881.	1882.
For school-houses and sites.....	\$ 469,842.85	\$ 426,520.53	\$ 435,118.75	\$ 648,080.62
For libraries and apparatus	11,713.06	16,253.03	13,358.71	10,833.53
On bonds and interest.....	483,014.19	437,205.93	421,856.67	283,391.61
Paid for other purposes	142,124.87	127,513.39	163,780.60	180,359.14
On hand	364,706.35	382,949.91	388,560.11	362,429.72
Total expenditures.....	\$ 1,471,401.32	\$ 1,390,442.70	\$ 1,422,674.84	\$ 1,485,094.62

CONTINGENT FUND—RECEIPTS.

	1879.	1880.	1881.	1882.
On hand at last report	\$ 474,457.06	\$ 533,274.62	\$ 525,474.23	\$ 465,782.64
From district tax	927,272.13	849,626.36	861,639.95	980,392.66
From other sources	90,507.17	71,099.16	93,477.47	122,654.57
Total receipts.....	\$ 1,492,236.36	\$ 1,453,970.14	\$ 1,480,591.65	\$ 1,568,829.87

EXPENDITURES.

	1879.	1880.	1881.	1882.
For rent and repairs of school-houses.....	\$ 185,148.52	\$ 190,720.16	\$ 202,742.50	\$ 249,256.15
For fuel.....	237,322.35	229,016.91	290,847.11	304,891.73
Paid secretaries and treasurers	103,084.87	102,815.60	105,060.65	107,295.07
For records, dictionaries, etc.....	28,010.82	33,384.67	26,805.51	32,805.84
For insurance and janitors.....		98,635.43	106,910.93	114,964.47
For supplies, brooms, chalk, etc.....		51,458.29	56,293.60	66,340.05
For other purposes.....	401,285.60	227,627.65	220,192.16	262,120.07
On hand.....	537,384.20	520,311.43	471,739.10	431,156.49
Total expenditures.....	\$ 1,492,236.36	\$ 1,453,970.14	\$ 1,480,591.65	\$ 1,568,829.87

TEACHERS' FUND—RECEIPTS.

	1879.	1880.	1881.	1882.
On hand at last report.....	\$ 1,591,029.50	\$ 1,758,004.37	\$ 1,867,489.19	\$ 1,765,271.83
From district tax.....	2,347,143.18	2,279,110.99	2,243,365.51	2,451,231.84
From semi-annual apportionments	706,450.51	705,790.54	687,810.38	675,959.32
From other sources.....	115,522.46	98,966.66	81,244.47	115,155.50
Total receipts.....	\$ 4,760,145.65	\$ 4,841,872.56	\$ 4,879,909.55	\$ 5,007,628.49

EXPENDITURES.

	1879.	1880.	1881.	1882.
Paid teachers.....	\$ 2,927,308.01	\$ 2,901,948.43	\$ 3,040,715.82	\$ 3,218,320.10
Paid for other purposes.....	62,623.70	78,148.47	46,136.39	79,600.93
On hand.....	1,770,213.94	1,861,775.66	1,793,057.34	1,709,707.46
Total expenditures.....	\$ 4,760,145.65	\$ 4,841,872.56	\$ 4,879,909.55	\$ 5,007,628.49

PERMANENT SCHOOL FUND.

	1879.	1880.	1881.	1882.
Amount September 30th.....	\$ 3,484,411.18	\$.....	\$ 3,547,123.82	\$ 3,681,432.75
Interest on the same.....	276,218.88	282,902.48	234,622.40	225,997.40

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1879.	1880.	1881.	1882.
Professional certificates issued.....	207	225	266	313
First grade certificates issued.....	6,541	5,888	6,364	6,754
Second grade certificates issued.....	9,263	8,676	9,121	9,342
Third grade certificates issued.....	2,911	2,966	2,803	2,997
Total number issued.....	18,922	17,755	18,524	19,406
Applicants rejected.....	2,760	2,656	2,092	2,468
Total number examined.....	21,682	20,411	20,616	21,874
Certificates revoked.....	15	15	5	6
Average age of applicants.....	22.93	22.90	23.25	22.5
No experience in teaching.....	3,029	2,680	2,756	2,944
taught less than one year.....	2,961	2,777	3,123	3,431
Teachers with State certificates.....	38	35	9	24

VISITATION OF SCHOOLS.

	1879.	1880.	1881.	1882.
Schools visited.....	10,620	9,396	9,776	9,456
Visits made during the year.....	15,374	12,645	13,889	12,578
Educational meeting held.....	529	425	480	462

APPEALS.

	1879.	1880.	1881.	1882.
Number of cases.....	101	93	107	82

COMPENSATION.

	1879.	1880.	1881.	1882.
Total paid superintendents.....	\$ 78,129	\$ 66,616	\$ 79,498	\$ 70,041.04
Average received per annum.....	789	673	811	704

PRIVATE SCHOOLS.

	1879.	1880.	1881.	1882.
Number.....	154	129	137	119
Teachers employed.....	493	474	522	573
Scholars in attendance.....	13,698	12,724	15,098	14,686

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1879.	1880.	1881.	1882.
Number of institutes held.....	99	99	98	99
Continuing weeks.....	3.08	3.08	3.06	3
Males in attendance.....	3,240	2,847	2,389	2,086
Females in attendance.....	8,711	9,226	8,992	10,146
Total.....	11,951	12,073	11,381	12,232

FINANCIAL REPORT.

RECEIPTS.

	1879.	1880.	1881.	1882.
On hand at last report.....	\$ 9,419.02	\$ 11,420.85	\$ 12,893.89	\$ 12,247.85
Examination fees.....	20,295.00	21,620.00	20,924.00	21,307.00
Registration fees.....	*11,746.00	12,073.00	11,381.00	12,226.00
State appropriation.....	4,950.00	4,950.00	4,900.00	4,950.00
County appropriation.....	197. 0	348.95	305.39	979.65
From other sources.....	206.89	681.33	552.67	.....
Total receipts.....	\$ 46,813.91	\$ 51,103.13	\$ 50,956.95	\$ 51,710.50

*The balance, \$205, was remitted in Benton county to those who had formerly contributed.

EXPENDITURES.

	1879.	1880.	1881.	1882.
For instructions and lectures.....	\$ 30,109.51	\$ 32,407.01	\$ 32,486.48	\$ 34,080.13
For incidentals.....	5,274.55	5,802.23	6,215.47	5,838.45
On hand.....	11,429.85	12,893.89	12,255.00	11,791.92
Totals.....	\$ 46,813.91	\$ 51,103.13	\$ 50,956.95	\$ 51,710.50

STATEMENT OF LOSSES

To the school funds of the State by deficits in reports of district officers for the nine years, commencing 1873.

	1873.	1874.	1875.	1876.	1877.	1878.
	ON HAND.	TEACHERS' FUND.	SCHOOL-HOUSE.	CONTINGENT.		
Close of 1872.....	\$ 691,747.37	\$ 333,234.76	\$ 241,644.47			
Beginning of 1873.....	664,591.91	282,860.27	238,592.48			
Deficit.....	27,155.46	50,374.49	3,051.99			
Close of 1873.....	916,816.93	361,327.51	288,757.75			
Beginning of 1874.....	882,553.31	345,564.34	273,995.78			
Deficit.....	34,263.62	15,763.17	14,761.97			
Close of 1874.....	1,198,005.77	374,465.68	227,952.75			
Beginning of 1875.....	1,133,314.03	346,366.22	322,191.97			
Deficit.....	64,691.74	28,099.46	5,760.78			
Close of 1875.....	1,419,597.01	439,044.22	373,960.14			
Beginning of 1876.....	1,318,157.11	414,041.28	358,143.76			
Deficit.....	101,439.90	25,002.94	15,816.38			
Close of 1876.....	1,442,295.32	435,661.33	384,975.20			
Beginning of 1877.....	1,413,745.15	409,950.62	388,855.61			
Deficit.....	28,550.17	25,710.71	Excess.			
			3,880.41			
Close of 1877.....	1,501,949.57	436,412.89	425,791.88			
Beginning of 1877.....	1,515,960.66	420,420.79	418,478.99			
Excess.....	14,011.09	15,992.00	Deficit.			
			7,312.89			

	1879.	1880.	1881.	1882.
Close of 1878.....	1,611,410.30	389,456.15	485,536.94	
Beginning of 1879.....	1,591,029.50	375,254.39	474,457.06	
Deficit.....	20,380.80	14,201.76	11,079.88	
Close of 1879.....	1,770,213.94	364,706.35	537,384.20	
Beginning of 1880.....	1,758,004.37	354,393.21	533,274.62	
Deficit.....	12,209.57	10,313.14	4,109.58	
Close of 1880.....	1,861,775.66	382,949.91	520,311.43	
Beginning of 1881.....	1,867,489.19	384,189.02	525,474.23	
Excess.....	5,713.53	1,239.51	5,162.80	
Close of 1881.....	1,793,057.34	388,560.11	471,739.10	
Beginning of 1882.....	1,765,271.83	386,339.01	465,782.64	
Deficit.....	27,785.51	2,221.10	5,956.46	

It is a pleasant duty to direct official and public attention to the growth and present prosperous condition of education in our State.

In the year 1848 we had but 105 school buildings, 124 teachers, and 40,646 pupils of school age. By reference to statistics which are presented in this report, it will be seen that we have 11,285 school-houses, 22,081 teachers, 604,739 school children. In this same year we expended \$14,885 for all purposes connected with education. For the year closing September, 1882, we disbursed for school purposes, \$5,007,628.49

Were it possible to estimate the improved character, and value of instruction at present as compared with that early date, the result would be still more gratifying and astounding. To know that this has not resulted from causes that are temporary, but rather that it has been a natural and vigorous growth, is all that is needed, as a ground of faith in the future of our public schools.

So far as may be known at present, there is no disposition to take any backward steps in the educational policy of our State. On the contrary, the interest is constantly growing. There is an earnest and aggressive spirit everywhere moving the people to accomplish all that is possible in the way of better accommodations and more adequate facilities.

There may have been a time when our people were inclined to be a little vainglorious and boastful of our excellent provisions for the education of our children, and at the same time to rest content when a commodious and elegant house had been built and furnished, taking for granted that this being done, the benefits and blessings of a good education were assured to their children. Experience is fast teaching us that good school-houses do not necessarily mean good schools, and that good and well

TRAINED TEACHERS

are as necessary and indispensable as good and well-furnished houses.

We are beginning to demand satisfactory results, and naturally to give more attention to the selection and employment of teachers. There is, therefore, a very marked change in public sentiment in favor of normal training schools.

This is seen in the disposition to establish training depart-

ments, in connection with local high schools and academies, as well as in the numerous petitions from various sections of the State, asking for State normal schools. A number of such propositions were presented to the Nineteenth General Assembly, it being stipulated, in most cases, that spacious grounds and a suitable building should be provided, and the same donated to the State, on condition that it should be organized and equipped at public expense, and adopted as a State normal school. It is highly important that such a sentiment be fostered and encouraged, for however much may be accomplished in the way of suitable buildings and appliances, however broad and comprehensive may be our plans for education, everything must finally depend upon the character and fitness of those who are employed to teach. All these are but the body, while the teacher must be the living moving spirit. We hear much of natural teachers. It is very frequently asserted that teachers are born, not made. Natural gift is of the greatest importance; but it is equally true that those who are successful in the highest degree, in any calling, are born with faculties which specially fit them for their chosen work, and yet there is no profession that is content to rest on natural bent or adaptation alone. On the contrary, the naturally gifted are required to supplement and enlarge their talents by long and patient application before they are entitled to public recognition and approval. Teachers should not be exempted from the operation of this rule. Preparation for this work implies much more than is commonly understood. Teaching is a science peculiar and particular.

It is a great mistake to suppose that those who are young in years, with little experience and no special training, are competent to teach and govern, however well qualified by nature they may be. We need good training schools, to the end that any one who desires to enter the profession of teaching may have suitable opportunity to obtain the necessary preparation for its arduous and responsible duties.

This would not only insure better teachers, but would add from two to three years to the age of the average beginner, insuring mature judgment and increased strength in all respects. Errors in connection with the government and management of schools would largely disappear; increased confidence on the part of parents, and a more cordial relation between the people and the schools would be sure to follow.

It has been a matter of surprise and disappointment that our people

have failed to avail themselves of the opportunities afforded by our law, to establish township and

COUNTY HIGH SCHOOLS.

In many counties there are no colleges, academies, nor high schools for the accommodation of young people of the county who desire to fit themselves for teaching, and about all the preparation they obtain, they get at the common district schools. Such counties are often supplied with teachers from a roving class who have no special inducements to stay at home, and who are too often encouraged to go away.

Better teachers might be made of the boys and girls of such counties, if there could be established for their benefit such schools as we now have at Panora, in Guthrie county. Quite a number of unsuccessful attempts have been made in various counties to establish county high schools, but owing to petty jealousies and general short sightedness, nothing has been accomplished. It is to be hoped that such laudable and worthy efforts will be more successful in future.

As a rule our schools are good just in proportion as our people are willing to pay for them.

Houses, furniture, apparatus, if they are what they should be, are all expensive, and the districts that fail to pay good prices for teachers, must suffer a decline in the efficiency of their schools.

The schools of many of our towns and cities have been personally visited and inspected. In the great majority of cases they are in excellent condition, and seem to be in a fair way to improve. This is especially true of those schools over which a good principal or superintendent has been retained for a term of years.

That a man or a woman may bring a system of schools to a high standard of perfection, it is necessary that he thoroughly know and understand them, and the people whom he serves. This is too often lost sight of, and changes are made every year or two, to the detriment of the schools.

One system of organization is but fairly introduced when a new man is employed, which means new plans and methods, which in turn are scarcely well understood by subordinate teachers, parents and pupils, when a stranger is called in to overturn what has been done, and inaugurate something new and different. Many think that unless radical changes are made and the old order of things reversed, they will be thought to lack individuality and fitness for the place.

A somewhat careful examination of courses of study as used in our graded schools, has disclosed the fact that very marked changes have taken place during the past few years. There is now a conspicuous absence of the higher mathematics, grammar, latin and French languages, logic, mental and moral science.

The tendency everywhere is to lower the grade of academic work, to the end that something more practical may be introduced and taught in the schools. In many instances these branches are sacrificed as a compromise measure, and to placate and quiet a class of people who have very narrow ideas as to what constitutes a good English education. They would discard all the foreign languages, and many of the sciences are considered purely ornamental.

As a rule, that class which demands that the schools shall confine themselves to that which is practical, hold that reading, writing, spelling and arithmetic constitutes a good and sufficient education. There are no more practical studies than philosophy, chemistry, geology, physiology, civil government, higher mathematics, and ancient and modern history. The latin and German languages constitute a broad field of culture as necessary to a good practical education as many of those branches which represent the lowest rudiments of learning. So necessary and important are these higher branches of education, that any system of mental training is incomplete without them. We should lose no time nor spare no effort to arrest the unwise policy of putting them beyond the reach of our high school pupils.

I think that the great demand for something more practical in education, grows out of the mistaken idea that "practical" means mechanical.

The term "industrial training" would probably more nearly express what is commonly meant by a practical education. It is doubtful whether this term, as used, is always understood. It is most generally employed by those who deprecate the fact that our people are losing respect for labor and think that our schools should do something to cure this defect of our civilization. The fact that industry may be mental, or of such a character as to demand principally the use of the educated faculties of the mind, is overlooked by those who charge that education is doing nothing in the interest of labor.

It ought to be understood that the schools as now conducted, are subserving the interests of all industries. To do this it is not at all

necessary that schools should be converted into work shops and factories. While it must be granted that there is a scarcity of skilled workmen, and that it would be a blessing to many young men and women if they could have the necessary training to make them such, there is something more important. There is a scarcity of educated workmen.

In view of modern co-operative societies, trades unions and other schemes for uniting and unifying laboring men, it is all important that we should seek to control them by education. To this end it is necessary that intelligence and that wise spirit of moderation, reason and discretion which comes of education should rule in all their councils. This will not only render them safer as citizens, but more skillful, more reliable, more temperate, more industrious, and, therefore, more productive and valuable to society, than the illiterate, though skillful, laborer.

As a rule, educated persons master trades, and acquire skill much more rapidly than those not educated. This is the universal testimony of men who employ large numbers and are in positions to estimate them correctly upon their comparative merits.

Our schools promote the interests of all industries, for the reason that educated persons, as a rule, seek employment. I grant they may be more particular as to what kind of work they do. I think it quite probable that many educated young people have false notions as to the gentility of certain kinds of labor, and the baseness of others. Society everywhere teaches this baneful lesson, and those who disregard it must pay the penalty of being denied recognition.

What can our schools do to correct this error?

If it were the result of ignorance, and if the nobility and dignity of labor, and the laboring poor, had not been taught faithfully in our schools from their earliest existence, we might hope to modify public sentiment in this regard; but I am free to say that in my judgment any material departure from our present system, with this end in view, would be a fruitless attempt.

It is urged that we need more mechanics, and our boys, as now educated, decline to enter these useful and honorable walks of life. This may be true, but if it is, it is due to other causes than those usually assigned. They choose other occupations or professions because they pay better. They are able to command a higher price in some line of work which affords opportunity to employ their educated and cultured talents.

Those who insist that the schools should so teach and train their pupils as that they may be able to earn an honest living and become useful citizens, and members of society should not complain at this.

That we are educating a nation of proud idlers is not supported by the facts. Comparatively few of those who have passed through our high schools are out of employment. The great majority of them become speedily engaged in business and are always found among the best and most successful classes of our people.

Indeed, they are in much too great a hurry to enter business. It would be infinitely wiser and better if education were still further prosecuted in connection with some one of our many excellent higher institutions of learning.

Just what should be done as a public measure to increase the number of skilled workmen and to incline all people to industry, is a problem that must sooner or later be solved. The agitation of this question will grow until we shall be drawn into experiments, designed to improve on our present system of common school education.

I am well satisfied that in a system charged with the general education of the people, very little can ever be done in this direction. Special schools may do much, and indeed are doing much to satisfy any reasonable demand for industrial education. Our agricultural colleges, of which we have so fine an example in our own State, are already occupying a large place in the broad field of inquiry and experiment. These schools are well attended, well equipped for technical teaching, and are exerting vast influence and accomplishing great good. In addition to these schools, aided by the generosity of the nation, we have many eminent schools for scientific instruction, some of them munificently endowed, whose aim it is to impart instruction in special branches by means of evening classes and courses of lectures.

The great Cooper Institute, of New York, and the Wagner Institute, of Philadelphia, are fine examples of such schools. We need more of them, and no class of men will more heartily rejoice in a large increase in their number, than those most deeply interested in the welfare of common school education. Should there be an organized effort, the result of public or private enterprise, in behalf of such schools and such training, they will most heartily co-operate. These industrial schools, and, as they are sometimes called, "apprenticeship schools," are becoming very numerous in some of the older countries, and they may be said to have grappled in earnest with the great prob-

lem. In order to modify their entire system, reaching their district schools as well as those of the cities, it has been determined to open a series of schools for the training of masters, teachers, and foremen. This means that one and the same set of teachers are to be required to impart text-book instruction during a portion of each day, and for the remainder thereof to give technical instruction in the shop or work-room to be connected with the school. When it was determined to do this, a difficulty presented itself. Where could teachers be found who could successfully teach a school of this character? The result was the establishment of the schools to which I have referred.

The outcome will undoubtedly be that technical instruction will, in time, encroach upon the academical work, and education come to mean learning a trade. It would be folly to attempt such a system in this country.

In monarchical governments, and possibly in a republic, where everything is indoctrinated with their influence, it may do to aim chiefly at making a skilled workman of a subject. We must educate in view of the relation which every one sustains to the whole.

Every man who is a citizen under our form of government exercises some of the prerogatives of a ruler. It is impossible to forecast the future of those for whose education and training we provide. The poor and obscure boy of whom we would make a hewer of wood or a carrier of water, may come to be the chief executive of the nation. He should be educated, then, in view of his possibilities. Not in the narrow sense of personal advantage, but in the highest interests of the nation at large.

At the same time his education should be such as to enable him, in the shortest possible time, and in the most efficient manner, to master any particular branch of industry, to which he may desire to turn his attention. To this end, our present system of education can be, no doubt, improved.

We should give more attention to drawing. There is scarcely an occupation in which a thorough knowledge of the subject would not be of great practical value.

We should give more attention to exhibits of work done and articles made by school children. This work may be done, and, indeed, should be done, out of the school room, except where it relates to studies taught, as, for instance, map drawing, diagraming, or abstracting, which may, and probably should, be done under direction of the teacher.

In short, we should do anything and everything in the interests of industry and technical training, which can be done without interfering with the regular work of our schools. Whatever does conflict with that work, however valuable and necessary it may appear to be, as a preparation for any special industry, should be promptly discontinued.

DISTRICT ORGANIZATION.

My predecessors have called attention to the numerous and serious objections to our present system of district organization. It is in the hope that you will call the attention of the general assembly to this important subject that I re-state at some length, the many arguments that have been advanced against our independent and subdistrict plan, and in favor of the district township system.

Hon. Horace Mann, in referring to the same subject in connection with the report of the Massachusetts Board of Education, said: "I consider the law of 1789, authorizing towns (townships) to divide themselves into districts, the most unfortunate law on the subject of common schools ever enacted in the State. During the last few years several townships have abolished their districts, and assumed the administration of the schools in their corporate capacity; I learn from the reports of school committees, and from other sources, that many other townships are contemplating the same thing." Hon. Thomas H. Benton, in his excellent report, dated December 2, 1850, in reviewing this subject said: "For myself, I think our congressional townships (six miles square) none too large for school districts."

The general assembly, by an act dated July 14, 1856, appointed a commission, consisting of Horace Mann, Amos Dean, and Mr. Bissell, to revise the school laws of the State.

The small district system had already obtained a firm hold upon our people, and the commissioners labored hard to displace it, but were at last compelled to compromise by dividing the district township into subdistricts. But in submitting their report they enter a powerful and unanswerable protest against subdivision, and in favor of making the township the unit.

I desire here to review their arguments in the light of our experience covering a period of twenty-five years. The following is quoted from their report:

"Your commissioners, however, feel bound to say that they have presented this organization simply in reference to the existing state of things. Their own settled convictions are, that the whole district system as stated in the bill should be promptly discontinued, and that of making each civil township a district, substituted in its place. The following are some of the reasons which have led to this conviction:"

1. *It facilitates and greatly simplifies the organization of districts.*

The correspondence of the department concerning the organization of districts is very heavy, and constantly on the increase. The law is so complex and contradictory that explanations and official opinions are necessary in almost every case, to inform the people what they may do and how it should be done. At best many mistakes are made. Districts are illegally organized, resulting in litigation, to the injury of the cause of education.

2. *It gives fewer occasions for controversies relative to boundaries.*

The law now requires that boundaries of district townships shall coincide with civil township lines, but in many counties this law is frequently disregarded, and there is constant disputing as to just where the line is. In many cases the old school district boundaries remain unchanged and where the old records are lost, and there is no map as the law requires, it is impossible to settle disputes, except as these cases come up on appeal or are taken into the courts. Since the independent town district may extend in disregard of township lines, the notion obtains that it is not required that district township lines be so limited.

If it were understood that a civil township is the only rural school district known to the law, that simple declaration would avoid all trouble of this character.

6. *It equalizes among a large community the burdens imposed in the erection, repairs, and outfit of school houses, offers much greater facilities and inducements to establish district libraries and to sustain and increase them.*

It frequently occurs that portions of the township are thinly settled, and the character of the land is such that a reasonable tax will not sustain a good school. While the law now provides that a tax to build in any particular subdistrict, may be levied upon the township at large, it also provides that the township electors may refuse to allow the tax asked for, and in that case it must be levied on the sub-

district asking for aid. The effect of this is to make subdistricts cautious and guarded in asking for levies, lest the whole burden may be thrown back upon themselves. They therefore ask for just as small a sum as will possibly serve to build a small house, and provide equipments, that will barely answer to their necessities. Subdistricts are too often jealous of each other, lest one should receive more than its share of public funds.

In the case of rural independent districts, the situation is even worse. Many weak subdistricts have been forced into independent organizations against their will, and however poor they may be, or however unable to provide a good school, they must accept the inevitable and do the best they can.

The opposite is true of those districts which have been favored by nature, and are competent to provide excellent schools.

The theory of our school system is that all children are entitled to, and shall receive, equal school privileges; but this unfortunate system of district organization defeats it in practice.

8. *It annihilates and forever, the possibility of cutting up a population into small districts, to which the district system so frequently leads.*

Our experience has verified the correctness of this statement. Four sections of land, without regard to value, now generally constitutes a school district, and districts of but two sections are quite numerous. If this unwise policy of creating small districts continues, it is not difficult to see what the result will be. Small and inadequate houses, poorly paid teachers, and therefore inferior schools. The different and successive steps of progress in this mistaken and unwise policy of making small and numerous districts are as follows:

In 1858 the general assembly enacted a law providing that cities or incorporated towns with contiguous territory might become independent districts by vote of the electors. Two years later this privilege was further extended to unincorporated towns of three hundred inhabitants.

In 1866 it was again extended to subdistricts containing not less than two hundred inhabitants. The bad consequences of this last provision was so readily seen, that it was promptly repealed two years later. It was then hoped that a step had been taken toward a return to the larger district system, but unwise counsels prevailed against an unbroken array of testimony from the ablest educators of the

State and nation, that small districts were objectionable from almost every possible stand point.

In 1872 the general assembly passed an act enabling the subdistricts of a district township to become independent districts by a majority vote of the township electors. As has been before stated it happened that many subdistricts were made independent, which had voted against such separate organization. The proposition prevailed in the township, and they were forced to submit. From April, 1872, to September, 1875, the number of independent districts increased by more than one thousand.

The report of the Superintendent for 1881, shows their number to have reached 3,178. Fortunately this tendency to increase the number of districts received a decided check, by an amendment passed by the Sixteenth General Assembly, which repealed the statute permitting subdistricts to become independent.

Had the formation of these districts been allowed to go on, as they had from 1872 to 1875, we should have had no less than six or seven thousand independent districts at the present time.

10. *It leads to the erection of more commodious school-houses, with larger accommodations and means of instruction.*

Were all school-houses the property of the district township in which they are located, there would not be so great a disposition to cut the levies to so small a figure. All would feel a common interest and a common pride in every building and all its equipments. A better class of teachers would be attracted and retained.

12. *It offers facilities for classifying those of different ages and attainments, and of employing different grades of teachers in their instruction.*

Our law now provides for township high schools; but so far very few have been established, and they have not met with flattering success. So long as the districts of the township are practically separated in all their interests and affairs, and absolutely so in the independent rural districts, nothing will come of this most excellent provision. With the district township system the central high school would naturally and speedily follow. It may not be a high school, but at least a school of higher grade, with better classification in all schools of the township.

Here the older boys and girls could attend from all parts of the

township, and the younger children the primary schools in their immediate locality.

This would be a long step toward the solution of the vexed question of grading the district schools, a problem upon which the ablest educators have worked for years, and that, too, without making any very marked advance.

It would also open the way for a much needed system of

TOWNSHIP SUPERVISION,

designed to supplement and strengthen the efficient labors of our county superintendents.

A united township could afford to pay a salary that would secure a teacher of much more than average ability and attainments. This teacher might be given a supervisory power over the schools and teachers of the township. He might be charged with the responsibility of preparing a course of study, and of seeing to it, in some degree, that it was carried out in each school.

To do this it would not be necessary that he be required to visit schools, as classes could be brought to the central school for competitive examinations, etc. He should hold regular teachers meetings, all the teachers of the township being required to attend.

Frequent exhibits of school work would also be a valuable feature of this system. I am free to say that in my judgment this plan would increase by one hundred per cent the efficiency of the average district school. It would greatly reduce the number of district secretaries, and be the means of saving a vast sum of money annually. By reference to our financial report, it will be seen that we paid to these officers, \$107,295.07. for the term ending September 20, 1882. A large saving in the item of salaries would not be the only benefit that would result. The number of such officers would be so largely reduced that better and more competent men could be selected to discharge the duties of these important offices. We have lost, or at least are unable to account for a great deal of money, owing to the incompetency or carelessness of men whose duty it has been to receive and disburse the school fund of the State. For the past ten years this sum of money—lost or unaccounted for, reached, in round numbers, the enormous sum of one-half million dollars.

These are some of the unanswerable arguments against the district, and in favor of the civil, township as the unit. It is a remarkable

fact that the small district plan of organization has grown and fastened itself upon us, against the uniform recommendations and the strenuous efforts of every man who has stood at the head of educational interests of our State to prevent it. I deem it not improper to submit here for your consideration and convenience the opinions and utterances of these able and worthy men, in the hope that their great unanimity and weight may at last secure for them the attention to which they are entitled, and in the further hope that they may serve to arrest the further continuation of that system of disintegration, which has already greatly impaired the usefulness and retarded the progress of our schools.

In 1857 Hon. Marturin L. Fisher, then Superintendent of Public Instruction, in speaking of district organization, said: "The tendency of the present system is to multiply districts so far that they contain but a small number of scholars, and, of course, receive but a small portion of the school money. The consequence of this is that in many districts no school is kept, and in a greater number it is kept for so short a time as to be almost useless. If each township form one school district, under charge of a competent committee, they could establish as many schools in different parts of the township as the inhabitants need, and provide for the continuance of schools for the same length of time, thereby affording equal opportunities to all the children of the township to obtain an education."

Hon. Thos. H. Benton, who succeeded Mr. Fisher, says: "It is to be regretted that the early educators and legislators of the country ever incorporated the feature of small districts into their common school system. The precedent established by them has obtained so firm a hold on the public mind that none of those who have succeeded them are willing to assume the responsibility of departing materially from it. It is too complicated to be readily understood and administered, and consequently leads first to confusion and discord, and ultimately to neglect and indifference among the people of the district."

Hon. D. Franklin Wells says: "The advantages of the district township system are so numerous and apparent that prominent educators in other States where it has not yet been introduced are laboring earnestly for its adoption."

He might have added that in States where it has been adopted, notably in Ohio, Massachusetts, Pennsylvania, and Indiana, it is so strong with the people that nothing could induce them to go back to

the district plan. I quote from the report of Massachusetts State Board of Education for 1872. The school committee of Perue say: "We congratulate our citizens upon their refusal to return to the old district system. In the judgment of your committee, to have done so would have been to advance backward, and the present is not the age for retrograde movements in any matter pertaining to our educational interests."

Hon. A. S. Kissell, speaking of subdistricts, says: "A large majority of the most active friends of education in Iowa, have always insisted that a serious mistake was made in the incorporation of the subdistrict feature into the district township system; that if each civil township had been made a simple, single district, to be governed by a board of directors, to be chosen at large in the district, as in independent districts, and provision made for but one annual meeting of the electors, instead of two, much better results might have been looked for, and better satisfaction given." His objections to rural independent districts are so tersely and forcibly stated as to warrant me in quoting them at some length. He says: "It will increase the number of school districts to eight or nine thousand,"

He estimated very much too low. We already have more than *twelve thousand*.

"2d. It will greatly increase the number of school officers required to manage our school interests. If the system should be inaugurated throughout the State under the present law, the number would be increased from less than ten thousand under the old system to more than twenty-six thousand additional school officers. Such increase in the number of districts, and diminution in their size, would tend to the election of inefficient and careless officers, who neither possess the ability to perform the duties properly, nor sufficient interest to make the attempt.

"4th. To pay the additional secretaries and treasurers twenty dollars each, the average salary now paid, would cost the State three hundred and twenty thousand dollars a year, being nearly one-tenth of our present total expenditures for school purposes.

"5th. In parcelling out the school funds into so many hands there will be greater liability to mismanagement and loss, more danger of misapplication of public funds, and less chance to detect it.

"6th. It will largely increase the labors of county auditors and county treasurers, in making out tax lists, and accounting for taxes.

"7th. It will increase the difficulty and expense of securing the annual statistics, and make them less reliable.

"8th. It will produce endless strife and contention in the adjustment of boundary lines.

"9th. It will increase the evil of favoritism in the selection of teachers.

"10th. It will prevent the formation of township, union and graded schools.

"11th. It will multiply the text-book evil in the matter of uniformity between districts.

"12th. It will greatly increase the inequality of taxation for school purposes, usually placing the heavier burden of tax upon the poorer districts and poorer people."

The recommendation of Gov. Samuel Merrill to the General Assembly, printed in connection with the report of the department in 1874, is as follows:

"I cordially commend to your consideration the forcible remarks of the Superintendent of Public Instruction, upon the subdistrict system, and unite with him in urging its abolition. I am fully persuaded that the school districts should be substantially co-extensive with the civil townships, incorporated towns, and cities; in other words, that there should not be district territorial organizations, other than those well defined political divisions with which we, in common with the people of most of the States, are so familiar. The system of subdistricts as it prevails in Iowa, is peculiar to this State, and was adopted as a compromise between the small district plan formerly in vogue, and the more modern one of township organization now so generally adopted throughout the north.

"In my opinion, it has lasted long enough to establish the superiority of the system whose adoption it impedes, and to furnish another illustration of the general inutility of compromises in establishing anything permanent."

Hon. Alonzo Abernethy presented the evils of the district system to several general assemblies, and very ably advocated the adoption of the township plan, and accomplished much by way of checking, at least temporarily, the creation of rural independent districts; but his labors in this behalf have been neutralized by the unfortunate provision that independent districts may subdivide, to form one or more independent districts. After giving a complete resume of the sub-

ject, he says: "My own convictions, strengthened by the observations of another two years, are that the township district system recommended by Horace Mann, in 1856, should have been adopted; that the system recommended by the Code commissioners, and by the school committees of both branches of the general assembly in 1873, was far better than the present law, and that the adoption of that system now would best subserve the school interests of the State."

Hon. C. W. von Coelln also took an active and honorable part of what has been an united and earnest endeavor to convince the law-making powers that a change in our plan of organization is imperatively demanded.

As has been remarked, this matter has been again and again urged upon the general assembly, for the past twenty-five years.

Every statement made by educational men has been verified, and it should not be thought necessary to offer further argument, to convince any rational person that the mistakes of the early years of our history, with relation to district organization, should now be corrected.

I would therefore recommend that all district townships be constituted school districts, with boundaries coincident with civil township lines, except, in case of natural obstacles, as now provided for under Sec. 1797, S. L. 1880.

The subdistrict feature should be dropped entirely.

Incorporated towns of five hundred inhabitants, and all cities, should be made independent districts, with at least four sections of land. The boundaries of such independent districts, as should be created in future, should be established by the board of the school district from which they are taken.

It is admitted that this would be a radical change; but a radical change is needed. It would meet with opposition at first, but would soon commend itself to the people and be by them heartily approved.

Two years might be given in which to effect the new organizations, which, however, might be done at any time. In furtherance of this plan of simplifying the school law some action should be taken toward the consolidation of

SCHOOL FUNDS.

The three fund system is too complex and troublesome. The law

is not generally observed. Borrowing from one fund for the benefit of another is indiscriminately practiced; and in many districts a candidate for the office of treasurer is required to pledge himself to violate the law in this regard or fail of election.

Many treasurers are unable to keep the necessary accounts with the three separate funds, and the result is endless confusion and trouble.

By the united effort of the county superintendents, and other county officers, reports can be made that appear well, but in many instances they are extremely inaccurate.

If all moneys were included in one or at most two funds it would greatly simplify reports, and render them much more accurate. It would also diminish the labor and annoyance of county officials, and lift a great burden from the State department.

COMPULSORY EDUCATION.

This subject has received a great deal of attention in our State, and there seems to be a public sentiment in favor of a compulsory law. While I would not cast any obstacles in the way of an experiment, I am compelled to say that in my judgment we have little to hope for in this direction.

To render such a law effectual, or any more than a dead letter, it would be necessary to strengthen it with efficient police regulations, which, however reasonable and necessary, would be very distasteful to our people. No doubt much good would result in towns and cities were a compulsory law enacted and enforced by truant laws, and other stringent penal regulations, designed to secure regularity of attendance. It has always seemed reasonable to me that the apportionment of the interest on the permanent school fund should be apportioned on the average daily attendance, rather than on entire enrollment. This would operate to create a competition between school districts, which would exert a direct and powerful influence to fill our schools from the ranks of vagrant children now allowed to frequent the streets and alleys of our towns, while the State pays liberally for their education.

It would make a distinction in favor of those localities where the greatest attention is given to education, and in my judgment would accomplish more good than any compulsory law we could enforce.

NORMAL INSTITUTES.

These short schools, while they are by no means all that is needed

for the training of teachers, have been the means of accomplishing a great deal to improve our schools, and to raise the grade of our teachers.

They are held, as a rule, during the summer months, and continue from two to four weeks. The course of study prepared by a committee appointed several years ago by the State Teachers' Association is quite generally used. The result is that there is a good degree of uniformity in the work throughout the State. The fact that so many young men and women are fitting themselves for institute conductors has had an excellent influence upon all the schools of the State.

Within the past few years we have given more attention to didactics than in the earlier years of these schools. This is as it should be, and it is to be hoped that in time they will come to be in a still larger and higher sense, *normal schools*, having for their first aim the teaching of methods of instruction and general school management.

COURSE OF STUDY FOR NORMAL INSTITUTES OF 1880.

The course of study, for 1880, together with the excellent suggestions of the committee appointed to prepare it, are herewith republished, for the benefit of county superintendents, who desire to continue the plan therein laid down.

To County Superintendents:

The committee having charge this year of the preparation of a course of study, consisting of Supt. D. W. Lewis, of Washington, Supt. W. W. Speer, of Marshall county, and the Superintendent of Public Instruction, have thought best to give county superintendents the opportunity to choose their own course of study, with such suggestions to them as are herein made.

We recommend the course of study in didactics prepared for the normal institutes of 1877, which will be found in the biennial report of the Superintendent of Public Instruction for 1876-77, a copy of which will be sent you.

A general outline in history has been prepared by Mr. Lewis of the committee, from which you may choose such portion as is most adapted to your county. Supt. Speer has prepared a pretty full outline of physical geography, which might be used profitably in place of the ordinary course in geography. His brief outlines in geology and astronomy are intended to furnish teachers with the elements of these sciences, if they are sufficiently advanced to make good use of such preparation in the school room. Some elementary text-books on these subjects should be used in connection with these outlines.

It is advisable that you print such parts of the course of study as you wish to use in your institutes, and place a copy in the hands of each teacher.

The former outlines have been used at too great an extent as a skeleton merely, and too little work has been done to bring out the facts which really constitute the body of the subjects under consideration. Our advice, therefore, is to take but a limited portion of the outline on any subject, and insist upon full details and proper methods of instruction.

General suggestions, with regard to programme, course of study, and other matters of interest, are found in the course of study for 1877.

C. W. VON COELLN, }
D. W. LEWIS, } *Committee.*
W. W. SPEER. }

DES MOINES, *May 15, 1880.*

UNITED STATES HISTORY.

I. THE ABORIGINES.

- A. The Mound Builders.
- B. The Indians: 1, their government; 2, religion; 3, civilization; 4, character; 5, present condition.

II. PERIOD OF DISCOVERY AND EXPLORATION.

- A. The Spanish.
- B. The French.
- C. The Dutch.
- D. The English.
Who, what, where, when, and why, for each.

III. THE COLONIAL PERIOD.

- A. St. Augustine.
- B. Port Royal.
- C. Quebec.
- D. Thirteen English colonies.
Who, where, when, and why, regarding the settlement of each, with a brief history of subsequent events.

IV. THE KIND OF GOVERNMENT.

- A. Charter.
- B. Proprietary.
- C. Royal.

V. THE COLONIAL.

- A. Claybornes's Rebellion.
- B. Pequod War.
- C. Maryland Civil War.
- D. King Phillip's War.
- E. Bacon's Rebellion.
- F. King William's War.
- G. Queen Anne's War.
- H. Oglethorpe's War.
- I. King George's War.
- J. French and Indian Wars.
Causes, events, results, and a few dates of each.

VI. PERIOD OF THE REVOLUTION.

- A. Causes: 1, remote; 2, immediate.
- B. Events: 1, military; 2, political.
- C. Actors.
- D. Results.
- E. Principal dates.

VII. CONSTITUTIONAL PERIOD.

- A. Weakness of the Confederation.
- B. Convention to amend Articles of Confederation.
- C. Constitution adopted and ratified.
- D. Provisions of the Constitution; *three departments in the government, why:* 1, legislative department: *a*, congress, two houses, why: (*a*), number of members in each; (*b*), qualifications; (*c*), how chosen; (*d*), term; (*e*) compensation; (*f*), privileges; (*g*), quorum; (*h*), vacancies, and how filled; (*i*), officers of each house; (*j*), powers of each house; (*k*), powers of congress; (*l*), prohibitions on congress; (*m*), prohibitions

- on the states; 2, *executive* department: *a*, the president; (*a*), qualifications; (*b*), how chosen; (*c*), term; (*d*), compensation; (*e*), duties and powers; (*f*), impeachment and trial; (*g*), vacancy; *b*, the vice-president: (*a*), qualifications, etc., as for president; *c*, the cabinet: (*a*), how constituted, etc., as for president, with names of present incumbents; 3, *judicial* department: *a*, courts: (*a*), district; (*b*), circuit; (*c*), supreme; (*d*), how each is constituted; (*e*), jurisdiction of each; (*b*) judges, (*a*), how appointed; (*b*), number; (*a*), term; (*d*), compensation; (*e*), present judges of the supreme court.
- E. Amendments to the Constitution: 1, how proposed; 2, how ratified.
- F. Administrations, in order: 1, political principles and parties; 2, candidates and the election; 3, important events, domestic and international; *a*, military; *b*, political; *c*, industrial; *d*, commercial; *e*, social; 4, leading statesmen; 5, principal dates.
- G. National progress: 1, territory; 2, population; 3, resources; 4, wealth; 5, education; 6, inventions; 7, social condition; 8, international influence.

PHYSICAL GEOGRAPHY.

I. THE EARTH.

- A. Shape: 1, deviation from a perfect sphere: *a*, produced how; *b*, proves what.
- B. Movements; 1, rotary motion: *a*, direction; *b*, resulting measure of time; *c*, velocity of motion; 2, revolution around the sun: *a*, direction; *b*, measure of time; *c*, velocity of motion.
- C. Circles and surface measurements; 1, circles of position: *a*, geographical use of the term circles; *b*, great circles: (*a*), equator; (*b*), meridians; *c*, parallels; 2, climatic circles: *a*, parallels: (*a*), tropics: (1), definition; (2), reason for position; (*b*), polar circles: (1), definition; (2), reason for position; *b*, ecliptic: (*a*), definition; (*b*), what it marks; (*c*), relation to tropics and equator; 3, latitude: *a*, definition; *b*, number of degrees; *c*, length of degrees, with what variations; 4, longitude: *a*, definition; *b*, number of degrees; *c*, length of degrees at equator, and how varying.
- D. Temperature; 1, evidence of internal heat: *a*, thermal springs: (*a*), situation and temperature; (*b*), number of; (*c*), where most numerous; *b*, geysers: (*a*), how explained; (*b*), where found; (*c*), character of water; (*d*), to what due; *c*, observations in mines: (*a*), how made; (*b*), mean annual temperature, where found; (*c*), observations, where made; (*d*), results; *d*, conclusions from observations: (*a*), temperature at 9,000 feet; (*b*), temperature at thirty miles; (*c*), probable thickness of earth's crust; (*d*), conclusions, how sustained.

II. THE AIR.

- A. As an element; 1, its composition and elasticity; 2, its weight and pressure; 3, its density and height.
- B. Circulation of the air: 1, winds: *a*, definition; *b*, classes; 2, general currents: *a*, zone of minimum density; *b*, movement of air toward this zone; *c*, movement of air from this zone; *d*, currents resulting; 3, direction of currents: *a*, direction in absence of disturbing causes; *b*, effects of the rotation of

- the earth; *c*, direction of polar currents; *d*, direction of return currents; 4, wind zones: *a*, number; *b*, names and position.
- C. Humidity of the air: 1, evaporation: *a*, process; *b*, capacity of the air for absorbing vapor; *c*, dry air and moist air, and the change from one to the other; 2, dew, mists, and fogs: *a*, definition; *b*, variations in temperature when observed.
- D. Condensation of vapor: 1, causes: *a*, usually due to what; *b*, effect of passage of warm winds to cold regions; *c*, effect of passage of cold winds to warm regions; 2, influence of unevenness of surface: *a*, condensation near mountain chains; *b*, condensation on plateaus; *c*, influence of deserts; *d*, influence of forests.
- E. Distribution of clouds and rain: 1, laws: *a*, of annual average rain-fall; *b*, of cloudiness and rainy days; *c*, variation from coast to interior; 2, rain zones: *a*, causes and character of tropical rains; *b*, causes and character of rains in middle and cold regions; 3, snow: *a*, temperature of atmosphere when formed; *b*, form and size of snow-flakes; *c*, manner of formation of hail.

III. THE WATERS.

- A. As an element: 1, its relations to organic life; 2, composition of water.
- B. Rivers: 1, sources: *a*, definition of springs; *b*, explanation of intermittent springs; *c*, situation of most springs; 2, amount of water: *a*, depends on what; *b*, influence of forests; 3, agency or rivers: *a*, transportation; *b*, other uses; 4, deposit: *a*, how varying; *b*, deltas; 5, rapids, and cataracts.
- C. Lakes: 1, mountain lakes: *a*, characteristics; *b*, examples; 2, lakes in plains: *a*, characteristics; *b*, great lakes of the globe; 3, salt lakes: *a*, characteristics; *b*, cause of saltness; 4, distribution of lakes: *a*, where most numerous; *b*, lakes of Europe, Asia, North America and Africa.
- D. Sea water: 1, composition; 2, temperature; 3, marine life: *a*, vegetable; *b*, animal; 4, oceanic movements and their causes; 5, waves: *a*, description; *b*, cause; 6, tides: *a*, description; *b*, difference between waves and tides; *c*, phases: (*a*), flood; (*b*), ebb; *d*, interval between tides; 7, causes of tides: *a*, comparative influence of moon and sun; *b*, production of tidal wave under moon; *c*, production of tidal wave on other side of the globe; 8, currents: *a*, definition; *b*, extent; *c*, cause; 9, kinds of currents: *a*, cold; *b*, warm; *c*, results of their meeting; 10, direction of currents: *a*, in absence of modifying influences; *b*, explanation of direction of polar currents; *c*, explanation of direction of return currents.

GEOLOGY.

- I. INTRODUCTION.
- II. DIFFERENT KINDS OF STONE.
- III. WHAT STONES HAVE TO TELL US.
- IV. SEDIMENTARY ROCKS.
 - A. What sediment is.
 - B. How gravel, sand, and mud are made.
 - C. How gravel, sand, and mud become sedimentary rocks.
 - D. How the remains of plants and animals come to be found in sedimentary rocks.
 - E. A quarry and its lessons.
- V. ORGANIC ROCKS, OR ROCKS FORMED OF THE REMAINS OF PLANTS AND ANIMALS.
 - A. Rocks formed mainly of the remains of plants.
 - B. Rocks formed mainly of the remains of animals.
- VI. IGNEOUS ROCKS.
 - A. What igneous rocks are.
 - B. Where igneous rocks come from.
- VII. THE CRUST OF THE EARTH.
 - A. Proofs that parts of the crust have been pushed up.
 - B. Proofs that parts of the crust have sunk down.
 - C. Proofs that the rocks of the earth's crust have been tilted, crumpled and broken.
 - D. Origin of mountains.
 - E. How the rocks of the crust tell the history of the earth.
- VIII. CONCLUSIONS.

ASTRONOMY.

- I. THE EARTH AND ITS MOTIONS.
- II. THE MOON AND ITS MOTIONS.
- III. THE OTHER PLANETS.
- IV. THE SUN.
- V. THE STARS AND NEBULAE.
- VI. CELESTIAL MEASUREMENTS.

GRADED COURSE OF STUDY FOR IOWA NORMAL INSTITUTES FOR 1881.

The committee appointed by the State Teachers' Association to prepare a graded four years' course of study for normal institutes, met at Cedar Rapids, March 18 and 19, and prepared the annexed course, with the following suggestions:

The end in view in establishing these institutes was to remedy the defects in school work and increase the efficiency of the public school system. These defects may be grouped into the following classes:

1. Deficiency of scholarship among teachers.
2. Defective methods of teaching.
3. Lack of organization and system.
4. Imperfect supervision.

It is evident that the first three:

SCHOLARSHIP, METHODS, AND ORGANIZATION,

are legitimately included in institute work. It is also evident that the average time given to institute work is too short to secure the desired improvement of the teachers in any of these respects. It follows, therefore, that institutes are of value, not so much for the work done in them, as for the work induced *during the entire year* under their guidance and control.

To secure the desired ends the following suggestions are made:

The instruction given in the institute should be determined by the defects discovered in the various institutes of the State.

It is expected that the teachers will prepare the work which they will have to take up the next year, in the accompanying course, at home, under the directions and by the suggestions of the county superintendent and institute conductors. These suggestions and directions should be so minute, in topics and references, that none need be mistaken.

All who complete any year's work and sustain a satisfactory examination on it, should receive certificates admitting them to the next year's work.

The examination, instruction, and work done, should be as nearly uniform throughout the State as is practicable.

Though the examinations required by law before the county superintendents should not be based upon the exact work done in the institute, in determining the grade of a teacher's certificate, the county superintendent should take into consideration the grade and standing of the teacher in the institute course.

County superintendents desiring full outlines in the studies named will find them in the reports of the Superintendent of Public Instruction for 1878 and 1880, copies of which will be furnished on application.

GRADED COURSE OF STUDY.

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
Mathematics.	Fundamental Rules of Arithmetic, Factoring, Divisors and Multiples, Common and Decimal Fractions.	Compound Numbers, including Comparative Tables and Longitude and Time, Percentage.	Applications of percentage, Ratio and Proportion, Involution and Evolution, Progression and Mensuration.	Elementary Algebra.
Language.	Reading and Orthography, with Dictionary Work.	1. Reading and Orthography, with Dictionary Work. 2. Etymology and Syntax.	English Analysis.	United States History.
Science.	Local and Political Geography.		Physiology and Hygiene.	Elementary Science, or Mathematical and Physical Geography.
Didactics.	Elementary Work.	Organization, Study, Recitation and Government.	Principles and Methods of Teaching.	Principles and Methods of Teaching.
General Exercises.	Penmanship and Letter Writing.	Drawing and Composition.	State and County Government.	Constitution of the United States.

It is earnestly recommended that this course of study be supplemented by a course in general reading, including at least one book every year in each of the following subjects: History, travels, science, fiction, and didactics.

Where we have recommended elementary work, in didactics, Prof. S. N. Fellows, a member of the committee, and Professor of Didactics in the State University, suggests as a valuable little book for young teachers, "Mistakes in Teaching," by J. L. Hughes, published by Eldredge & Brothers, Philadelphia.

CLASSIFICATION.

Those now holding first grade certificates, and who also hold certificates of attendance at three or more former institutes, may be admitted to the third year's work, although it is desirable that they commence with a lower grade, to complete the course.

Those holding second grade certificates, and who also hold certificates of attendance at three or more former sessions, together with those holding first grade certificates, but who have attended only two former sessions, may be admitted to the second year's work.

All others should commence with the first year's work.

DAILY PROGRAMME OF STUDY AND RECITATION.

TIME.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
9:00 to 9:10	<i>Opening Exercises</i>			
9:10 to 9:50	Arithmetic. Study.	Reading. Study.	Study. Arithmetic.	Study. U. S. History.
9:50 to 10:30	<i>Recess</i>			
10:30 to 10:40	Reading. Study.	Arithmetic. Study.	Study. Analysis.	Study. Algebra.
10:40 to 11:20				
11:20 to 12:00	Geography. Study. Didactics.	Didactics. Study. Grammar.	Study. Physiology. Study.	Study. Didactics. Study.
1:30 to 2:00				
2:00 to 2:30				
2:30 to 3:00	<i>Recess</i>			
3:00 to 3:15	Study.	Study.	Didactics.	Science.
3:15 to 3:45				
3:45 to 4:15	<i>General Exercises</i>			

This programme is only suggestive and may be changed to suit each particular institute.

C. W. VON COELN, Des Moines,
S. N. FELLOWS, Iowa City,
H. H. FREER, Mt. Vernon,
W. J. SHOUP, Dubuque,
J. WERNLI, Le Mars,
MISS E. E. FRINK, Tipton,

} Committee.

DES MOINES, March 1881.

THE COUNTY SUPERINTENDENCY.

With our present system of district organization and finances, any backward step in regard to the office of the county superintendent would seriously impair and cripple our work, especially in the rural districts.

The action of the Nineteenth General Assembly in raising the minimum per diem to \$4, has given new energy and increased enthusiasm. The wisdom of the increase of salary will be seen, I think, in the continual improvement in the character and ability of the men who, in future, shall be elected to preside over the important school interests of the various counties.

TOWNSHIP ASSOCIATIONS.

These meetings constitute the most important and valuable work of county superintendents, in connection with the teachers of their respective counties. With very few exceptions, they are held in every county. They are well attended in the main, and are always with great interest and profit.

COUNTY SUPERINTENDENTS' CONVENTIONS.

The counties of the State have been grouped into eight sections, with reference to the convenience, by which a central place of meeting can be reached by railroads. During the past two years, sixteen conventions have been held. The attendance has been excellent, in most cases, the entire number of superintendents being present or accounted for as unavoidably detained. The programmes are carefully prepared, and the most vital and important topics connected with the duties of the county superintendent are thoroughly considered.

They are a means of unifying the work as to normal institutes, examination of teachers, grading and granting certificates, visitation of schools, and the hearing of appeals. They are not always confined to county superintendents. Many of our able and accomplished city superintendents and teachers have taken an active part.

EDUCATIONAL INSTITUTIONS.

It is not possible for the superintendent to visit the educational institutions of the State as thoroughly as could be desired.

Being officially connected with the State University, I have had opportunity to know something of the excellent character and stand-

ing of the institution. In common with most of our people, I have a just pride in its present prosperous condition and promise. I have noticed, with great satisfaction, the excellent behavior and manly bearing of students in all departments. The instruction is thorough, as is abundantly attested by the high standing of those who have gone out from the institution.

The faculty is composed of able and distinguished men, thoroughly devoted to their work, and ever watchful of the interests of the University.

The law and medical departments are practically self-supporting, and, with proper encouragement, will soon become a source of revenue to the State.

The appropriation by the Nineteenth General Assembly, for a new medical building, was well and judiciously expended. The rapid growth and development of the University demands a broad and liberal policy on the part of the State. I sincerely trust that as additional buildings are asked for, the means will be promptly voted to build them. Iowa is abundantly able to build up and maintain a university that shall compare favorably with the great University of Michigan. Such an institution necessarily exerts a vast influence for good upon the people. It is gratifying to know, as I do, that the institution is rapidly growing in favor with all classes, and so far as may be now known, there is no disposition to take a backward step.

It has always been, and is at present especially, economically and prudently conducted and managed. It is very fortunate in its beautiful location, and, as stated above, very highly favored in the worthy men who preside over it.

With such a beginning, what may we not hope for in future. I refer with pleasure to the able and comprehensive report of the board of regents, which accompanies this report.

I have had the pleasure to assist in the examination of the two graduating classes of the

STATE NORMAL SCHOOL.

I cannot speak in too high terms of the thoroughness of the work, of which every exercise gave abundant evidence.

Since its first organization this school has done much for the cause of normal instruction throughout the State.

The faculty are earnest and faithful laborers, and each and every

student who leaves the institution enters the work with an enthusiasm and earnestness which seldom fails of success. These teachers are everywhere in demand, and command the best salaries anywhere paid. The institution has been greatly cramped for room, and during the past two years has been unable to accommodate the large numbers that flocked to it. The last general assembly wisely appropriated money to build a much needed additional building, which has been completed in a manner very creditable to the board of trustees. The faculty will now be able to accommodate a much larger number of students, and in every way to raise the grade and standing of the institution.

The Agricultural College at Ames is in a prosperous condition and is doing a most excellent work.

I have visited this institution for the purpose of informing myself with regard to the results of technical instruction.

The thoroughness of the work and the proficiency of classes was specially gratifying.

The sciences are taught in connection with and by the aid of very complete apparatus.

The work of the institution in the departments of agriculture, horticulture and stock-raising was equally interesting.

Were it possible for the people of all classes to visit and become acquainted with this flourishing and vigorous school, it would be most heartily approved and sustained as one of the most valuable and necessary institutions of the State.

IOWA COLLEGE

at Grinnell, one of the oldest and most successful colleges of the State, was almost totally destroyed in the great tornado of June, 1882. Within one year new buildings, more beautiful, more substantial and commodious, with better equipments, have been erected upon the site of the old. Such a speedy resurrection to what will, no doubt, prove a brilliant career of increased usefulness and power, is a matter for which all friends of higher Christian education should be devoutly thankful.

In compliance with the statute, I herewith submit the first report of the

STATE BOARD OF EXAMINERS.

The board consists of the Superintendent of Public Instruction,

the President of the State University, the President of the State Normal School, together with Hon. John W. Rowley, of Van Buren county, and Mrs. Ellen M. Rich, of Benton county, the two latter having been appointed by the executive council.

The board was formally convened at Des Moines, on the 13th of October, 1882, at which time the following rules and regulations for the government of applicants agreed upon and published:

RULES FOR APPLICANTS.

1. Place upon each piece of paper passed to the person conducting the examination your number, as given you at the beginning of the examination—and *in no case* your name. Every paper must be written in ink.
2. Use only the paper furnished you, and write upon but one side of the same, and that the side with the ruled margin.
3. Read carefully the questions, and in case duplicate questions are presented under the same number, *select one*, as in no case will credit be given for both.
4. Place in the margin the number of questions answered, leaving the space of one line between your answers. Your answers need not be consecutive in the order of the questions, if you desire to answer first those which seem easiest to you, provided the number of the question answered be placed distinctly in the margin.
5. In all mathematical work let the full process appear, since more attention will be given to correct processes than to correct results, the answer being placed in the margin under the number. Paper will be furnished you for preliminary solutions, but let each solution be copied as soon as completed.
6. At the expiration of the time allotted for the subject, you will pass your paper promptly to the examiner without folding or creasing in any manner.
7. Ask no questions of examiners or others during the progress of the examination. Do not leave your seat until the close of the hour for examination.
8. Let all things be done decently and in order.

The first examination was held at Cedar Falls, beginning December 25, and closing December 27, 1882. Six applicants were present, and completed the examination, to three of whom certificates were issued, viz.: W. I. Benham, Manson, Iowa; Edgar T. Bedell, Applington, Iowa; Ernest R. Nichols, Charles City, Iowa.

A second examination was held at Des Moines and Burlington, on the 28th day of March, closing March 30, 1883. Eleven applicants were present, to four of whom certificates were granted, viz.: M. J.

Pusy, Winfield, Iowa; A. B. Carroll, Morning Sun, Iowa; Oscar McKim, Ft. Madison, Iowa; Nicholas Messer, Keokuk, Iowa.

Several applicants failed to complete this examination, while others did not reach the required standard in branches to which comparatively little attention is given in the great majority of our schools. I may name as among such branches, drawing and philosophy of education. It must not be inferred that the standing required was reached in all other branches.

In order to convey a correct idea of the character of the examination, I append hereto the rules for the government of the board, together with a complete list of questions used at the examination last named.

RULES FOR THE GOVERNMENT OF THE BOARD OF EXAMINERS.

1. Candidates for State certificates must have a general average of 85 per cent, and for diplomas a general average of 90 per cent shall be required upon all certificate branches, and 85 per cent upon all additional branches, provided that neither certificate nor diploma shall be granted when the candidate falls below 75 per cent in any of the following branches: Arithmetic, English Grammar, History of United States, Orthography and Geography; or below 65 per cent in any of the following: Reading, Writing, Book-keeping, Physiology, Algebra, Botany, Natural Philosophy, Drawing, Civil Government, Constitution and laws of Iowa, and Didactics; or below 60 per cent on any of the following: Geometry, Trigonometry, Chemistry, Zoology, Geology, Astronomy, Political Economy, Rhetoric, English Literature and General History.

2. Applicants must in all cases present a certificate of good moral character from the superintendent of the county in which they reside, and also from two other reputable citizens of the same county.

The following lists of questions were used at the Des Moines and Burlington examinations for certificates, March 28, 1883:

ORTHOGRAPHY.

TIME, FORTY MINUTES.

1. Put into proper shape as to punctuation, capitals and versification the following:

to be or not to be that is the question whether tis nobler in the mind to suffer the slings and arrows of outrageous fortune or to take arms against a sea of troubles and by opposing end them to die to sleep no more and by a

sleep to say we end the heart ache and the thousand natural shocks that flesh is heir to tis a consumation devoutly to be wished to die to sleep to sleep perchance to dream aye there's the rub for in that sleep of death what dreams may come when we have shuffled off this mortal coil

2. What rule in Orthography (or rules, if more than one) will apply to each of the following words: *Conferring, Chargeable, Robbed, Flies, Dying, Dyeing, Refusal, Immovable.*

3. What rules are violated in the following: *Truely, Monkies, Benefitted, Denyal.*

READING.

TIME, FORTY MINUTES.

1. What is the advantage of much practice in reading?
2. Mention three rules that should be observed in teaching reading to advanced classes.
3. What attention should be given to this subject in other than the reading lessons?
4. What are your methods of securing natural tones, and proper delivery?
5. Mention any rules that apply to inflection.
6. What is the design of punctuation?
7. How do you use the dictionary in connection with reading classes?
7. What constitutes a good reader?
8. What is your method of teaching beginners?
9. To what extent should supplementary or home reading be required of the pupil?
10. Do you ever require your pupils to commit to memory passages upon which they are to be exercised and drilled? If so, for what reason?

PENMANSHIP.

TIME, ONE HALF HOUR.

1. Form the principles of some system.
2. Form all the letters one space in height and mark the principles.
3. Form the letters two spaces in height, and the looped letters.
4. Illustrate the different *turns*.
4. Describe the position of the body, feet, arms, and pen-holding in writing.
6. Illustrate *slant* and tell the different *movements*.

7. Form all the capitals which require the *capital stem*, the *direct oval*, the *reversed oval*.
8. Give a method of *opening, conducting and closing* a writing class.
9. Give some reasons for preferring copy-books for pupil's use.
10. Tell why teacher should keep books and pens when class is not writing.

ARITHMETIC.

TIME, TWO HOURS.

1. Find the G. C. D. of 468 and 1768 by at least two processes, and demonstrate the process by division of the less into the greater.
2. State and demonstrate a rule for dividing one fraction by another.
3. Copy the following table. On the line with percentage, in the several columns, write the terms thereof. Opposite each of the other subjects in the first column, write under each term in percentage, the corresponding term of that subject:

Percentage.....						
Profit and Loss.....						
Commission.....						
Interest.....						
True Discount.....						
Bank Discount.....						
Stocks.....						
Insurance.....						
Exchange.....						

4. Which is the better investment, and how much, one of \$4,200, yielding \$168 semi-annually, or one of \$7,500 producing \$712.50 annually?
5. A and B are partners; A's stock is to B's as 4 to 5; after three months A withdraws two thirds of his and B three fourths of his; divide their year's gain, \$1,675.
6. Of two pieces of land, the one a circle of 17 rods in diameter, the other a triangle whose hypotenuse is 30 rods and whose base is 24 rods, which is the larger, and how much?
7. Write a full synopsis of Ratio and Proportion. Demonstrate the fundamental principle of Proportion.
8. Name and describe the principal units of the Metric system. Write the table for capacity. Explain the meaning of the prefixes used.

9. Explain the process of extracting the cube root by one of the two regular modes, indicating the adaption of it to class instruction. You can employ 91125 if you need a number which is a power.
10. Write the general formula for the value of S, Arithmetrical series, and demonstrate it.

GEOGRAPHY.

TIME, ONE HOUR.

1. Begin with Maine, and all the States and Territories bordering on the British possessions, and name capitals of each.
2. Locate Savannah, Glasgow, Tokio, Timbuctoo, Madras, Sitka, Santiago, and Vera Cruz.
3. Take a cargo from Natchez to Odessa, and name all the bodies of water over which you would pass.
4. Name the republics of Europe.
5. Locate the penitentiaries, asylums, reform schools and educational institutions in Iowa under State control.
6. Name all the railroads that traverse the State of Iowa from east to west, and the cities at both the eastern and western ends of each, in the State.
7. Trade winds. What are they, where are they, and how caused?
8. Where are the best anthracite coal fields in the United States? Where are the best lead deposits? Where are the best marble quarries?
9. Locate the great volcanic girdle of the world, and give the reason for the intense volcanic activity in the regions of the East and West Indies.
10. Name and locate the prominent mountain ranges of Europe.

GRAMMAR.

TIME, ONE HOUR.

1. Define Syntax, analysis, punctuation, diagram, modifier.
2. Write the possessive plural of the following words: *Man, he, it, house, Charles.*
3. Write a simple sentence containing not less than six different parts of speech.
4. Show by examples the difference between a complex and a compound sentence.
5. What is a dependent clause? Give three examples of dependent clauses.
6. Parse *this, which, and to accomplish* in the sentence: *This is the work which I desire to accomplish.*
7. Analyze or diagram the following sentence, and parse the words in italics: *Photography is the art which enables common-place mediocrity to look like genius.*

8. Correct in full the following expressions: "I haint had no dinner nor drunk no water for a week and haint saw a table sot as it had ought to be since we come here." "I was setting by the river when they telled me." "We broke up the setting hen and eat her eggs." "I knowed that it was so for I seen him when he done it." "These sort of expressions should be avoided." "A large number of seats were occupied by pupils that had no backs." "Try and recite the lesson perfectly." "Two men will be tried for crimes in this town which are punishable with death if a full court should attend."

9. Analyze or diagram the following:

"When thoughts
Of the last bitter hour come like a blight
Over thy spirit, and sad images
Of the stern agony and shroud and pall,
And breathless darkness and the narrow house,
Make thee to shudder, and grow sick at heart,—
Go forth under the open sky, and list
To nature's teaching."

10. In the above sentence, parse words: *when, list, house.*

BOOK-KEEPING.

TIME, ONE HOUR AND THIRTY MINUTES.

1. Define Single and Double entry.
2. What are representative accounts, and why are they so called?
2. Give rule for journalizing.
3. What is a Trial Balance, and for what is it intended?
4. Describe the manner of closing a Ledger.
5. Make a bill for the following goods and receipt it properly: Sold James McFarland 28 yards of prints at $16\frac{3}{4}$ cents; 85 lbs coffee sugar at $10\frac{1}{4}$ cents; 21 lbs "A" sugar at $12\frac{1}{2}$ cents; 16 lbs butter at 28 cents; 8 gals. maple sirup at 90 cents.
6. Write a negotiable note due in nine months.
7. What are speculative accounts? What is shown by debtor and credit sides?
8. What is the province of the journal, and how may it be dispensed with?
9. 10. Commenced business with cash on hand, \$6,000; Mdse., \$4,000; bills receivable, \$800; real estate, \$426; bank stock, \$800. I owe a note for \$1,846.13; on account, \$1,236.10.

At the close of the year I have cash, \$5,000; Mdse., \$3,462; bills receivable, \$900; real estate, \$400; bank stock, \$800; due on account, \$1,341.00. I owe on account, \$134.18; on notes, \$2,160. Make a balance account of opening and closing.

Ascertain whether there has been a gain or loss, and how much per cent.

PHYSIOLOGY.

TIME FORTY-FIVE MINUTES.

1. Describe the manner in which the bones are joined together.
2. Name and describe the different kinds of joints; give an example of each.
3. Give a full description of the vertebral column.
4. Explain the manner in which the character of the blood is changed in the lungs.
5. What habits impair the power of the lungs?
6. State what fluids or juices are secreted by the system for the digestion of the food, and give the particular use of each.
7. Describe the liver and state its function.
8. Locate the diaphragm, describe it and state its function.

HISTORY.

TIME, FORTY-FIVE MINUTES.

1. Who is Vice-President of the United States? Who is speaker of the House? Who is Chief Justice? Give the names of the President's Cabinet.
2. What was the Credit Mobilier? In what way did it affect American politics?
3. Which of the thirteen original colonies was largely settled by released prisoners for debt? Who was the author of that mode of settlement?
4. Where was Washington first inaugurated, and who administered the oath of office? Why was not the oath administered by the Chief Justice of the United States?
5. Name five important events in Andrew Jackson's administration.
6. With what foreign power did our country form the first treaty? Who was the American diplomatist?
7. Who was Owen Lovejoy? Narrate the circumstances of his death.
8. What led to the court-martial of General Fitz John Porter? What was the result of the trial?
9. In whose administration was the first Pacific railroad completed?
10. Explain the government land system in support of the public schools in many States of the Union.

ALGEBRA.

TIME, ONE HOUR AND THIRTY MINUTES.

1. A father's age is to that of his son, as the age of the latter is to that of the grandson. The eldest is 81 years of age, and the youngest is 16 years of age. What is the age of the son?

2. Divide the number 100 into four such parts that the first diminished by 5, the second increased by 5, and the third divided by 2, shall each equal the fourth.

3. Find by division the G. C. D. of $15a^4 + 10a^3b + 4a^2b^2 + b^3$, a^3b^3 and $6a^3 + 19a^2b + 8ab^2 - 5b^3$.

4. Separate the number A into two parts such that one part shall be M greater than the other. Deduce from the formula obtained an arithmetical rule for solution of such examples.

5. A person bought a quantity of cloth for \$6.75. After using four yards, he sold one-fourth of what remained at prime cost for \$1.00. How many yards did he buy?

6. Take factors out from under the radical sign in the following: $\sqrt{75}$, $3\sqrt{-128a^2b^3}$, $4\sqrt{-1250}$ and put under the radical sign the factors outside in the following: $\frac{1}{2}3\sqrt{-9}$, $2x24\sqrt{5x7}$, $\frac{1}{3}\sqrt{4n+2}$.

7. What is the price of oranges when eight more in a dollar's worth would lower the price five cents per dozen?

8. Solve:

$$(x+y) : (x-y) :: 4:1$$

$$(x+y) (x-y) = 64.$$

9. Four numbers are in geometrical progression, the smallest is seven, what is the largest if the sum of the four be 286?

10. Form an equation in quadratics whose root shall be eight and $-b$.

BOTANY.

TIME, FORTY-FIVE MINUTES.

1. Name the different ways in which leaves may be classified.
2. Define symmetrical flower, complete flower, essential organs, protecting organs.
3. Describe the manner in which plants obtain nutriment.
4. How are plants propagated or multiplied in numbers?
5. Describe the ovary, the ovule, the pistil.
6. Define classification. Tell how plants are classified.
7. What is a simple fruit? How are simple fruits classified?
9. Give a full description of an apple or a bean, tell the kind of fruit, and classify the plant which produces it.

NATURAL PHILOSOPHY.

TIME, ONE HOUR.

1. What is molecular force? Give examples of the different kinds.
2. Which travels the faster, sound at high pitch or sound at low pitch?
3. Show that perpetual motion is impossible.

4. The temperature of water at 60 degrees (Fahr.) is reduced to 32 degrees; did it expand or contract? Explain.

5. Explain why the barometer falls when the thermometer rises, and vice versa.

6. Will a ship carry a heavier cargo in salt water or in fresh water? Why.

7. What is the solar spectrum? Upon what does the color of light depend?

8. Why does a receding object appear to become smaller?

9. What is the velocity of light, and how was it first ascertained?

10. Show the impenetrability of air, using the diving bell as an illustration.

DRAWING.

TIME, FORTY-FIVE MINUTES.

1. Develop a straight line and draw four pictures or designs upon it.
2. Develop curves, single and double, and draw four designs containing them and straight lines.
3. Draw five designs of fruit or vegetable.
4. Draw a hat, a knife, a basket, a book.
5. Develop the ellipse and draw three designs upon it.
6. Draw a square and fix diagonals; draw the square in perspective and show how to find the center.
7. Draw a figure and locate horizon line, vanishing point, point of sight, line of view, point of view, point of distance, and base line.
8. Draw three cubes in perspective below the horizon line, one directly on the line of view, one to the right and one to the left.
9. Locate three windows on the perspective side of a building—as a school-house.
10. What parts of a picture are shaded?

CIVIL GOVERNMENT.

TIME, ONE HOUR.

1. In case of a failure in the electoral college to choose a President and Vice-President, state fully by what bodies and by what vote each is chosen.
2. How may a bill become a law without the signature of the President.
3. Name five specified powers of Congress, and five specified powers prohibited to the States.
4. What is "*the writ of habeas corpus*," and when may its privileges be suspended?
5. State the two methods of proposing amendments to the Constitution of the United States.

6. State the difference between *original* and *appellate jurisdiction*.
7. Name the three powers of government, in what officers each is vested, and by whom and for what periods such officers are chosen.
8. Define an *ex post facto* law.
9. Distinction between *States* and *Territories*.
10. Nature of the *Missouri Compromise* and occasion of its repeal.

CONSTITUTION AND LAWS OF IOWA.

TIME, FORTY-FIVE MINUTES.

1. What is the title of the presiding officer of the Senate? How is he chosen?
2. What is the title of the presiding officer of the House? How is he chosen?
3. What restriction does the Constitution make regarding duelling?
4. Give the names of the State officers, and the office that each fills.
5. Can private property be taken for public use without compensation? Explain.
6. What record must the journal of each House show on the final passage of a bill?
7. When does a law passed by the General Assembly take effect?
8. Does the State give pecuniary aid to county Agricultural Societies? Explain.
9. In what respect do the functions of the District Courts differ from those of the Circuit Courts?
10. How can the Constitution be amended? Give the process.

FOR CERTIFICATES.

DIDACTICS—THEORY OF EDUCATION.

TIME, ONE HOUR AND THIRTY MINUTES.

1. Describe the conditions and qualities of a person educated up to your ideal standard.
2. Enumerate the forces or agencies that mould and educate the human being.
3. Which division of education belongs particularly to the schools? Give your reasons.
4. Write a few lines concisely explaining and defining teaching.
5. What is knowledge? Give an extended answer.

6. In what way does memory differ from knowing? In what divisions of knowledge does simple memory constitute complete knowing?
7. What conditions in the intellect and feelings of a pupil favoring his efforts to acquire knowledge should you induce and maintain during study and recitation?
8. What is the meaning and application of the term "method" as used by writers on Didactics?
9. Discuss the two distinctive methods of intellectual movement by which the learner acquires knowledge.
10. What are the conditions upon which good government for any school can be secured?

FOR CERTIFICATES.

DIDACTICS—PRACTICE.

TIME, ONE HOUR.

1. Describe what your pupils should be able to do in Reading on the completion of the Second Reader? Of the Third Reader? Of the Fourth Reader? Of the Fifth Reader?
2. What results should be reached in number lessons at the end of the first year?
3. Explain your treatment of fractions when teaching pupils just entering upon this subject.
4. Discuss the principle called self-activity in pupils. When is it violated and when maintained?
5. What principles underlie the art of questioning?
6. Indicate the development by inductive teaching of some rule in arithmetic, as that of "pointing off" in multiplication of decimals.
7. What faculties does a well devised system of Object Lessons tend to development and discipline?
8. Describe the features of a well-conducted recitation in Geography, Grammar grade.
9. What are the names of the usual grades in a city school system? Indicate the work in Arithmetic to be done in each grade.
10. What elements in the character and policy of the teacher will produce good government?

The fee for a State certificate is three dollars, and the holder is authorized to teach in any of the public schools of the State for a term of five years. The law requires that in case applicants fail to receive diplomas or certificates one half of the fee required shall be returned.

FINANCIAL REPORT.

No. of applicants.....	17
Fees collected from applicants for certificates.....	\$51.00
Fees returned,.....	15.00
Amount on hand and paid over to State treasurer.....	\$36.00

The number of applicants has not been as large as was expected, and yet it is equal to that of other States for the first year after the organization of similar boards.

Many of our teachers are reviewing and preparing for the next examination, which will be held in Davenport the coming month of August.

Before closing this report I desire to call attention to the apparent deficits of the various school funds for the year 1882. I do not think it at all probable that this is an actual shortage. It arises, no doubt, from the practice of borrowing from one fund in favor of another, which, in many cases, swells the receipts beyond what they really are. It may also be accounted for in part by carelessness and inefficiency of school officers, and furnishes a strong argument in favor of a consolidation of funds. It should also be stated that county superintendents are required to copy the original reports of secretaries and treasurers in reporting to this department. The item, "Paid for other purposes," is frequently erroneously reported as "Amount on hand." Wherever this mistake was made for the year 1881 it goes to swell the apparent deficit of the present report.

With the utmost faith in the future growth and efficiency of our schools, and yet with a keen sense of the imperfections of our laws, which I trust will be speedily remedied, this report is most respectfully submitted.

J. W. AKERS,
Superintendent Public Instruction.

ESSAYS UPON EDUCATIONAL QUESTIONS.

COUNTY HIGH SCHOOL.

BY PROF. R. D. JONES, OF GUTHRIE COUNTY HIGH SCHOOL.

"This system of high schools * * * is the identical plan recommended by the immortal Jefferson to the legislature of Virginia, the next year after he wrote the Declaration of Independence.

"Iowa, then the possession of a foreign prince, afterward annexed to the United States by his far-seeing policy, was first to adopt his statesman-like system of public instruction."

The foregoing statement we find in the report for 1858, made by the Hon. Maturin L. Fisher, then State Superintendent of Public Instruction.

It is interesting to note that the conception of the county high school system originated in the fertile brain of that man of ideas, Thomas Jefferson, he who meditated upon the sources of law, and the origin of liberty, and was proficient upon the violin; who pondered on profound problems of political science; and, when Minister Plenipotentiary to France, sent seed, and shrubs and plants to the farmers of America; who drafted with equal ease a Declaration of Independence, and a model mould-board for an improved plow; who was the founder of the Democratic party, as well as of schools and colleges. Truly he was a man of versatile and remarkable talents!

How extensively this county high school system of Jefferson has been established in other States, I have no means of ascertaining. In Iowa a law was passed March 12, 1858, authorizing the establishment of county high schools, and providing certain aid by the State. This law was repealed December 28, of the same year. During the short period in which it was in force a county high school was established at Albion, Marshall county, but the law under which it was established

having been repealed, and not realizing the aid promised by the State, after a year or two the school suspended.

Nothing was then done until the year 1870, when Senator Marcus Tuttle, of Cerro Gordo county, introduced a bill authorizing counties to "establish and sustain a high school for the benefit of those who desire a more advanced education than the ordinary schools of the county afford, and for those who desire to fit themselves for the vocation of teaching." The bill became a law. This law was slightly modified in 1873, but has since remained unchanged.

As yet, there is but one such school in the State. In 1874 the people of Guthrie county voted to establish a county high school. The school opened January, 1876, with about fifty pupils. The enrollment during the school year, ending May 18, 1883, was one hundred and forty.

The board of trustees consists of six members besides the county superintendent, who is president *ex officio*. Two trustees are elected each year by the people, just as other county officers are elected.

It is intended that these trustees shall represent different sections of the county. One of the trustees lives thirty miles from the school. Some others live nearly as far away. More responsibility must rest upon the principal of the school than in the ordinary city high school.

The school is supported by a tax upon all the property in the county. The average tax is about five eighths of one mill. A man in reality worth \$5,000 is assessed at one-third of this, or less, and pays about \$1 per year for the support of the county high school. But the majority of the men in Guthrie county do not pay taxes on \$5,000 worth of property, and, therefore, do not pay even so much as \$1 per year for the support of the school. The railroads and non-residents pay, I think, at least one-fourth of the expenses of higher education in Guthrie county; but, so far as I know, they do not complain. They realize that it pays to educate. They have the commendable spirit of the Hon. John I. Blair, who, though a resident of New Jersey, is said to have paid one million dollars of school taxes in Iowa and who has done so gladly, because he believes that it costs less to sustain schools than it does penitentiaries, that in the end it is cheaper to employ teachers than policemen.

Guthrie county, being comparatively new, is not blessed with large towns, nor well equipped high schools. This school has, therefore, afforded an opportunity to many young and men women to obtain an education which they could not otherwise have acquired.

In many other counties in this new State a city high school cannot or will not be sustained. A school supported by a whole county can and should be sustained. Such a school is a center of light. It creates an intellectual atmosphere on the frontier. It moulds public sentiment when the community is new and opinions are plastic. It creates an educational sentiment among both old and young and gives to all a higher ideal of life and its duties and possibilities.

More can be accomplished in moulding public sentiment and in determining the tone of public morality in the first ten years of the life of a community than in the next twenty. There are counties in Iowa with not a single high school of any kind whatever. Put such a school there, and you will soon have a hundred young people eagerly obtaining what, in after years, money could not buy—an education, a well disciplined mind, a thirst for knowledge, a noble ambition to be and to do, and a manly determination to bear worthily the duties and burdens of life.

Of this hundred, scarcely five would have gone away a hundred miles to school. If the school is near, it is better known. The pupil does not seem to be going so far from home. Local interest is greater and a much larger proportion of the young people attend. "If the mountain will not come to Mahomet, Mahomet must go to the mountain." The pupils will not go hundreds of miles to the school. The school must be brought to the pupils.

One objection only is ever made against the school, viz.: that all parts of the county are not equally represented. To this I reply:

1st. Guthrie county is better represented at the county high school than is the State of Iowa at any college or university within her borders.

2d. When a school draws its pupils from a larger area than two miles square, equality of representation from all parts of this area is, in the nature of things, improbable.

3d. *The benefit of a school is not so much to those places from which its pupils come as to those places to which its pupils go.*

The first point needs no amplification. All must admit the truth of the second. It may be an advantage to Black Hawk county to have the State Normal School located there. It may be a disadvantage to Fremont county to have the State University so far away. But what shall we do? Abandon all schools for higher education? Certainly not. The school must be placed somewhere. Place it there and thank God for it. We cannot scatter the Iowa University over

every school district in the State. Let us locate it where it will do the greatest good to the greatest number. Then let us be broad minded enough to look upon it and to support it as the State University of Iowa, the students of which may perhaps come largely from adjoining counties, but the benefit of which is State wide—nay more—which cannot be bounded by State lines.

The graduates of the Iowa State Normal School are scattered all over Iowa, putting into use in the schools where they now are; the progressive ideas and culture obtained at this school; and what the Iowa State Normal School is doing for Iowa, the Guthrie County High School is doing for Guthrie county. The grade of the district schools of Guthrie county has, without doubt, been raised by the county high school. "It is an inseparable part of the school system of the county. Very few young men and women attempt to teach without attending two or three terms at the county high school."—[Official report of county superintendent.]

Thus far I have spoken particularly of the urgent need for the county high schools in counties not otherwise well provided with city high schools and academies. Should there be a county high school in Johnson county? Education should be made *free*—not only common school education, but also college preparatory or high school education. Guthrie county is the only county in the State of Iowa where the poor but ambitious *country* student can obtain his college preparatory education without paying his own tuition. All honor to Guthrie county! This consideration seems to me to settle the question. These country boys with their strong constitutions and vigorous minds are the bone and sinew of the colleges, as well as of our business and national life.

Has the State of Iowa no duty to perform, in behalf of these boys and girls who do not live within the limits of the city high schools. In some way, either by a separate school or in connection with the city high school, free tuition ought to be guaranteed to these farmer boys and girls to whom in a great measure the next generation must look for its great men and noble women. It is neither right nor just nor wise public policy to compel them to pay tuition in the city high school nearest them, besides running the risk of being refused admittance; because it is the privilege and duty of the State to help each one to make the most and the best of himself. "But there remain yet, probably, three fourths of all the youth in the State who are so situated that they will never, while our system remains as at

present, be able to avail themselves of the advantages of any but the ungraded district school."—[From biennial report of the Hon. Alonzo Abernethy.] For the city pupil Iowa has done her whole duty. But for the sake of these noble, sturdy, ambitious farmer boys and girls there ought to be not one, but ninety and nine county high schools in the State of Iowa.

The Guthrie County High School needs no apology for its existence. Were there such a school in every county in the State, our district schools would be improved thereby; our State educational institutions would reap an increased attendance and enter upon a new era of usefulness; justice would be done our country pupils; and Iowa would be better prepared to maintain the proud position she now holds as the State with the highest average intelligence and culture upon this western continent.

CITY SUPERVISION.

H. H. SEERLEY, OSKALOOSA.

A city superintendent is the chief executive officer of the board of education. He attends its meetings, receives its instructions, carries out its mandates, and enforces its rules. It is true, that in doing this he is allowed his discretion in many respects, especially so far as specific cases are concerned, and, as a consequence, the schools assume an individuality that his personality is able to give them.

The unity, harmony, and general standing of the schools of a city are criteria of the character of the work done by its superintendent. The reputation of the schools abroad, the confidence attained at home, their effectiveness in producing thorough scholarship, depends almost entirely upon his reputation abroad, the confidence conferred upon him by his people, and the thorough scholarship that he has acquired.

To this end, then, the most important part of a city school board's work consists in securing, keeping, and aiding an efficient executive at the head of the schools. When this has been done, the board of education can justly feel that the public interest and welfare have

been served, and that the duty to the coming generation is worthy of consideration.

In this brief paper city supervision will be considered under the four types that it assumes, viz.:

1. Relation to the People.
2. Relation to the Board of Education.
3. Relation to Teachers.
4. Relation to Pupils.

I. RELATION TO THE PEOPLE.

In this State the people are the direct agents in the establishing and maintaining of schools. It is, therefore, necessary that they have correct views concerning the objects and ends of education. Their money is expended, their interests should be consulted, while their confidence in the morality, practicability, and scholarship gained in their schools must be secured. To attain the success that is desired, a superintendent must be popular. He must enjoy the respect, confidence, and good will of his patrons, while his work in their behalf, his character as an individual, his fellowship and his manliness must maintain this desired power. The people's dearest interests are in his hands, and they have a right to demand and expect from him high mental cultivation, unquestioned moral standing, a character and life unsullied united with a lively interest in the future welfare of their children and their community.

A superintendent must create that good will toward himself and that good report for his schools that will produce their popularity and well-being. If the people and the management of schools get at variance, the harmony in interest and purpose is destroyed, confidence is cast down, and supervision becomes restricted and unsatisfactory. No person, however competent, can carry the burdens of the office when he is required to brook opposition at the very points where good will, encouragement, and support are the most necessary. Building school-houses, providing for the comfort and welfare of the children, reforming abuses, suppressing vices, making necessary changes, are all easily enough done when the people feel that wisdom, good discretion, and ability direct and manage their school interests.

II. RELATION TO THE BOARD OF EDUCATION.

The superintendent is employed by the board like any other

teacher. He is, therefore, subject to its control and direction. It adopts the general rules and regulations that determines the character of his work. In many respects he may be the author of these regulations which the board approves and adopts. He, then, assumes the responsibility of giving satisfaction to the board and to the public, and is thereby required to create a public sentiment that is healthy and encouraging.

In this professional position he becomes the advisory officer of the board in all matters pertaining to the schools under its charge. When assistant teachers are selected, unless he is consulted and his advice, professionally given, heeded, he can in no case be held responsible for the result. It is the lawful right of the board to select its teachers; it is proper for it to perform its legal duty; it is beneficial to the public interest that it exercise great care in this important matter, and the superintendent's judgment and experience should be duly considered. His statements should be entirely professional; they should not savor of friendship nor influence, and should be frank and unrestrained.

If our system of schools means anything in its organization, it means that the people and their representatives, the board, are to come as close to the management and control of the schools as possible and yet not be able to produce disorganization and revolution without due consideration. The board has, therefore, no right to delegate its powers in the employment of teachers to the superintendent, since the work of looking after the interests of the schools is educative in its influence, and an experienced and trained board of education is the greatest power in securing and maintaining good schools.

The board should leave the superintendent to exercise his discretion untrammelled in the management and direction of the schools. It should give him unqualified support and should treat him with the respect that his responsible position demands. No matter of importance should be decided without his knowledge, while its members still assume the authority granted them by the law. Much depends upon the relation between the board and the superintendent, and its condition needs to be the constant study and attention of the parties concerned.

III. RELATION TO THE TEACHERS.

Under city school organization the superintendent becomes the medium of communication between the board and the teachers, and also between the people and the teachers. If the board desires to make any change, to introduce something new, or to learn anything about the plan of the work and the success attained, it communicates its desires to the superintendent, who is authorized to take the necessary steps in the performance of work to accomplish what is desired. If teachers have requests to make of the board pertaining to any matter connected with the schools, they present these to the board through their superintendent. If people have complaints to make concerning teachers, in which they think they have cause for grievance, they apply to him for relief. He, therefore, becomes chief executive, and it is his business to prescribe the kind of discipline that should be required, and to see that it is maintained, to determine upon the kind and amount of work to be done in the several classes in some definite time, and to provide means whereby he may know that this work has been conscientiously undertaken and the necessary results obtained. He must, therefore, assume the responsibility, dictate plans, indicate the important parts of the work and exemplify how to make it practical and beneficial. His orders should be implicitly obeyed, since he must know what is done if he is to be able to aid, defend, and support teachers in their work. It is not best to superintend too much. The judicious officer must learn his teachers so well as to know just how much and what aid it is necessary to give to secure what is desired in return. He will require results, not methods, and will leave as much as possible to the discretion and wise foresight of his assistants. His work with and for them will have the object in view to so strengthen and help them that they may be daily growing more independent in judgment, while extended experience will bring value and pleasure to the teacher's life and prospects. It is wrong to destroy a teacher's individuality. Every subordinate has a field of labor in which he should be left untrammled, while machine work and machine methods should be discountenanced and discouraged. It may appear well to have an absolute city uniformity in signals for calling classes, for dismissing them, for conducting recitations, for excusal from the room, etc., but there is a very great

danger of over-organization, of too much system, of too much so-called "red tape", and too little individual power, honest, free thought, and careful, judicious teaching.

A school is not a mill into which pupils are turned to be ground out, trained and cultured, and labeled "superfine." Teachers are not machines to do work in a certain prescribed manner. Pupils and teachers are thinking, reasoning organisms, endowed with judgment, discretion and intelligence, needing guidance, encouragement and oversight in doing the mighty work that is to cause youth to occupy the lofty plain of a true appreciation of the objects of life.

Supervision does not insure success to any and all teachers. It oftener weeds out the unsuccessful and the unqualified. It places a standard upon work, and insists upon all teachers approximating to it. Some teachers cannot be helped up. Many aspirants are not fitted by nature nor by training for the work, and it becomes the duty of efficient and careful supervision to eradicate the evils, to cultivate a lofty ideal as to the work required, and to secure the education to the children necessary for the welfare of the community and the State.

IV. RELATIVE TO PUPILS.

In the majority of cities, such as there are in this State, the examination and classification of new pupils should constitute a part of the official work of the superintendent. There is no work in the school demanding more discretion and wiser judgment than this. It is easy enough to talk with a pupil, and then assign him low enough to insure that he will get along, but to put him at such work that his own interests are best served to secure for him just as high a grade as he is able to carry, to start him with proper aspiration and encouragement, is the problem that should be solved. Pupils that present themselves for enrollment, having come from mixed schools, are generally uneven in their branches. Such should have conditional classification and the strict rule of all recitations in the same class or even in the same room should be waived, a reasonable time being given in which to rectify the irregularity and get into course.

The examination and promotion of pupils belongs strictly to the superintendent. Special, individual promotion should be attainable at any time by a pupil when proficiency and desert admit of it. The

general management of a school should be so reasonable as to recognize special ability, and vigorous, successful application, and should honor success by the very attributes that are so powerful in the ordinary walks of life.

Class examination and promotion should be periodic. Experience indicates that twice a year is not too often to maintain a well classified school. There are two objects to be had in view in this examination: (1) to investigate the work done by the teachers, and (2) to determine whether the members of the class are individually prepared to enter upon more advanced work.

The promotion of a pupil should not be arbitrarily determined by the averaging of per cents. He should, in all cases, be permitted to pass if the probabilities are, at all, in his favor. Health, ability, habits, faithfulness and acquirements should all be considered as factors in the determination of his advancement. No system of marking can be depended upon as a safe guide. Discretion is of more value than per cents, and the wise superintendent appreciates and employs it in determining doubtful cases.

Classes are as much different in talent, application and studious habits as individuals. This fact should be remembered when work is assigned or is being done. The superintendent is obliged to pay more attention to what can be well done, than what the course of study requires for any certain period of time. A course of study is intended as a general guide to teachers and superintendent. It is not presumed to become a master whose will is unchangeable. It is arbitrary, and is expected to indicate what can be reasonably undertaken by the average pupil. Pupils are unknown quantities, and the requirements of a course of study must not be permitted to become supreme and over-ride and control good judgment. Courses of study are a good thing when properly used. They are a necessity in any system of schools, but they must not be placed in such authority as to become procrustean and destroy the very mental power and vigorous freedom of action that are intended to be cultivated and developed.

The moral and intellectual influence of a superintendent is very great. He occupies a prominent place in public favor and esteem, and the hundreds of pupils under his charge look upon him as one whose life and character is worthy of emulation. He gains their affection by recognizing their success and giving them advice and

encouragement. He is expected to repress evil tendencies, to awaken dormant aspirations, and to guide his pupils to the appreciation of right objects and pure motives. To be as successful as the place demands, he must obtain their respect, esteem and love. His habits should be worthy of imitation, his character grand and ennobling, his morals certain and convincing.

ABSTRACTS FROM REPORTS OF COUNTY SUPER-
INTENDENTS.

ADAIR COUNTY.

J. W. BOYER.

In submitting my report I would say that secretaries' and treasurers' reports came in more promptly and in better condition than last year. As the law is at present it is optional with teachers whether they make reports of their schools to the county superintendent. What our rural schools need is closer supervision. To exercise such supervision, a county superintendent should have the means of knowing the exact condition of every school in the county. This knowledge cannot be obtained except from monthly or term reports provided by law. The county superintendent should keep a record of each school, including length of term, name of teacher, monthly compensation, enrollment, average attendance, branches taught, number of pupils studying each branch, number of recitations per day, and several other items. By reference to such a record the county superintendent could easily correct any errors which might occur in the annual reports of district secretaries, before sending abstract of such reports to the Superintendent of Public Instruction; he could also ascertain at a glance almost any fact acquired by visitation.

The educational interests of Adair county are advancing steadily and surely, and while our schools are not all they might be, I am satisfied they are in good condition. Last year teachers received better wages than the year before, and this year school boards have raised

the wages still higher in several townships. Teachers will get from \$35.00 to \$40.00 per month this winter. In most of the townships teachers holding first grade certificates receive five dollars more per month than those holding second grade.

Since my last report twelve new school-houses have been erected in this county; some of them to take the place of old ones, and others in subdistricts lately organized. In erecting these houses school officers seem to have considered the prospective, as well as the immediate wants of the districts, for the houses are all of good size.

A large and commodious school building, costing about \$12,000.00, has just been completed at Fontanelle. The style of architecture is new and the building planned with a view to comfort, convenience, and good ventilation. It is indeed a credit to the enterprising people of that town, and betrays a commendable interest in education.

Our normal institutes have been well attended, and have done much to improve our teachers, especially those who yearly recruit the teachers' ranks.

Teachers associations are held at four points in the county.

ADAMS COUNTY.

HOWARD H. RUSSELL.

In the school affairs of this county very rapid strides of progress are being made, and the future promises well.

The normal institute just closed has given evidence that we have among us a much better average grade of teachers than heretofore. The superintendent of this county has succeeded in obtaining the interest of the teachers in attendance upon the institute in educational literature. A list of about seventy subscribers having been obtained for some of the best publications in the country, notably good weekly papers.

We have abandoned our monthly institute meetings at the county-seat, and endeavors are being made to organize and carry on town-

ship meetings instead. Thus far only a few townships have responded, but there is good prospect for future success in this direction.

The superintendent of this county can testify that very much better work is done by the teachers when they have an understanding that the superintendent is liable to drop in for a friendly call almost any day. The school is kept wide awake looking for his visit, and preparing to give him a warm reception. He can further testify to the great good coming to the educational interests of the State from the convention of superintendents, that have been called together in districts, by the State superintendent. These cannot afford to be dropped or neglected. The superintendent of this county has been very much helped in making his work successful by the good influence and instruction gained thereat.

The superintendent of this county has decided to raise the grade of qualification required of candidates for certificates from three to five per cent next year. This will reduce the number of teachers somewhat, but those who do work will receive better pay, and good laborers will be invited into this vineyard.

With very great hopes for the future of Iowa schools, this report is respectfully submitted.

BUENA VISTA COUNTY.

J. C. HARLAN.

In Buena Vista county we have to record commendable action upon the part of our school officers in building comfortable school-houses wherever needed, but we lack yet the necessary libraries and apparatus which should be at the command of teachers to enable them to bring out true and speedy development of mind.

Our law providing for the planting of shade trees around school-houses was received so late that but few have availed themselves of its advantages this year, but the interest taken by two or three townships that have already planted trees indicate a desire for the much needed improvement and will prove a stimulus to others.

The great variety of text-books which, partly by the inharmonious action of the different boards of directors, have crept into the schools of the several districts, proves a source of great confusion to both teachers and pupils, and causes, no doubt, much waste of valuable time. We shall try to have teachers obviate that difficulty by teaching by topics, following in the main the State course of study.

Our teachers are willing, energetic and earnest, but so many are without experience that the work moves more slowly than we could wish. A few of our districts were without summer schools until very late, for good reasons. The wages offered were not sufficient to secure qualified teachers, and I deemed it unwise to lower my established grade, and issue more third grade certificates. School boards are now changing their policy somewhat, and we hope by again gradually raising the standard of requirement to fully satisfy their expectations, and give them good teachers and good schools.

Our normal institute, held in March, and conducted by two experienced educators, ex-Supt. C. W. von Coelln and Mrs. G. S. Robinson, was well attended, and recognized as being one of the most profitable ever held in our county.

BUTLER COUNTY.

J. D. ANDERSON.

The schools of Butler county are in a prosperous condition. Exceptions to this rule are found, of course, but generally in such schools as are in the hands of young and inexperienced teachers.

The average attendance, however, is not what it should be. Teachers do all in their power to make the attendance all that it can possibly be made, still, unless parents feel the same interest, pupils of the different districts will many of them grow up without taking advantage of the opportunity furnished them of acquiring an education.

Our graded schools are presided over by teachers of special merit,

who have had professional training, and these schools are in excellent condition.

In this county we have none of the higher institutions of learning, and depend largely upon our graded and normal institutes for instruction in methods. A course of study is found in every school-room, and teachers are required to follow the same as closely as possible.

The ninth annual institute of Butler county began August 7th, and continued in session three weeks. The enrollment was fully up to the average, and results satisfactory. At the close a county teachers' association was organized, which is to meet four times a year.

Butler county is ready and anxious to co-operate with the other counties of Iowa, in any and every legitimate method of awakening an increased interest in educational matters, and of improving and perfecting the schools of our State.

CALHOUN COUNTY.

MRS. C. E. O'DONOGHUE.

We have over ninety schools in Calhoun county, have not had resident teachers to supply the demand during the past year.

The principal trouble with our schools is non-attendance. We can not begin to receive the value of the money expended for school purposes until something is done to secure a greater regularity of attendance.

Too great a variety of text-books is another evil to be deplored. Especially is it difficult to teach reading and orthography with books which are unlike, or not graded properly. With other branches topical recitation can be used to advantage, if teachers are familiar with such methods.

Our teachers are generally enthusiastic and conscientious, and keep their school-rooms neat and well ordered. Many teachers have adopted the State course of study, and use it successfully in their schools.

In my visits I try to encourage both teachers and pupils to seek for practical knowledge, which will be a help to them in every-day life.

The schools are nearly all small, consequently are easily managed.

Our normal institute was a success in every respect. The teachers were thorough, enthusiastic and willing, and as our instruction was largely as to methods I believe we shall have better schools the coming year than ever before.

CHEROKEE COUNTY.

MISS ELLA M. SLATER.

In Cherokee county we have many efficient teachers, but some lack in education, some in methods, and some in general live interest in school work.

Many of the parents have not sufficient educational enthusiasm to insist upon prompt and regular attendance at school on the part of their children, while at the same time they are possessed of the strongest prejudices against new methods; and it is not uncommon for a weak and timid, but well-meaning teacher to be forced by public opinion to lay aside an improved plan of work and proceed according to the models of a former generation.

A lack of uniformity of text-books also retards the progress of our schools.

These facts, together with the good openings in other employments, have led several of our best teachers to try other work than teaching. There is a bright side, however, and to one who looks for encouraging features, the reward is sure, if not all-sufficient. There is a growing interest on the part of sub-directors when they once secure a good teacher to retain him. A large number of school officers and teachers seem heartily to indorse the plan proposed and discussed at the County Superintendents' Convention, to make the grade of certificate indicate not only the standing attained in the examination,

but to make it also an expression of the capability of the teacher for his work.

Wages during the past year have materially advanced, so that throughout the county teachers are better paid than ever before. Several townships have adopted and enforced the use of a series of text-books, and this plan seems to be growing in public favor.

Our last normal institute was thoroughly successful, the attendance good, the work of the conductors excellent, and the interest aroused well sustained. Model classes were a very profitable feature. The teachers went forth to their schools feeling better prepared to surmount the difficulties, and use to the utmost the advantages attendant upon their work.

CHICKASAW COUNTY.

J. A. LAPHAM.

In making my annual report concerning the public schools of Chickasaw county, I take pleasure in referring to the excellent work commenced by my predecessor, H. A. Simons. He made vigorous efforts to grade our country schools. A meeting of school officers from various parts of the county materially aided this work. A course of study especially adapted to country schools was prepared. The convention appointed a committee to select, and finally adopted a uniform series of books for the county, said series to be recommended to the different school boards for their adoption. A *term register* was also prepared, to indicate carefully the attendance, punctuality, and scholarship of each student enrolled. This would enable the new teacher to ascertain immediately the condition of his school; also tend to inspire the scholars to better work. This system having been so nicely planned and commenced last year, I have been very busy pushing it into the field, consequently have devoted my time to visitation. Results are quite promising.

The good effects of grading the work are already apparent in a few

schools. Many of our best patrons are becoming more interested in educational matters.

In some schools there will be students to complete the course next winter. To such as can pass a good examination, I contemplate giving a certificate of common school education.

Our educational meetings of last winter were valuable in forwarding school projects. While our work is much crippled by a lack of good teachers, we have some excellent workers. Attendance at the normal institute was good.

Three new school houses have been erected this year, one a two-story edifice. More attention is given to ventilation of school-rooms than formerly.

CLARKE COUNTY.

MISS MARY A. OSMOND.

There are now in Clarke county ninety-six ungraded and four graded schools, with nineteen rooms in the latter. Under the law as it was before July 4th, to visit each of these schools, according to requirements, would occupy all of a superintendent's time.

Notwithstanding hindrances on account of wet weather, I visited seventy-three of our schools between January and July. I found most of these presided over by teachers of limited experience.

The average attendance of pupils is less than half of the enrollment in many schools. Added to this is another deplorable evil in the lack of uniformity in text-books used.

It is an encouraging fact that improved methods of teaching are everywhere apparent. The good policy of retaining the same teachers has been exemplified in our normal institutes, and it is beginning to be understood by directors. We have had the same conductor in our normal institute for three successive years; long enough to impress his methods on a "generation" of teachers, and this is manifested in the work done by teachers. About one-third of our teachers

were pupils of the Osceola High School, and many of the systematic methods in use there have been carried into their separate schools.

There is much improvement in the erection of school buildings and accessories thereto. A majority of the school directors planted trees about the school grounds, and others would have done so had the knowledge of the law reached them sooner.

It was pleasant to see the interest teachers displayed when informing pupils about the trees and inspiring pride among the pupils as to their care. I found no tree broken or marred by pupils anywhere.

The attendance upon our normal institute was ninety-two per cent of the enrollment, and the three weeks' session was a pleasant one. A text-book on didactics was placed in the hands of the teachers.

Judging from observations made during my brief experience of the workings of the two systems, I consider the district township system much superior to the independent rural district. It is cheaper, the officers do their work much more promptly, and a better grade of teachers is employed.

CLAYTON COUNTY.

O. D. OATHOUT.

The schools of Clayton county are in a prosperous condition, and our teachers studying, perhaps, as never before. Third grade certificates have been discontinued since last spring, the standard for first and second grades remaining unchanged, viz: first grade, an average of 90 per cent, with no branch below 80 per cent, and successful experience for one or more terms; second grade, average 80 per cent, with no branch below 70 per cent. Not a word of discontent has come to my ears on account of dropping third grades. The measure has seemed to meet the approval of all classes.

Our institute course of study is prepared for two years to come: hence we expect more systematic study on the branches required for examination for certificates.

Except in independent districts, the enumeration of youth of school

age is taken by subdirectors, upon the accuracy of whose reports district secretaries and county superintendents must depend. In this county a large number of subdirectors are careless or indifferent in this respect, consequently secretaries fail to report the whole number of children belonging to their districts. Were subdirectors to be paid for their work, I think their reports to district secretaries would be much more accurate than they are at present.

Again: Are there not many district secretaries and treasurers who are deficient in a knowledge of practical arithmetic and of the science of accounts? This evil could be remedied if these officers were required to pass an examination in these branches before some competent authority.

Several new school-houses have been built this year, and last spring a large number of districts had shade trees set out on their school grounds. In some districts, also, measures are taken to open roads where they are needed for school purposes.

Respectfully submitted.

DALLAS COUNTY.

MRS. JENNIE E. WHINERY.

In some parts of Dallas county the people seem to be waking up from their lethargy, and are manifesting considerable interest in educational matters. In Linn township an effort is being made to secure a library at the Center school house, for general reading and reference.

Fully two-thirds of the teachers have purchased professional books, and I see them upon their desks in the school room. I have recommended a "course of reading" in American and English classics, which is being faithfully carried out by our best teachers.

Several new school houses have been added to our list during the year. I have had great trouble in getting the secretaries' and treasurers' reports from some of the independent rural districts. They are

entirely *too* independent. They keep no separate account of the different funds.

Wherever I have visited I have endeavored to carry out the instructions received through the State superintendent's circular of last winter. I have tried to encourage the teacher, and to impress upon him and the assembled school that the county superintendent was not a harsh critic, but a friend, ready to render every possible assistance, while at the same time I have not failed to point out privately (to the teacher) any fault I might notice.

I have been treated with uniform respect and kindness, and have found many schools in good condition, and the schools comfortable and happy.

I hope to do a better work next year.

DELAWARE COUNTY.

H. G. MILLEN.

Having but recently entered upon the work of the superintendency (January 2d, 1882), I cannot speak of the condition of the schools of the county with that familiarity that comes of long service in the work.

However, there are some signs that indicate progress. Preceding the March meeting, a circular was issued to school officers, advising them, among other things, to raise the wages of teachers, to the end that competent young men and women might be induced to enter the profession, and that experienced teachers might be retained. Also, that more months of school be provided for in many districts, and that there be spring, fall, and winter terms, instead of summer and winter terms merely. In accordance with these suggestions, several townships took action whereby the wages of teachers were raised, and many districts are now having fall terms for the first time.

Concerning the reports of district secretaries and treasurers, would say that, although the directions printed upon the blanks for these

officers seem to be all that are needed, yet practice demonstrates that they are not sufficient, and while it may be a question whether these ever could be simplified sufficiently to guard against mistakes; yet it is my opinion that if the proper instructions—such as are printed in the *Iowa Normal Monthly*—regarding the proper mode of filling the column, “average compensation per mo.,” and the last three under the general head, “pupils,” were printed on each blank for secretaries, it would materially aid these officers.

Our normal institute was well attended, and the interest all that could be desired. The work in didactics, conducted by Prof. L. A. Rose, was of such a character as will certainly have a fruitage in better teaching.

Notwithstanding the many signs of promise and encouragement, one cannot but feel that there is much yet wanting to bring our schools up to the proper standard. The great mass of teachers of the country schools are lacking in many of the essentials requisite to successful teaching. An effort will be made the coming winter to stimulate teachers to perfect themselves in scholarship and in professional knowledge.

The organization of the county teachers' association for the coming winter was effected at the close of the normal institute, and meetings will be held in the principal towns of the county.

FLOYD COUNTY.

H. H. DAVIDSON.

Our schools in Floyd county are, we think, in a prosperous condition. We are trying to work a simple graded course of study into our country schools, which we hope will greatly benefit them.

We have introduced a semi-monthly report to the county superintendent, which seems to be giving satisfactory results. * * *
In making my annual report I was greatly delayed by reason of the

failure of the township and district secretaries and treasurers to report in proper time. In several instances I was forced to go after those reports.

FREMONT COUNTY.

T. J. R. PERRY.

* * The school work within our borders is moving on quietly and harmoniously, with a manifestly increased desire for more of practical work in our school-rooms, and less of theory, only. We are directing our energies to meet this demand, feeling that it is a long step in the direction of true national education.

GUTHRIE COUNTY.

T. J. MAHONEY.

The educational outlook in Guthrie county is favorable.

On the theory that "as is the teacher so is the school," I think we may reasonably expect good schools in our county. The county teachers' association meeting three times a year exerts a powerful influence.

But yet we are not content to "lie on our oars." Observation in the school-room has convinced me that a teacher needs *length* and *breadth* and *depth* to his knowledge of any subject in order to teach it well. I have known teachers to waste much time and trouble trying to develop an idea by continuing to ask the same question or series of questions, until the pupil became confused and the teacher out of

patience. I have found that this apparent stupidity of the child was almost always due to the fact that he does not know what is meant by the question.

In all such cases a few well directed questions from another standpoint than that taken by the teacher will clear away the fog and bring a glow of interest and enthusiasm to the child's mind.

The fault, I believe, lies in the teacher's lack of versatility. He understands the subject himself, though he has never approached it from more than one direction; but when his pupil cannot make the attack from the same side, there is no one to find another approach, and a "dead-lock" is the result. Hence, I believe, that one of our most pressing needs is a supply of teachers with broad, general advanced ideas of the subjects to be taught.

With this end in view, I have determined to issue no more third class certificates, and to make the requirements for the first and second classes as high as I can.

At present we have not quite enough teachers to fill our schools, but I hope to be able to meet the demand before the winter schools begin. However, it is my business to guard the children from the experiments of quacks, and if the boards of directors "freeze out" the best teachers a little wholesome want may do some good.

I hope the time will come when we can make *methods* count as much on a certificate as *all* the rest. But this cannot be until we have an abundance of those academically qualified to choose from.

The county high school is in a very prosperous condition. It has now in regular attendance more pupils than it ever before enrolled in an entire year.

This school furnishes us annually twice as many teachers as all other sources within the county. Respectfully submitted.

HAMILTON COUNTY.

 G. F. RICHARDSON.

The schools of Hamilton county are improving materially. A higher grade of qualification is being reached, and a more lively interest awakened throughout the county.

The short term institute, held August 21, containing two weeks, was productive of marked good. Teachers went forth to their several schools clothed, as it were, with a genuine and deep-seated inspiration. We took a new departure in institute work this year. It was entirely a work of *methods*, leaving academic work for the schools and colleges. The teachers realized the great advantages of the change. I have so far modified my examinations as to make them a test of methods and aims in teaching, as well as a test of scholarship.

The law makes it obligatory on the part of the county superintendent to hold annually a normal institute, but leaves it optional with teachers to attend; consequently there are some poor teachers in the county who never attend institutes, and even boast that they never will unless compelled to do so by the law.

The law is defective. Missouri State law compels teachers to attend normal institutes, or withhold certificates. It is the experience of the best minds to-day, that of all appliances for professional awakening—and parental awakening, too—none can compare with a wisely conducted and well attended institute. The school interests of our great State demand a modification of the Code touching this matter.

* * * *

I have done actual work in every school in the county, thereby getting a measure of uniformity of methods in teaching. We intend to organize a county teachers' association, and shall also hold educational meetings throughout the county.

We have ordered an advance all along our part of the line, and the teachers are getting the step with a degree of precision. The outlook is very encouraging.

JACKSON COUNTY.

 C. A. MILLER.

The schools of Jackson county seem to be in a prosperous condition. Considerable trouble has been experienced in getting teachers. This has tended to raise the wages, but yet they are much lower than is to be desired. The grade of qualification has been raised to 95 per cent for a first, and 85 per cent for a second class certificate, No third class is issued.

The schools are being graded, with marked success. A uniform course of study has been adopted, which is making the work much more connected and, consequently, better.

The superintendent has issued several circulars to the school officers and teachers, urging the former to retain teachers who have proven successful, and to provide better black-boards, etc. And urging the latter to demand better apparatus and more convenient appliances to help in their work. This has, to some extent, brought about a needed reformation.

We look forward to the next year with the hope of securing a systematic organization. The teachers see in this a great benefit to themselves, and are lending their assistance to this end.

 JASPER COUNTY.

 R. A. MATHEWS.

The people of Jasper county have a growing interest in the schools. Several new school-houses have been erected the past year, and as has been the case for several years, all are improved in architecture, and seated with easy and comfortable seats.

There is also considerable interest manifested in school apparatus and school libraries, especially the latter—Newton township having voted four hundred and fifty dollars (\$450) for the nine schools, and a wide-awake committee of the board are closing up contracts for the books. This is the second district township of our county that has taken hold of the library question in such a business-like way. Nearly all of our graded schools have growing libraries, and some of our district schools have established, independently, and are maintaining, libraries of merit and great advantage to the schools. The latter plan has succeeded only where the teacher has remained two or three successive years in the same schools.

The work of fostering libraries and encouraging school-room ornamentation has been aided very much by premiums distributed by the agricultural society during the past three years—about two hundred and fifty dollars having been distributed among schools here and there in two-thirds of the townships of the county. The teachers and friends of education have made this a permanent department of the county fair by erecting an exposition building on the fair grounds, at a cost of two hundred and fifty dollars; the society being pledged to offer one hundred dollars each year in premiums for work from the schools. The exhibit for 1882 was full, and quite interesting to all visitors, as well as affording teachers an opportunity to compare work, and pupils a higher idea of what the school may do for them, or rather what they may do for themselves.

Our normal institute has been quite a success in inculcating principles and methods of teaching; and for earnestness in seeking light, and for zeal in working according to their light, many of our teachers deserve commendation.

It would afford a better and much more accurate showing of the work of the schools, if the "annual report" could be made with the retiring of directors from office, as many directors retain the same teacher in their schools for the year of their term (ending in the spring), but the annual report, in September, represents many such schools as having two teachers employed during the year, when the history of the school is really much better.

The accuracy of the reports would also be much enhanced if the teachers' reports were sent directly to the county superintendent, and were made up in his office. Many of the secretaries misapprehend the work, and the result is wrong returns to the county superinten-

dent, and no means at hand to correct, unless he has full reports from all his teachers in his office.

Our secretaries and treasurers were prompt with their work this year, with one or two exceptions, as they have been every year during my work in the office.

KEOKUK COUNTY.

C. H. M'GREW.

If I were to report the condition of our schools, as gathered from the communities and teachers of Keokuk county, I should say as a whole they are doing well, and indeed the educational work of our county is in an encouraging condition.

But a county superintendent must be more than a mere gatherer of opinions, more than a superficial observer, more than a mere clerk in his office; his great work lies in enforcing principles, disseminating natural methods, operating systems, and in planning, organizing, and systematizing the work for his teachers and boards.

So on entering a school-room one often wishes for the power to grasp things, twisting them out of their old relations and conditions into the new and natural ones; and command them not to recede. But this could not be, because educational progress is like all other social phenomena. It is a growth. Yet I believe that growth cannot be too rapid. I believe we cannot accelerate that growth too much by enforcing right principles, applying natural methods, and replacing old ideas by new and improved ones.

To this end I have acted during the short time I have been at the head of our schools. Seeing the necessity of a greater interest and better qualifications among teachers and patrons, I have organized a system of local institutes, to be held in different parts of the county. My plan is to utilize local talent among our teachers as much as possible, furnish the rest from abroad and also secure some citizen to discuss educational topics of general interest to the community while I

ake it a point to be there and discuss some subject per programme. Four such meetings were held last spring and winter, each was a marked success and much good resulted from them.

The great problem is to reach the masses. They must be reached, interested, moved, and their mighty but conservative power directed or we can do nothing. Our greatest work by far lies with them.

I have succeeded in raising the standard of teaching talent. I notice in some localities a corresponding increase of wages.

Our normal institute was regarded by all as a marked success. Several new features were introduced. Owing to our lack of good high schools and academies, heretofore the work of our institutes has been largely in the line of preparatory. I felt that our schools were demanding more professional training; accordingly the whole institute was instructed in school management, art and science of teaching, and primary teaching. Then, too, as a mass our teachers are blind to nature. In order to make them observe and think so that they might teach their pupils to do the same, instructions were given in botany and zoology, also in algebra and civil governmt. The most advanced teachers were permitted to pursue these branches instead of the common.

Our normal institute enrollment was not so great as on some former years, but the class of enrollment was excellent, and the work done of the highest order * * *

MADISON COUNTY.

JOHN W. MANN.

The schools of Madison county are in as prosperous a condition as can be expected under the existing circumstances. Wages are so low for teaching that the most of our first class teachers engage in other enterprises, more profitable to themselves.

In general deportment the average of our schools last winter was 72 per cent, last summer 79 per cent, and this fall 80½ per cent.

Could we have a uniform system of instruction much time would be saved.

With fewer recitations to manage the teacher might devote more time to other matters of importance, and better order would result.

Several of our independent districts are too large for the accommodation of all the pupils residing in them.

MARION COUNTY.

A. YETTER.

The educational status of Marion county is slowly progressive. No out-breaks of enthusiasm are specially noticeable, yet when we look back fifteen years and draw a comparison with our schools as we now find them, the indication of growth or mental development has been at work. Our teachers are better qualified for the work and feel the necessity of self-culture, to keep pace with the spirit of the age.

Our normal institute was well attended and good feeling prevailed throughout. Many of our schools are now in session, and as far as I know all are doing well, we must not expect our youth to accomplish results for which manhood has toiled a lifetime, only — "Labor conquers all things."

O'BRIEN COUNTY.

DAVID ALGYER.

* * Reports many school-houses in process of erection, which do not appear in annual report.

The storm of June 24, wrought much devastation to school property in this county.

OSCEOLA COUNTY.

J. R. ELLIOTT.

The general condition of Osceola county is such as to give us great encouragement. We have suffered severely for want of competent teachers, especially for our winter schools. This has arisen from the fact that we have been assiduously "weeding out"—coupled with the indisposition of school officers to increase the compensation of teachers.

The number of schools has been largely increased and our pressing want is more and better talent.

POCAHONTAS COUNTY.

J. P. ROBINSON.

We have had a very successful normal institute this year, and the teachers feel that they are better prepared for the work before them. I have visited the schools of the county regularly, and have missed but few. Have endeavored to assist teachers in regard to improvement of methods.

Have experienced difficulty in securing secretaries' and treasurers' reports.

RINGGOLD COUNTY.

T. E. DUBOIS.

I am glad to report that our last normal institute was a perfect success in every respect.

Also that eight school-houses have been built in the county this summer, and better wages will be paid to teachers this winter, and many of our old school-houses have been re-painted and re-seated.

The school in Mt. Ayr has six teachers, with an attendance of three hundred and fifty, and will soon be in as good condition as any school in southern Iowa.

The majority of our school officers sent in their reports on time.

SCOTT COUNTY.

PHILO S. MORTON.

We have the satisfaction of reporting the schools of Scott county in a prosperous condition.

The enrollment and average attendance of pupils for the year just closed is the largest in the history of the county. We are making progress in the classification and gradation of our country schools.

Having learned the better methods of teaching, and, being imbued with a spirit of devotion to their calling, a majority of our teachers are doing efficient work, and accomplishing satisfactory results.

We have not had any conspicuous failures during the year.

Teachers' wages have been reduced in a few districts, and increased in others, making the average salaries a little higher this year than they were last.

The enrollment at our normal institute was larger than in any former year save one. The average attendance was the largest we have ever had. Didactical instruction was the leading feature in our work; school organization, classification, government, and methods of instruction were made prominent; sufficient text-book matter being used for the purpose of illustration. The instruction, which was of a high order, was appreciated by the members, who made an earnest endeavor to reach a higher standard of excellence in their chosen vocation. We regret that a goodly number of teachers were absent who ought to have been present.

One school-house has been erected during the year, in Blue Grass township, at a cost of \$1,500.00. One of the Davenport public school buildings has been enlarged, and extensive repairs have been made on a large number of our older houses.

That the citizens of this county understand and appreciate the importance of popular education is evinced from an examination of the statistical portion of my report.

The total value of public school property in the county, including grounds, furniture, and apparatus, exceeds half a million dollars. In most cases this money has been honestly and judiciously expended, and, in my judgment, is the best financial investment the county ever made.

In my official work I have the hearty co-operation of teachers, school officers, and patrons, for which I am thankful.

TAYLOR COUNTY.

J. B. OWENS.

In Taylor county we have raised the grade required for certificates, and with beneficial effect upon our teachers and schools.

I can plainly see that teachers are giving much closer attention to their work.

The great variety of text-books, is, perhaps, one of the greatest

defects we have to contend with at present, and has engaged my attention as much as any one thing for the past year.

WAPELLO COUNTY.

W. A. M'INTIRE.

I have had no little difficulty in securing accurate reports from school officers, and in some instances had to go and see them individually, in order to secure a report at all.

I never knew so great a demand for well qualified teachers, in this county, as there has been this fall. Good teachers are commanding better wages, which speaks encouragingly of our school interests.

Our normal institute was a decided success. More than ordinary enthusiasm prevailed throughout the term. At the close of the institute we organized a teachers' association to meet during holidays.

Three substantial school buildings have been erected in the rural districts since the last report, and a very handsome and commodious school building is in process of erection at Ottumwa.

WEBSTER COUNTY.

J. B. BUTLER.

There are a few material facts connected with my annual report to which I would briefly call your attention.

The enrollment of Webster county normal institute amounts to one hundred and five, while the daily average attendance attained to only seventy. We had as regular attendance as could be desired, but many

teachers did not enroll at the beginning of the session, while others attended for the last week only.

This was on account of certificates having been issued by my predecessor, carrying teachers through institute time.

I must say that if all institute work was as earnestly engaged in and thoroughly appreciated as that executed at our institute this summer, the State might well be proud of the great work accomplished.

I have endeavored to bring about a uniformity of text-books, and many of our district townships and independent districts have adopted books recommended by a text-book committee, appointed at a text-book convention.

Our schools are in good condition for the winter term, and we are expecting to do excellent work the coming year.

WINNEBAGO COUNTY.

A. N. BRONES.

Progress of Winnebago schools: As a whole our educational interests are steadily on the advance. The schools of the county are in a very progressive condition. This is owing much to the active part taken by the teachers in attending the normal institute and county teachers' association.

These meetings have not only been well attended by the teachers and other educators, but every teacher has been compelled to learn the theory, and to thoroughly understand his profession of teaching.

There seems to be a determination on the part of patrons to elevate the standard of their schools, the wages of teachers having been recently advanced.

The result of this increase of salaries is apparent. Teachers now feel better able and more willing to spend their time and invest their money in getting a higher education.

Several school-houses have been erected this year, all of which are of the best and most approved style.

The great mixture of text-books in our country schools is, perhaps, one of the great serious defects of our schools in this county.

I have been engaged for the last six months in attempts to bring about uniformity in all of the townships. A committee, composed of representatives from the several townships, met and adopted a series of books to be recommended by the different boards of directors for their adoption.

My constant aim during the three years I have served in this office has been to gradually elevate the standard of qualification of teachers. I have not fully accomplished my desire in this respect. However, it is safe to say that while much remains to be done, something has been accomplished for the Winnebago schools.

Owing to the fact that many of our school officers are educated men, and work faithfully and effectually for the advancement of their schools the outlook for the future welfare of the schools of this county is more promising this year than ever before.

APPENDIX.

APPENDIX

1882.

ABSTRACT [A.]

SCHOOL

COUNTY.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District townships.	Independent districts.	No. of subdistricts.	Ungraded.	Rooms in graded.	Av. duration in months.	Number employed.		Av. monthly compensat'n.	
							Males.	Females.	Males.	Females.
1 Adair	15	13	131	129	11	7.8	82	209	\$ 33.91	\$ 29.43
2 Adams	8	36	65	93	18	7.4	65	129	33.21	27.16
3 Allamakee	9	70	94	122	27	7.0	56	175	33.63	24.86
4 Appanoose	13	29	94	119	17	6.7	76	150	32.77	25.98
5 Audubon	12	2	83	83	12	7.2	55	105	37.15	30.59
6 Benton	10	101	177	183	29	7.4	74	271	37.23	27.21
7 Black Hawk	11	56	86	138	40	7.3	63	232	36.29	25.93
8 Boone	15	22	124	140	30	6.9	71	231	35.60	26.45
9 Bremer	6	66	44	100	20	7.0	32	159	32.63	21.68
10 Buchanan	9	62	74	132	27	7.0	45	234	29.26	24.03
11 Buena Vista	15	9	75	79	14	6.8	44	111	31.98	27.54
12 Butler	11	46	84	122	24	7.1	50	176	35.15	28.70
13 Calhoun	16	2	80	78	5	6.0	60	109	34.18	30.00
14 Carroll	15	12	98	114	18	7.0	81	122	36.74	30.71
15 Cass	16	4	137	136	23	8.8	98	237	35.64	31.57
16 Cedar	12	42	138	130	34	7.5	66	226	42.75	29.20
17 Cerro Gordo	14	9	97	111	21	6.8	52	166	37.90	27.50
18 Cherokee	16	3	84	98	14	6.7	43	146	36.42	29.43
19 Chickasaw	5	62	42	97	23	6.9	45	158	30.50	22.92
20 Clarke	9	26	74	89	18	6.3	60	120	35.44	25.77
21 Clay	11	2	67	54	4	6.5	41	93	31.52	26.36
22 Clayton	18	35	131	159	44	7.5	79	228	40.79	28.05
23 Clinton	19	37	132	173	57	8.2	64	213	42.50	28.25
24 Crawford	20	4	118	126	21	7.5	68	168	40.33	30.57
25 Dallas	13	29	117	133	38	7.4	77	179	41.78	31.45
26 Davis	6	70	36	98	18	6.4	69	114	29.09	22.50
27 Decatur	9	48	63	51	14	6.8	55	110	31.80	25.84
28 Delaware	14	24	105	117	31	7.7	38	187	38.22	27.45
29 Des Moines	6	57	22	82	80	7.5	60	152	46.00	33.00
30 Dickinson	12	2	33	37	...	6.0	15	49	33.06	24.84
31 Dubuque	10	50	62	115	77	8.0	49	98	36.86	25.71
32 Emmet	8	1	25	33	2	6.1	15	34	33.04	28.17
33 Fayette	12	81	101	170	33	7.2	65	266	30.60	21.88
34 Floyd	11	15	97	105	27	7.2	48	164	30.41	25.22
35 Franklin	13	32	73	108	14	7.2	49	158	35.73	27.54
36 Fremont	11	18	99	112	27	7.9	67	188	43.29	32.65
37 Greene	14	13	133	135	19	6.8	77	209	35.39	27.09
38 Grundy	12	24	101	119	11	7.8	61	152	34.75	28.74
39 Guthrie	14	18	117	129	28	7.5	100	175	43.26	31.05
40 Hamilton	12	18	87	106	11	7.1	61	141	29.56	28.10
41 Hancock	14	...	60	59	4	7.0	24	77	29.02	28.68
42 Hardin	9	60	70	123	36	6.6	59	192	33.06	28.65
43 Harrison	15	32	81	118	27	7.8	76	180	39.43	32.24
44 Henry	4	74	36	101	24	7.2	64	179	31.26	25.23
45 Howard	11	10	74	82	14	7.5	46	92	38.01	23.42
46 Humboldt	10	11	55	55	3	6.0	21	103	28.29	26.32
47 Ida	12	1	53	63	6	6.6	42	66	35.00	31.63
48 Iowa	10	63	79	140	26	8.5	80	205	33.99	25.05
49 Jackson	14	44	102	136	28	7.6	58	132	39.26	24.50
50 Jasper	17	29	152	175	36	7.6	104	296	38.17	29.01

REPORTS FOR 1882.

STATISTICS.

PUPILS.					SCHOOL-HOUSES.							
Between the ages of 5 and 21 yrs.		Enrolled in public schools.	Total average attendance.	Av. cost of tuition per month per pupil.	Number.				Value.	Value of apparatus.	No. of volumes in library.	
Males.	Females.				Frame.	Brick.	Stone.	Log.				
2437	2143	4042	2074	\$ 2.46	129	...	...	...	\$ 74,397	\$ 570	122	1
2384	2149	3059	1937	1.86	97	3	...	...	63,526	1430	35	2
3935	3519	5805	2953	1.58	103	4	8	14	79,375	1247	32	3
3174	3109	5185	3049	1.29	118	3	...	...	83,510	2115	1	4
1577	1459	2714	1411	2.34	84	...	...	...	42,525	4629	...	5
4525	4267	7166	4247	1.63	172	7	...	...	145,975	2482	...	6
4341	4088	6163	2928	1.41	127	11	8	...	131,560	1895	260	7
4246	4168	6656	3508	2.18	140	19	...	...	106,355	886	850	8
2676	2647	3965	3207	1.78	90	11	8	...	86,575	1643	343	9
3302	3237	5581	2920	1.55	127	3	...	...	77,335	1991	270	10
1583	1445	2160	913	3.07	91	2	...	...	45,998	3718	835	11
2540	2422	4397	2474	2.14	126	2	1	...	82,280	2047	137	12
1508	1367	2309	1585	3.06	75	1	...	...	36,750	3608	22	13
2613	2417	3834	664	2.30	116	2	...	...	78,518	3616	...	14
3287	3161	4424	2936	2.33	137	4	...	...	107,635	6293	153	15
3160	3211	5396	3833	1.89	128	10	...	...	132,855	2420	541	16
2049	1905	3403	1834	2.60	109	...	7	...	70,250	2680	7	17
1833	1824	2774	393	2.68	97	1	...	...	72,650	1482	11	18
2265	2207	3807	2058	1.71	91	2	...	...	67,775	1451	7	19
2276	2260	2745	2627	1.91	87	15	...	...	49,970	1258	12	20
1028	927	1429	755	2.65	74	...	...	...	25,665	1233	100	21
5313	5173	7691	4260	1.73	118	26	21	5	170,320	2988	348	22
6520	6395	8172	5296	1.88	164	10	2	...	233,739	2523	428	23
2335	2371	3704	2123	2.76	125	4	...	...	85,875	4948	3351	24
3590	3451	6160	3068	1.81	143	4	...	...	114,500	1606	652	25
3110	3071	4603	2185	1.03	96	1	...	2	49,340	411	10	26
3110	2910	3521	1571	1.57	79	30	...	3	69,475	694	246	27
3150	3125	4566	2514	1.57	107	18	4	...	98,385	2557	329	28
6155	5201	7591	4337	1.60	61	19	16	...	173,740	3452	251	29
413	404	709	333	3.84	37	...	...	...	18,500	390	...	30
9159	9392	8693	5578	1.29	84	18	23	8	263,250	4888	955	31
381	376	688	264	3.93	28	...	...	1	13,655	1080	300	32
4188	4040	6367	3892	1.58	158	13	9	...	88,841	2138	89	33
2680	2498	4304	2362	2.05	101	3	10	...	99,025	1433	71	34
2027	1875	2952	1717	2.21	104	2	4	...	78,913	2829	183	35
3114	2946	5019	3031	1.98	109	9	...	...	136,200	1099	58	36
2656	2562	3173	2452	2.10	132	2	...	...	82,295	1463	194	37
2037	1976	3545	1825	2.02	113	1	...	...	55,325	784	22	38
2997	2921	5042	2773	1.87	129	5	...	...	89,458	2908	150	39
2466	2201	3566	1969	1.96	104	1	...	...	75,005	1469	304	40
824	696	1002	1157	3.80	56	2	...	...	27,685	4260	70	41
3521	3610	5213	2264	2.15	123	...	10	...	99,463	1956	243	42
3880	3155	5344	2759	2.06	115	7	...	...	111,205	4072	560	43
3437	3365	5315	3097	1.41	77	28	1	...	112,175	1411	53	44
1701	1554	2899	1560	2.12	80	3	3	...	58,440	1547	11	45
1144	1026	1639	825	2.43	63	...	2	...	35,457	1949	185	46
1063	972	1527	775	3.10	66	1	...	...	49,821	2800	175	47
3483	3403	5578	3198	1.48	126	14	...	...	75,855	2526	1001	48
4451	4401	6739	3893	1.55	108	13	26	4	138,258	1708	234	49
4759	4671	8098	4530	1.58	178	4	...	...	164,800	2353	513	50

ABSTRACT [A]—CONTINUED.

SCHOOL

COUNTY.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District town-ships.	Independent districts.	No. of subdis-tricts.	Ungraded.	Rooms in graded.	Av. duration in months.	Number employed.		Av. monthly compensat'n.	
							Males.	Females.	Males.	Females.
51 Jefferson.....	9	30	68	92	9	7.7	71	108	\$ 29.87	\$ 24.33
52 Johnson.....	17	48	115	159	37	6.6	71	263	31.08	24.35
53 Jones.....	9	65	66	114	32	7.0	77	195	31.33	21.90
54 Keokuk.....	2	115	23	131	38	7.0	82	213	33.49	28.29
55 Kossuth.....	9	1	77	81	7	7.5	44	116	33.24	28.13
56 Lee.....	8	65	48	117	40	6.2	68	183	32.96	23.25
57 Linn.....	12	63	116	180	63	7.2	97	303	31.63	25.37
58 Louisa.....	9	26	54	73	24	7.9	55	111	43.90	28.23
59 Lucas.....	4	60	31	96	14	7.0	57	123	33.90	24.22
60 Lyon.....	11	9	45	33	...	6.7	20	49	39.00	34.22
61 Madison.....	12	6	113	129	24	6.8	90	170	34.17	29.02
62 Mahaska.....	8	72	64	141	44	7.6	81	218	34.03	28.02
63 Marion.....	5	110	26	142	40	6.5	101	182	32.31	22.85
64 Marshall.....	12	53	91	119	43	7.3	70	174	37.89	33.96
65 Mills.....	5	6	21	70	25	7.7	49	122	36.92	29.76
66 Mitchell.....	8	47	53	92	21	7.0	36	118	39.00	25.50
67 Monona.....	18	3	89	96	8	7.0	61	123	35.65	31.20
68 Monroe.....	8	33	59	88	13	6.2	43	127	32.92	25.00
69 Montgomery.....	10	23	85	100	24	7.5	46	155	41.38	30.00
70 Muscatine.....	10	28	65	151	47	7.8	55	176	41.57	30.32
71 O'Brien.....	16	2	70	68	10	6.5	33	94	35.97	28.15
72 Osceola.....	11	1	48	48	2	6.6	21	57	29.81	26.44
73 Page.....	11	46	82	121	34	7.5	85	190	39.22	30.74
74 Palo Alto.....	14	1	64	46	2	7.8	24	91	28.72	29.88
75 Plymouth.....	20	3	99	103	11	7.0	42	117	38.88	31.00
76 Pocahontas.....	14	9	60	72	2	6.0	29	91	29.46	24.22
77 Polk.....	13	56	89	141	85	7.0	104	245	37.80	30.51
78 Pottawattamie.....	26	7	213	205	60	7.6	124	349	39.00	32.91
79 Poweshiek.....	14	24	117	138	31	7.4	82	228	38.24	28.71
80 Ringgold.....	12	34	95	122	8	6.2	65	148	34.81	26.25
81 Sac.....	16	2	106	77	3	7.2	30	165	32.00	27.20
82 Scott.....	13	27	79	103	102	8.9	65	176	46.35	34.33
83 Shelby.....	16	2	127	120	13	6.4	79	142	37.00	32.00
84 Sioux.....	14	...	78	...	...	6.6	37	80	30.80	26.31
85 Story.....	14	24	109	126	21	7.0	79	196	35.22	28.21
86 Tama.....	12	78	88	151	40	6.6	77	275	34.49	27.76
87 Taylor.....	14	20	113	129	22	7.6	88	154	35.00	28.25
88 Union.....	10	21	91	108	28	7.0	64	183	35.36	26.48
89 Van Buren.....	8	46	66	101	31	7.4	67	167	29.90	22.15
90 Wapello.....	8	49	54	86	56	7.4	65	148	38.45	26.46
91 Warren.....	6	100	41	135	25	6.5	105	191	30.71	25.70
92 Washington.....	6	87	49	129	21	7.0	75	282	31.90	23.62
93 Wayne.....	13	32	86	112	21	7.0	85	156	34.60	25.05
94 Webster.....	19	30	121	142	23	7.0	61	207	29.63	27.68
95 Winnebago.....	8	1	41	38	7	6.0	29	46	33.70	25.53
96 Winneshiek.....	15	40	98	133	24	7.0	66	171	34.64	24.95
97 Woodbury.....	18	23	73	116	28	7.4	60	159	41.33	30.46
98 Worth.....	12	1	73	71	4	6.8	31	103	32.00	25.50
99 Wright.....	15	2	73	82	7	7.0	33	112	32.55	29.02
Total.....	1170	3205	8134	10751	2359	7.1	6044	16037	35.20	27.46

REPORTS FOR 1882.

STATISTICS.

PUPILS.				SCHOOL-HOUSES.				Value of appara-tus.	No. of volumes in library.		
Between the ages of 5 and 21 yrs.		Enrolled in public schools.	Total average attendance.	Av. cost of tui-tion per month per pupil.	Number.						
Males.	Females.				Frame.	Brick.	Stone.	Log.	Value.		
3034	3043	4816	2730	\$ 1.37	91	6	...	\$ 95,978	\$ 293	348	51
5173	5224	7201	3882	1.54	151	18	3	115,300	2240	132	52
4178	3961	4909	3301	1.67	113	5	7	107,625	2103	127	53
4473	4220	6875	3813	1.32	131	6	2	110,615	2245	10	54
1306	1220	2189	1171	3.01	86	...	...	40,588	1051	2204	55
6221	6197	4504	4146	1.90	70	31	10	225,685	1081	250	56
6487	6639	10097	5896	2.96	166	17	3	269,188	2834	195	57
2299	2158	3708	2192	1.81	73	6	1	74,460	507	93	58
2779	2742	4711	2455	1.35	91	3	...	75,680	303	7	59
514	444	761	316	4.45	40	...	...	32,770	2406	...	60
3564	3212	5688	3784	1.55	114	3	23	91,090	1635	8	61
4808	4688	7525	4256	1.62	133	14	1	177,800	1940	666	62
4928	4780	4622	3691	1.28	136	8	...	128,485	734	260	63
4310	4008	5989	4109	2.18	136	15	...	186,775	2350	1118	64
2558	2372	3280	2135	2.00	76	8	...	77,250	1430	60	65
2190	2155	3746	2043	2.18	87	5	3	86,845	1612	17	66
1991	1800	3028	1606	2.93	89	2	...	60,405	2741	819	67
2521	2334	3992	2351	1.51	87	3	1	69,425	214	5	68
2791	2700	4686	2509	1.80	93	6	...	90,200	454	68	69
3787	3607	4721	4128	1.90	86	13	...	164,400	2601	103	70
1006	1112	1986	...	3.26	53	3	...	30,594	1333	...	71
524	481	630	424	2.85	49	...	...	10,575	316	6	72
3773	3506	6123	3468	1.79	121	6	...	129,000	2126	154	73
865	849	1400	672	3.15	56	...	...	22,338	1393	652	74
2023	1889	2575	1367	3.63	89	1	...	56,935	2067	106	75
825	814	1192	544	3.53	65	...	2	29,895	2651	128	76
7651	7605	10058	5745	1.78	138	14	...	419,390	2691	62	77
7031	6774	8464	4931	2.30	185	25	...	257,305	7619	179	78
3667	3383	5533	3792	1.55	143	1	...	118,465	1674	123	79
2609	2420	2994	2014	1.97	96	...	...	57,750	2505	...	80
1804	1841	2967	1752	2.27	105	4	...	54,470	1634	...	81
7839	8005	9533	6212	1.79	103	11	7	423,205	3977	562	82
2675	2412	3981	2074	2.12	100	1	...	78,670	3402	108	83
1268	1135	1547	941	3.22	82	...	...	40,618	2254	872	84
3096	2993	5318	2912	1.79	120	14	...	115,935	1501	306	85
3826	3620	6065	3945	1.97	160	6	3	139,805	2234	322	86
3158	2980	5546	3459	1.53	121	2	1	86,660	3770	12	87
2771	2374	4752	2780	2.16	113	3	...	119,255	705	39	88
3116	2934	4278	2850	1.32	93	17	1	91,535	488	17	89
4235	3118	6304	3088	1.54	83	12	1	152,600	2091	314	90
3825	3497	4993	2078	1.54	138	2	...	94,330	2738	16	91
3680	3709	5779	3572	1.34	129	10	...	111,620	1509	32	92
3282	3083	6612	2722	1.29	112	3	...	80,769	395	124	93
3487	3222	4673	2874	2.12	142	3	...	106,600	3930	479	94
1069	929	1603	1295	1.57	38	1	...	27,475	2720	...	95
4373	4209	6326	3273	1.79	84	32	15	108,096	3220	226	96
3123	2998	3023	2370	3.13	98	6	2	104,853	4145	263	97
1378	1323	2273	918	2.48	65	...	1	37,800	823	52	98
1326	1227	1937	1092	2.52	74	...	...	32,770	1795	1411	99
309120	295619	406947	253688	2.10	10306	684	247	9,949,243	211189	27899	...

ABSTRACT [B.]

REPORTS FOR 1882.

FINANCES.

SCHOOL

COUNTY.	SCHOOL-HOUSE FUND.						On hand.	
	DEBIT.			Total debit and credit.	CREDIT.			
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for school-houses and sites.	Paid for library and apparatus.		Paid on bonds and interest.	Paid for other purposes.
Adair.....	3672.02	3826.35	7231.75	14730.12	9362.32	998.78	1271.02	3098.00
Adams.....	4715.88	4860.83	382.20	9958.91	4213.71	232.21	1479.28	1404.87
Allamakee.....	1661.44	1680.74	3189.72	6531.90	3422.85	12.95	436.15	758.04
Appanoose.....	1082.25	6070.27	17968.84	25121.36	18072.75		1773.41	172.72
Audubon.....	2696.23	8035.91	102.00	10834.14	7000.31	108.00	514.21	1566.75
Benton.....	1987.19	5994.06	2660.27	10641.52	764.06	153.50	4509.19	3110.68
Black Hawk..	5223.44	7349.73	8169.31	20742.48	8268.93	175.42	709.71	6145.91
Boone.....	2981.13	5223.77	13191.88	21396.78	2185.98		14631.75	1031.37
Bremer.....	3383.80	3403.35	923.67	7710.82	2371.79		2463.86	1400.25
Buchanan.....	2469.90	1759.38	254.97	4484.25	2371.27	144.79	496.25	548.18
Buena Vista..	3501.71	8374.02	7282.22	19157.95	9504.09		2885.15	2801.35
Butler.....	4692.96	5243.82	823.67	10760.45	3351.73	10.05	3163.60	1100.47
Calhoun.....	2120.77	6071.77	182.60	8375.14	3802.26	122.75	303.54	2203.73
Carroll.....	2885.66	7287.48	3435.23	13608.37	6965.04		1240.38	987.90
Cass.....	9908.93	10407.97	82.00	20398.90	9224.15		1465.00	3069.92
Cedar.....	3040.81	10534.08	15948.15	29523.04	4015.79		19786.11	632.29
Cerro Gordo..	2748.86	6882.94	3089.20	12721.00	4972.18	14.01	2031.22	3129.11
Cherokee.....	3402.34	9779.69	3360.85	16542.88	14276.47	113.70	364.16	566.61
Chickasaw...	10413.29	1181.56	1295.03	12889.88	9142.71	9.50	971.01	965.99
Clarke.....	2276.65	3811.12	7615.88	13703.65	9936.86	15.00	826.10	1749.81
Clay.....	670.42	5394.47	4700.72	10765.61	7523.83		824.44	661.72
Clayton.....	7305.56	9272.78	1682.75	18261.09	5325.11		4689.38	1787.40
Clinton.....	5983.92	15071.59	7621.64	28677.15	18098.38	253.02	5437.17	1838.28
Crawford.....	3648.75	12610.74	904.16	17163.65	6869.17	347.96	1717.26	4241.46
Dallas.....	4233.44	5182.83	5782.83	15199.10	7553.75	125.05	2289.19	861.25
Davis.....	820.73	3544.11	1634.46	5999.30	3285.96		1253.62	491.18
Decatur.....	2605.77	4539.40	96.56	7241.73	2113.42		731.01	2520.86
Delaware.....	1743.81	4387.15	638.06	6769.02	3908.64	39.71	486.95	511.73
Des Moines...	525.70	1508.57	9.09	2043.36	290.83	2.25	720.05	641.96
Dickinson...	2851.76	1454.10	198.50	3704.36	565.23	33.85	796.01	461.63
Dubuque.....	2492.54	8236.88	297.92	11027.34	7870.54	217.70	704.00	853.82
Emmet.....	562.17	1750.42	120.00	2432.59	932.83	6.00	150.00	60.43
Fayette.....	2520.04	8150.29	11629.62	22299.95	4833.90	227.73	1798.48	7483.04
Floyd.....	498.42	4347.84	644.01	5490.27	2713.25		1364.97	1129.89
Franklin.....	4155.60	6509.51	3413.26	14078.37	6109.80		1554.45	1837.97
Fremont.....	8275.70	9214.83	2412.78	19903.31	8686.03	109.45	3889.46	1079.00
Greene.....	5831.50	8431.28	4295.42	18558.20	8289.04	189.76	3831.27	2508.81
Grundy.....	3414.84	1950.04	634.37	5999.25	1307.60	60.25	1924.91	1924.91
Guthrie.....	8586.87	6638.38	8821.11	24046.36	15141.71	189.23	2066.33	2850.57
Hamilton.....	20315.78	18113.52	2135.23	40564.53	31979.71	20.00	1673.22	1592.61
Hancock.....	4295.14	8052.69	565.62	12913.45	5651.10	404.44	487.60	4658.61
Hardin.....	3777.58	5504.59	3246.94	12520.11	5270.17	35.17	1776.34	1324.76
Harrison.....	5067.86	9140.82	535.41	14744.09	3973.45	288.75	3065.75	1247.71
Henry.....	1080.42	1548.27	438.82	3067.51	1217.04	31.92	163.08	686.55
Howard.....	1598.09	3800.86	526.97	5925.92	547.52	179.65	1919.50	1313.26
Humboldt....	1174.83	4504.30	4188.68	9867.81	7216.90	83.40	78.26	1020.44
Ida.....	2741.49	7687.15	5499.68	15928.32	12375.36	260.86	56.26	1319.61
Iowa.....	2981.79	1292.25	930.08	5204.12	1879.64	78.00	378.15	1351.95
Jackson.....	947.21	4589.05	11253.17	16789.43	8410.55	35.88	2508.00	695.98
Jasper.....	4847.61	9848.07	8727.07	23422.75	7439.62	154.27	4435.34	2733.47

CONTINGENT FUND.

On hand at last report.	DEBIT.			Total debit and credit.	CREDIT.							On hand.
	Received from district tax.	Received from other sources.			Paid for rent and repair of school-houses.	Paid for fuel.	Paid secretaries and treasurers.	Paid for records, dictionaries, and apparatus.	Paid for insurance and janitors.	Paid for supplies, brooms, chalk, etc.	Paid for other purposes.	
4095.85	9699.24	555.48	14350.57	2136.52	3654.47	1159.58	95.32	755.15	1378.80	2387.88	2782.85	
2759.68	7520.84	718.03	10998.55	1691.33	2634.31	778.24	239.74	593.67	612.86	1653.43	2794.97	
2853.09	6739.84	1117.21	10710.14	2745.56	2017.93	939.86	150.81	828.32	400.22	1302.80	2324.64	
3417.61	6998.72	1814.77	12231.10	2443.39	1920.52	653.82	64.80	1193.63	569.77	1561.84	3823.93	
2734.97	7944.67	23.34	10703.58	1054.79	1873.48	952.42	139.75	529.11	536.55	2684.10	2993.38	
6777.89	16048.59	1756.75	24583.23	4373.58	4872.30	1593.84	713.95	2202.44	1160.16	2445.32	7221.64	
5552.33	15028.12	1281.64	21862.09	2225.00	4628.05	1239.95	400.65	2266.79	1453.70	3656.30	5991.65	
7833.71	12032.27	1298.04	21164.02	3073.03	3611.68	1208.33	367.47	1142.88	957.58	2644.01	8159.64	
4081.90	7464.37	1525.74	13072.01	1819.87	2499.78	950.48	223.29	749.37	556.95	2001.53	4270.74	
5044.77	9610.71	3079.86	17735.34	4687.40	3914.41	1015.00	382.66	1233.34	458.59	1748.99	4294.95	
3817.83	8465.32	1663.12	12396.27	2548.13	1985.74	1067.97	311.51	972.86	136.63	3305.57	3617.86	
8338.12	9691.53	404.51	18434.16	2333.47	3731.91	1347.74	233.02	762.88	955.62	1307.35	7702.17	
1316.38	6805.98	646.16	8768.52	1839.10	2520.80	1006.91	118.40	369.66	384.65	1300.78	2228.22	
4459.64	10718.80	315.09	15493.53	1134.17	3465.03	1131.37	762.06	940.45	1197.11	3291.04	3572.30	
9117.32	12529.09	1732.44	23378.85	3844.96	4364.98	1613.23	351.33	1211.78	1268.90	2210.82	8512.85	
7914.89	13312.88	1069.93	22297.70	4172.97	3449.56	1214.39	119.85	1053.49	490.84	2085.24	5711.36	
5622.90	11780.10	1301.74	18704.74	2163.30	3846.95	1293.30	1110.23	985.94	558.59	2954.86	5791.36	
4526.87	7727.71	321.31	12575.89	2778.23	2158.55	1315.04	286.80	586.65	347.13	1881.28	3221.61	
2845.74	8248.04	2074.31	13168.09	1595.18	2831.82	1084.52	171.68	934.20	1289.08	2183.56	3078.05	
3216.32	6357.87	2370.21	11944.40	1130.70	2736.26	752.46	204.60	634.17	547.65	2982.83	3655.73	
852.13	4973.78	406.59	6232.50	1038.52	1519.82	825.25	238.85	335.99	177.84	1497.70	508.54	
6712.50	11780.25	1511.80	20004.55	2942.86	3567.92	1632.83	197.16	1621.22	718.63	2837.05	6486.88	
11479.56	16150.81	1683.35	29313.72	3739.90	6435.17	2121.68	380.22	2384.68	1001.30	3372.70	9878.07	
3979.20	13788.30	722.36	18489.86	1588.27	3966.06	1254.86	923.89	937.93	762.62	3912.50	5143.73	
7740.52	10542.06	1879.61	20162.19	2735.06	3800.20	1143.20	416.87	1513.60	782.13	3135.07	6636.06	
1474.80	4998.35	458.01	6931.16	1106.18	1617.34	804.55	171.85	611.77	331.59	662.28	1215.60	
2474.15	6283.84	283.91	9041.90	870.85	2225.95	721.75	92.34	227.40	362.99	2178.34	2362.28	
3831.60	9776.92	540.23	14148.75	1446.95	3763.09	1006.95	133.05	803.68	790.12	2433.57	3771.34	
2668.63	11876.58	807.16	15352.37	1624.69	3685.76	646.51	29.33	2909.80	415.54	2415.97	3624.77	
1046.37	3063.65	125.80	4235.82	477.54	810.87	521.00	175.93	13.04	142.98	816.70	1277.76	
4430.53	23276.87	1531.52	29238.92	4972.92	8109.20	2966.19	718.59	5170.20	1009.78	2576.32	3115.72	
302.62	2355.18	8.00	2665.80	324.21	528.55	146.00	4.25	87.92	82.13	646.35	846.39	
4408.44	10226.17	866.71	15501.32	1432.60	3018.77	1189.27	112.72	707.36	453.81	4056.51	4530.28	
5625.97	9948.15	1179.53	16753.65	3018.68	3392.06	734.57	341.27	882.49	920.38	2611.53	4852.67	
5367.37	10604.14	890.98	16892.49	1572.62	3131.89	1375.99	636.70	1067.22	913.32	2899.69	5525.06	
8400.15	10247.34	464.55	19112.04	3814.22	3340.84							

ABSTRACT [B]—CONTINUED.

COUNTY.	SCHOOL-HOUSE FUND.							
	DEBIT.			Total debit and credit.	CREDIT.			
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for school-houses and sites.	Paid for library and apparatus.	Paid on bonds and interest.	Paid for other purposes.	On hand.
Jefferson.....	684.92	2474.71	28.35	3187.98	1086.63	3187.98	403.34	786.96
Johnson.....	2615.33	2050.75	1746.59	6412.67	2951.43	5.17	432.42	650.97
Jones.....	1243.56	3377.37	5223.43	9844.36	2145.49	51.25	1225.10	5197.12
Keokuk.....	5232.99	5130.73	1777.27	12140.99	4972.35	116.15	2837.51	1529.66
Kossuth.....	2338.27	2954.97	1366.03	6659.27	1948.66	10.00	.....	2818.51
Lee.....	618.08	1372.38	123.60	2114.06	653.46	65.00	32.00	835.74
Linn.....	8018.57	13060.40	7728.77	28817.74	13369.69	1160.68	9851.52	1970.79
Louisa.....	4033.88	3840.93	5962.57	13837.38	1842.44	.....	2442.11	1738.42
Lucas.....	2062.99	4095.67	8040.01	14138.67	6170.69	1168.06	2098.22	4701.70
Lyon.....	3769.44	9102.44	19680.09	32551.97	4122.37	205.48	16483.32	7212.24
Madison.....	1821.26	5699.41	2860.90	10381.57	4590.67	128.69	1998.80	1401.96
Mahaska.....	7427.70	14773.12	253.68	22454.50	2634.90	.....	5350.88	3791.44
Marion.....	2607.10	6264.06	1541.50	10412.66	2003.06	.....	3209.39	531.78
Marshall.....	13064.34	6755.00	19730.96	39550.30	16038.49	642.40	16175.48	4829.26
Mitchell.....	1429.84	2696.86	4516.79	8643.49	2490.86	.....	1899.93	859.86
Mills.....	3001.82	5321.80	1558.91	9882.53	3127.50	.....	2325.03	1146.89
Monona.....	2357.35	7938.41	1331.41	11627.17	5313.88	49.32	2213.31	1471.92
Monroe.....	2347.49	3490.02	150.89	5988.40	446.38	15.15	1004.76	1608.12
Montgomery..	4511.61	8512.18	5527.77	18551.56	7346.07	5.34	1979.60	3043.52
Muscatine.....	588.84	6910.25	3148.45	10647.54	1470.56	50.00	7188.78	586.20
O'Brien.....	4210.07	5113.80	300.82	9624.69	3896.04	.....	1777.83	826.96
Osceola.....	1503.05	3750.70	1148.48	6402.23	1853.09	90.00	300.00	2310.41
Page.....	6396.13	8436.23	6686.19	21518.55	7713.44	.....	2918.49	7840.81
Palo Alto.....	2806.49	625.81	4493.54	7925.84	5887.96	291.84	172.00	265.71
Plymouth.....	4808.62	3953.21	1117.02	9878.85	5427.06	231.39	1439.57	398.49
Pocahontas..	1367.44	2691.56	733.44	4792.44	2020.11	311.43	333.46	972.24
Polk.....	6980.95	17823.51	59203.44	84007.90	31166.27	92.33	26993.62	9473.49
Pottawatmie.	4507.11	30398.59	8238.77	43234.47	26583.56	195.80	4188.90	5074.08
Poweshiek...	3322.35	2943.99	5724.05	11990.39	7302.09	.....	307.35	1099.84
Ringgold.....	8143.68	6697.25	3983.96	18824.89	6743.09	303.80	5927.46	3260.17
Sac.....	4726.24	4254.50	1930.09	10910.83	6271.47	421.85	275.29	2455.21
Scott.....	5743.24	3002.62	850.42	9596.28	4898.30	75.00	221.17	659.97
Shelby.....	9919.16	16324.93	8375.82	28619.91	18916.31	55.00	920.35	1719.43
Sioux.....	1679.09	7526.84	2719.68	11925.61	9221.24	17.34	62.95	820.05
Story.....	10438.44	8310.75	10789.81	29539.00	15246.57	.....	3355.06	2992.09
Tama.....	6385.49	9324.32	2661.69	18371.50	7666.69	.....	4301.49	1445.12
Taylor.....	2816.97	10558.27	5111.97	18487.21	9929.44	43.08	2900.96	715.69
Union.....	3846.98	9073.88	287.60	13208.46	5761.26	27.82	2297.14	749.81
Van Buren...	1733.86	6038.38	39.51	7811.75	2270.09	.....	2565.51	702.55
Wapello.....	5069.13	4146.67	15349.31	24565.11	5243.99	.....	1024.18	575.68
Warren.....	2814.77	7046.00	2692.15	12552.92	4069.38	66.75	4768.53	1439.57
Washington..	5151.08	4557.32	1886.28	11594.68	4755.99	128.85	2273.06	2057.40
Wayne.....	2926.12	8608.52	16777.70	28312.34	8031.43	.....	13118.08	5397.05
Webster.....	5271.83	7974.76	5177.70	18424.29	8354.15	118.75	2860.80	1385.03
Winnebago...	5039.03	1938.75	180.27	7158.05	2286.87	94.35	438.92	1105.20
Winneshiek..	1524.74	2040.53	480.00	4045.27	1249.13	.....	1347.74	632.06
Woodbury...	3282.46	9643.71	17378.70	30304.87	13125.26	35.57	1549.99	3129.38
Worth.....	1581.92	2098.92	104.83	3785.67	1435.29	238.02	300.00	121.31
Wright.....	2905.99	6256.85	222.78	9385.22	5364.14	677.91	635.11	1037.19
Total.....	386339.91	631038.25	467717.36	1485094.62	648080.62	10833.53	283391.61	180359.14

REPORTS FOR 1882.

COUNTY.	FINANCES.											
	CONTINGENT FUND.				FINANCES.							
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit and credit.	Paid for rent and repairs of school-houses.	Paid for fuel.	Paid secretaries and treasurers.	Paid for records, dictionaries, and apparatus.	Paid for insurance and janitors.	Paid for supplies, brooms, chalk, etc.	Paid for other purposes.	On hand.
Jefferson.....	1553.16	7242.17	794.29	9589.62	2456.71	1995.53	641.31	83.76	863.81	341.02	1142.42	2065.06
Johnson.....	11715.76	11008.52	1393.38	24117.66	4867.90	3506.73	959.97	628.52	1744.03	997.58	4272.21	7140.72
Jones.....	4724.55	10877.31	2795.82	18397.68	3235.56	3514.76	856.85	205.98	1457.45	1163.37	3625.48	4338.23
Keokuk.....	3013.40	10038.35	1151.29	14193.04	3177.32	2759.49	1402.33	116.88	969.67	679.97	2783.14	2304.24
Kossuth.....	4564.22	5695.38	889.96	11149.56	1321.02	2122.56	810.00	251.23	179.03	516.09	2542.08	3407.55
Lee.....	3476.32	15376.63	6354.09	25207.04	7331.05	3462.56	947.76	2218.80	407.03	293.95	6112.23	4433.66
Linn.....	6744.51	19790.61	2238.62	28773.74	4529.37	5921.44	1956.51	385.75	2804.41	1439.09	3167.71	8569.46
Louisa.....	2550.00	5632.78	600.17	8782.95	1540.94	1717.94	780.80	37.39	528.78	475.40	1216.88	2484.82
Lucas.....	3692.45	7212.18	336.44	11241.07	1409.34	2164.09	945.60	103.48	999.40	836.74	1294.56	3487.86
Lyon.....	798.58	6178.51	2003.80	8980.89	821.76	1495.07	1151.03	280.49	392.20	418.96	2120.07	2301.31
Madison.....	7726.11	6605.27	541.69	14873.07	3144.34	2677.92	644.17	25.00	154.78	278.34	2447.31	5501.21
Mahaska.....	5086.74	9364.94	1671.91	16123.59	1961.18	3536.81	1459.31	93.40	1637.21	867.92	2505.02	4042.74
Marion.....	4893.20	9821.43	753.37	15468.00	2598.19	2656.07	1553.02	143.35	830.81	765.15	2472.00	4449.41
Marshall.....	6825.72	14598.17	4037.39	25461.28	3724.99	6229.60	1224.52	860.36	2519.30	1586.39	3918.46	5397.66
Mitchell.....	5343.46	8830.71	1313.28	15487.45	1793.28	2207.75	1724.11	177.30	1225.57	292.59	3130.41	5536.44
Mills.....	3691.44	9473.71	538.37	13703.52	1730.99	2690.86	687.40	197.00	891.99	468.76	1966.24	5070.37
Monona.....	4171.97	8591.23	463.51	13226.71	1273.72	2571.61	741.00	527.45	595.18	567.72	2296.26	4653.77
Monroe.....	2110.67	4226.24	207.68	6544.59	525.41	1318.58	663.09	7.15	161.00	94.91	2172.16	1602.29
Montgomery..	2926.46	11801.56	2280.64	17008.66	3131.32	3620.55	899.05	151.40	1440.60	526.00	2506.46	4733.28
Muscatine.....	5639.93	14094.55	863.14	19997.62	2753.27	3598.50	1038.31	362.50	2375.48	771.37	4778.66	4319.53
O'Brien.....	4051.52	5180.65	246.05	9478.22	2130.13	1312.78	797.87	75.90	171.75	397.60	3420.44	1171.75
Osceola.....	1474.17	3271.06	461.57	5206.80	344.62	651.08	501.30	118.43	113.21	144.60	2063.46	1270.10
Page.....	10294.49	13131.65	1781.35	25207.49	3104.78	3972.27	1456.50	311.40	1582.87	690.39	6195.00	7894.28
Palo Alto.....	2540.44	4314.47	603.26	7458.17	1004.21	1483.69	786.65	82.25	84.27	354.38	1099.85	2562.87
Plymouth.....	5657.35	8877.84	334.45	14869.64	1467.82	2792.78	1349.53	537.65	1245.45	464.91	2306.45	4705.05
Pocahontas..	1579.66	5406.57	2062.99	9049.22	1034.39	2195.51	770.21	228.71	359.17	142.57	2533.32	1785.34
Polk.....	8050.62	27394.89	8630.27	44075.78	12789.57	5195.04	7443.42	446.92	6309.84	2113.44	8186.64	6590.91
Pottawatmie.	10875.50	30330.52	2379.31	43585.33	8174.64	7197.74	1844.37	1168.41	4833.89	1899.08	5499.75	12967.45
Poweshiek...	6427.80	13200.19	846.74	20474.73	4071.05	3553.36	1144.34	444.94	1500.52	1108.17	1833.96	6818.39
Ringgold.....	3752.58	7040.32	1487.02	13179.92	3222.24	2455.56	820.03	135.41	621.45	358.07	1472.67	4094.49
Sac.....	5129.25	6482.61	466.95	12078.81	1154.31	2881.88	706.03	18.35	133.95	190.89	3135.48	3857.92
Scott.....	11163.24	18743.68	426.26	30633.18	6098.96	5512.45	2430.05	424.09	5166.78	759.37	2876.90	7070.49
Shelby.....	7229.29	11662.12	391.55	19282.96	1055.80	3131.23	1277.12	115.00	708.22	476.39	5515.06	7004.14
Sioux.....	3626.52	7425.99	573.10	11625.61	1287.34	2412.30	1006.42	1006.70	582.59	490.39	1527.49	3315.38
Story.....	5061.68	9916.31	2065.78	17043.77	3123.76	3155.28	1429.79	358.90	791.16	473.50	2743.89	4967.40
Tama.....	9589.22	14335.61	1051.22	24976.05	3802.21	5472.10	1593.57	328.94	1525.88	695.32	3214.86	8363.17
Taylor.....	4651.55	9691.17	2417.00	17059.72	4178.62	3890.36	1186.14	74.80	947.71	1177.99	1933.19	3670.91
Union.....	4022.55	11862.22	1855.31	17740.08	3360.03	3391.36	900.39	158.26	1660.94	1999.65	2470.81	3798.64
Van Buren...	3194.81	4939.14	584.91	8718.86	785.74	1414.64	693.25	644.12	700.98	231.32	1662.02	2586.79
Wapello.....	3628.67	11500.14	746.50	15875.31	1453.90	2687.52	1082.98	456.66	2424.08	752.42	3887.74	3130.01
Warren.....	4092.09	9017.36	959.41	14068.68	2012.63	2793.44	1100.36	234.48				

ABSTRACT [B]—CONTINUED.

SCHOOL FINANCES, 1882.

COUNTY.	TEACHERS' FUND.							
	DEBIT.				Total debit and credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers since last report.	Paid for other purposes.	On hand.
Adair.....	19809.07	26327.26	5620.95	628.70	52385.98	33912.82	46.72	18426.44
Adams.....	9888.94	19532.37	4653.14	410.78	34485.23	23899.89	437.76	10147.58
Allamakee.....	15776.03	19101.31	8097.77	424.95	43400.06	30176.12	1133.93	12090.01
Appanoose.....	10783.28	19462.36	7530.33	1223.61	38999.58	25164.61	525.78	13309.19
Autubon.....	7391.03	20782.81	2821.41	291.75	31287.00	21383.51	1372.59	8530.90
Benton.....	24698.41	35196.35	9648.89	1903.79	71447.44	50508.54	385.41	20553.49
Black Hawk.....	30461.24	31449.89	10730.02	531.71	73172.86	45022.32	214.96	27935.58
Boone.....	22226.30	30691.68	7258.14	778.74	60954.86	38090.74	334.95	22529.17
Bremer.....	13993.73	18110.37	5313.47	850.68	38268.45	24609.43	1076.26	12582.76
Buchanan.....	15018.46	22665.43	6221.66	419.84	44725.39	27688.36	404.96	16632.07
Buena Vista.....	12208.47	18394.36	3053.27	2248.98	35905.08	19330.38	1126.25	15448.45
Butler.....	20850.45	26447.24	5950.49	884.30	54132.48	31815.24	608.88	21708.36
Calhoun.....	6922.91	17465.80	4531.61	439.36	29359.68	10215.10	685.89	9458.69
Carroll.....	13368.10	23254.83	4483.60	231.75	41338.28	30065.30	1558.12	9714.86
Cass.....	29024.76	29619.86	8302.91	1063.20	68010.73	42835.18	.....	25175.55
Cedar.....	28151.39	36965.89	7554.20	972.14	73643.62	45539.52	241.50	27862.60
Cerro Gordo.....	18994.00	27126.42	5266.01	1846.46	53232.89	31069.14	1434.14	20729.61
Cherokee.....	14339.10	22845.71	4820.95	291.21	42296.97	22458.78	1047.19	18791.00
Chickasaw.....	13467.47	20442.10	4094.27	383.49	38387.33	24564.64	195.64	13627.05
Clarke.....	12147.34	15676.45	5129.77	4683.02	37636.58	23479.80	652.96	13503.82
Clay.....	5003.22	11390.98	2088.66	594.98	19077.84	13948.24	700.77	4428.83
Clayton.....	28034.10	36803.07	10016.55	914.73	76368.45	49666.95	982.11	25719.39
Clinton.....	33255.36	51090.96	12423.78	1530.59	98300.69	67291.08	2825.76	28183.85
Crawford.....	18065.01	31791.31	4381.59	1558.69	55796.60	35367.30	618.36	19810.94
Davis.....	3296.17	12295.90	8303.98	225.92	24221.97	20182.51	114.20	3925.26
Dallas.....	22630.97	32399.98	8718.90	1489.32	65239.17	43285.19	1403.81	20550.17
Decatur.....	10042.94	15147.72	5348.39	4256.32	34795.37	23625.66	136.81	11032.90
Delaware.....	20540.02	22983.65	7652.87	422.89	51599.43	32531.19	531.74	18536.50
Des Moines.....	12108.90	42103.99	12164.28	1272.33	67649.50	41086.91	399.96	26162.63
Dickinson.....	4022.71	5241.91	1362.12	56.22	10682.96	6617.49	86.09	3979.28
Dubuque.....	15596.94	44096.91	17627.74	363.54	77685.13	64473.27	382.41	12829.45
Emmet.....	4892.99	4258.04	733.37	.....	9884.40	5577.30	.....	4307.10
Fayette.....	16714.15	28197.92	8554.06	832.29	54298.42	35286.14	341.75	18670.53
Floyd.....	13289.12	24373.55	5838.05	699.63	44200.35	31025.39	346.03	12828.93
Franklin.....	17084.99	19977.76	4227.69	1165.20	42455.64	27775.26	278.07	14402.31
Fremont.....	30839.31	27214.62	8476.02	932.20	67462.15	38222.80	.....	29239.35
Greene.....	13581.10	27478.67	2721.67	1169.70	44951.14	32142.53	407.47	12401.14
Grundy.....	19619.89	26628.14	5392.58	579.28	52219.89	33205.16	177.58	18837.15
Guthrie.....	16784.94	30835.42	6863.74	235.34	54719.44	36924.04	243.51	17551.89
Hamilton.....	16131.19	23349.43	4343.51	838.13	44662.26	24987.00	972.39	18702.87
Hancock.....	5311.62	43393.45	2659.89	641.38	21406.34	13861.86	468.56	7075.92
Hardin.....	25446.04	26605.68	7937.00	1609.42	61598.14	38991.09	205.00	22402.05
Harrison.....	29203.40	29844.22	7157.14	645.17	66849.93	41485.91	439.15	24924.87
Henry.....	20522.79	22365.95	7395.50	1013.95	51298.19	33092.62	632.83	17572.74
Howard.....	11345.67	16939.61	4450.19	468.90	33204.37	19675.57	770.12	12758.68
Humboldt.....	3820.09	9546.02	825.13	2110.37	16301.61	11069.15	439.79	4792.67
Ida.....	6765.22	15796.85	2062.69	811.20	25435.96	15024.35	871.76	9539.85
Iowa.....	26086.56	24688.05	6926.36	2776.27	60487.24	39052.85	422.21	21012.18
Jackson.....	20320.72	26158.31	8446.39	1081.20	56006.62	39644.23	127.44	16234.95
Jasper.....	21895.11	37393.77	12601.17	1520.92	73610.97	53339.73	86.61	20184.63

ABSTRACT [B]—CONTINUED.

SCHOOL FINANCES, 1882.

COUNTY.	TEACHERS' FUND.							
	DEBIT.				Total debit and credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers since last report.	Paid for other purposes.	On hand.
Jefferson.....	14323.72	12904.37	6879.31	515.91	34623.31	24878.97	22.00	9722.34
Johnson.....	16243.62	35930.95	9797.72	1505.21	63477.50	44325.75	5020.77	14130.98
Jones.....	13118.20	24772.90	11880.57	1476.30	51247.97	35894.44	2011.44	13342.09
Keokuk.....	5481.12	8316.95	2734.10	329.12	16861.29	12851.87	203.51	3805.91
Kossuth.....	12249.30	15051.31	2666+84	3012.01	32979.46	18163.20	2775.00	12041.26
Lee.....	13615.60	33235.61	16531.62	17334.59	80717.42	50905.01	16713.37	13099.04
Linn.....	35733.79	46205.06	16013.51	2054.87	100607.23	64162.69	1013.47	34831.07
Louisa.....	13817.64	16846.50	4905.40	1905.29	37474.83	24340.45	162.73	12971.65
Lucas.....	17423.09	15645.63	4221.91	635.79	37926.42	22180.57	388.42	15357.43
Lyons.....	9161.67	9909.78	1675.07	1002.90	21749.42	11351.51	1903.27	8494.64
Madison.....	21136.80	21899.28	7283.46	551.12	50870.66	33943.53	656.38	16270.75
Mahaska.....	28379.03	29612.41	10193.40	2175.10	70359.94	47299.00	504.12	22556.82
Marion.....	18897.51	20347.92	9078.37	825.61	49149.41	34538.58	1029.66	13581.17
Marshall.....	42832.41	46446.66	11975.89	542.94	101797.90	58740.68	619.80	42437.42
Mitchell.....	10512.68	22719.34	5664.25	1010.20	39906.47	24665.16	368.66	14872.65
Mills.....	20847.33	22516.68	7107.42	1552.70	55206.11	29219.05	1063.21	21743.85
Monona.....	18539.29	21163.89	4481.03	556.71	44740.92	25745.37	519.37	18476.18
Monroe.....	13068.64	10153.49	6249.39	1051.66	36523.18	20253.86	6.27	10263.05
Montgomery.....	16112.03	23256.60	7392.43	1503.35	50264.41	31476.07	169.58	18618.76
Muscatine.....	19212.13	33544.41	16364.97	752.15	63873.66	44897.45	428.97	18547.24
O'Brien.....	8785.03	11295.42	1975.32	542.87	22598.64	14066.76	395.39	8136.49
Osceola.....	4371.35	8581.19	844.51	1088.56	14885.61	8731.72	2104.48	4049.41
Page.....	26238.33	30832.67	9080.26	1740.78	67892.04	41966.11	897.27	25028.66
Palo Alto.....	9123.74	10075.64	2325.54	137.87	21662.79	13603.08	.....	8059.71
Plymouth.....	19098.64	26361.55	3670.55	516.58	49647.32	29562.30	86.49	19998.53
Pocahontas.....	3934.43	13576.80	1915.30	921.50	20348.03	13822.48	449.28	6076.27
Polk.....	45746.08	53757.74	20715.04	1030.94	121249.80	82669.85	315.12	38264.83
Pottawattamie.....	49645.51	72450.15	14608.08	767.46	137471.20	81007.91	3369.51	53093.78
Poweshiek.....	27018.17	30529.32	7958.80	2844.43	68350.72	43503.55	996.21	23850.96
Ringgold.....	16457.68	22296.26	7036.75	419.79	46210.48	25067.47	75	21142.26
Sac.....	13991.39	21576.55	4487.44	55.95	40111.33	22539.47	1.78	17570.08
Scott.....	14860.78	75247.94	16857.22	1519.89	135485.83	92278.14	1219.38	41988.31
Shelby.....	25944.21	29626.87	5466.39	484.05	61521.52	32421.01	137.66	28962.25
Sioux.....	14973.30	17012.28	3674.86	145.00	35805.44	18440.26	157.35	17207.83
Story.....	20116.38	22549.70	8205.37	365.83	51237.28	33402.01	110.31	17724.96
Tama.....	28201.80	33420.23	11112.78	1777.17	74511.98	46835.07	654.08	27022.83
Taylor.....	18056.78	25535.90	6178.86	251.46	50623.00	32805.82	709.89	16507.29
Union.....	11848.94	24711.90	5465.85	936.19	42962.88	33564.15	4.17	9394.56
Van Buren.....	15102.34	14860.67	7937.77	313.23	38214.01	25514.26	694.20	12005.55
Wapello.....	23213.30	26665.81	13755.02	940.63	64574.76	39310.12	93.92	25170.72
Warren.....	19202.14	23750.95	8000.10	548.59	51501.78	33243.07	458.71	17799.10
Washington.....	18012.45	23958.71	7792.77	778.80	50542.73	34179.38	388.48	15974.87
Wayne.....	20175.89	15594.67	5973.98	645.49	42390.03	27048.52	198.49	15143.02
Webster.....	27567.28	28239.68	5658.37	792.60	62257.93	36853.69	159.24	25245.00
Winnebago.....	4983.03	8776.47	1971.71	142.16	15873.37	7919.65	681.09	7272.63
Winnesheik.....	18569.59	23789.07	9063.13	489.42	51911.21	33013.13	80.74	18817.34
Woodbury.....	28075.62	33969.34	3156.01	1424.79	66625.76	41376.29	854.99	24394.48
Worth.....	6828.79	10617.07	3029.10	104.50	20579.46	14687.29	.....	5892.17
Wright.....	4941.54	16939.02	2771.93	410.90	25063.39	19464.64	205.77	5392.98
Total.....	1765271.83	2451231.82	675969.34	115155.50	5007628.49	3218320.10	79600.93	1709707.46

ABSTRACT [C.]

EXAMINATION

COUNTY.	Prof's nal certifi- cates is- sued.		1st Grade certifi- cates is- sued.		2d grade certifi- cates is- sued.		3d grade certifi- cates is- sued.		Total num- ber is- sued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
	1 Adair			48	53	23	86	3	41	74	180
2 Adams			14	54	10	86	2	6	26	146
3 Allamakee	1		6	36	7	52	17	98	31	186
4 Appanoose	9	4	37	12	16	64			62	80
5 Audubon			30	33	21	55			51	88
6 Benton			24	27	40	172	2	9	66	208
7 Black Hawk	4	8	12	91	21	170	1	24	38	293
8 Boone	10	12	24	56	16	77	2	4	52	149
9 Bremer			17	48	8	92			25	143
10 Buchanan	2	3	18	30	77	114		5	97	152
11 Buena Vista	2		26	53	10	34	3	24	41	111
12 Butler			26	34	28	82	2	53	56	169
13 Calhoun			24	31	22	26	8	38	54	95
14 Carroll			20	12	30	40	24	15	74	67
15 Cass			32	63	31	114	9	32	72	209
16 Cedar			10	25	12	54	22	119	44	198
17 Cerro Gordo			30	80	31	82			61	162
18 Cherokee	1		23	28	12	38	12	60	48	126
19 Chickasaw	2	1	13	37	18	53	10	53	43	144
20 Clarke	2		19	63	17	55		14	38	132
21 Clay			28	27	13	32	6	23	47	82
22 Clayton	3	1	18	42	18	97	4	21	43	161
23 Clinton			33	71	29	160			62	231
24 Crawford			22	32	30	59	17	29	69	120
25 Dallas			21	67	20	41			41	108
26 Davis			26	28	23	35	19	29	68	92
27 Decatur	20	53	13	67	10	26			43	146
28 Delaware	5	3	12	48	21	116	1	2	39	169
29 Des Moines			33	120	13	37	5	9	51	166
30 Dickinson			7	5	5	13	2	5	14	23
31 Dubuque	14	18	7	84	15	92	4	14	40	208
32 Emmet	2	1	8	12	5	5			15	18
33 Fayette			24	27	22	78	3	23	49	128
34 Floyd	1	1	14	28	22	148			37	177
35 Franklin			26	48	17	48	9	32	52	128
36 Fremont			18	71	23	68			41	139
37 Greene	5	1	44	83	11	95	2	11	62	190
38 Grundy			16	31	36	82	10	46	62	159
39 Guthrie			57	67	14	47	6	31	77	145
40 Hamilton	1		11	45	5	20	2	2	19	67
41 Hancock			4	21	6	25	2	19	12	65
42 Hardin			29	51	20	59	36	78	85	188
43 Harrison			15	16	16	36	28	80	59	132
44 Henry			40	55	20	120			60	175
45 Howard			13	23	22	51	12	36	47	110
46 Humboldt			8	19	5	35	5	33	18	87
47 Ida			11	9	10	34	18	24	39	67
48 Iowa			35	48	21	88	10	29	66	165
49 Jackson	38	30			31	91			69	121
50 Jasper			30	62	45	139	13	31	88	232

REPORTS FOR 1882.

OF TEACHERS.

Applicants re- jected.		Applicants examined.		Certifica- cates re- voked.		Average age of applicants.		No expe- rience in teaching.		Taught less than one year.		Holding State Certificates.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
2	7	76	187			26	21	15	45	22	72	1	1
4	18	30	164					6	36	15	70		2
11	60	42	246			26	20	2	26	5	38		3
20	23	82	103			29	19	9	25	11	13		4
2	8	53	96			27	20	7	15	17	23		5
8	28	74	236			23	19	13	31	15	52		6
4	41	42	334			29	21						7
2	9	54	158			27	27	7	22	3	25		8
	8	25	151			28	21	3	12	3	20		9
	4	97	156			23	20	18	23	26	35		10
		41	111			22	22	6	24	7	26	1	11
10	54	66	223			23	20	6	34	4	15		12
3	5	57	100			26	21	1		2	23		13
6	3	80	70			20.4	18.2	7	10	12	17	1	14
2	16	74	225			24	21	11	31	17	52		15
26	9	70	207			22	21	10	35	4	20	1	16
10	24	71	186			21	18	15	25	20	40		17
11	27	59	153			22	21	6	25	9	18		18
3	28	46	172			24	20	2	19	5	11		19
4	3	42	135			21	19	7	20	12	35		20
1	9	48	91			31	22	6	6	10	16		21
7	83	50	244			26	21	6	30	6	40		22
4	13	66	244			29	23		14	8	24	1	23
10	22	79	142			25	20	12	21	13	29		24
7	14	48	122			23	25	12	27				25
7	10	75	102			26	22	13	20	10	9		26
4	15	47	161			28	23	2	8	5	18		27
8	100	47	269			24	21	5	18	6	26		28
2	2	53	168			29	205	4	42	12	53	1	29
		14	23					6	8	2	4		30
2	5	42	213			29	23	2	10	3	21		31
		15	18			23	27	8					32
2	9	51	137			26	20	8	19	23	26		33
1	34	38	211			25	21	7	14	9	38		34
9	19	61	147			25	22	2	5	5	12		35
5	35	46	174			26	21	5	22	4	12		36
6	46	68	236			26	19	6	48	4	21		37
3	9	65	168			25	21	12	32	11	33		38
9	41	86	186			26	20	11	24	3	9		39
1	2	20	69			24	20	18	12	24	5		40
	3	12	68			24	21	2	15	1	10		41
28	82	113	270			25	19	12	36	9	26		42
7	27	66	159			28	23	6	20	3	8		43
8	21	68	196			25	22	7	26	21	52		44
1	6	48	116			28	25	9	25	7	9		45
	9	18	96										46
1	9	40	76			24	21	7	11	8	15		47
5	13	71	178			24	21	7	23	20	41		48
9	51	78	172	1		24	19	8	24	20	35		49
28	99	116	331			25	22	13	37	9	15		50

ABSTRACT [C]—CONTINUED.

EXAMINATION

COUNTY.	Prof's'nal certifi- cates is- sued.		1st grade certifi- cates is- sued.		2d grade certifi- cates is- sued.		3d grade certifi- cates is- sued.		Total num- ber is- sued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
51 Jefferson.....			34	28	29	51	8	30	71	109
52 Johnson.....			20	44	22	101	14	85	56	230
53 Jones.....	3	1	4	47	17	85	3	19	27	152
54 Keokuk.....	1	1	27	39	20	84	13	79	61	203
55 Kossuth.....			9	29	6	38	3	14	18	81
56 Lee.....	1		34	84	9	72		10	44	166
57 Linn.....			31	109	28	121			59	230
58 Louisa.....			17	22	18	44	10	31	45	97
59 Lucas.....			30	52	15	39	14	24	59	115
60 Lyon.....			4	7	10	16	1	10	15	33
61 Madison.....	4		16	96	10	54	5	44	35	194
62 Mahaska.....			26	56	9	120			35	176
63 Marion.....	2		50	39	59	40	3	15	114	94
64 Marshall.....			16	24	19	102	11	26	46	152
65 Mills.....			17	55	20	73	1	20	38	148
66 Mitchell.....			7	12	12	48	15	64	34	124
67 Monona.....			26	36	18	63	7	24	51	123
68 Monroe.....			18	21	16	56	9	65	43	142
69 Montgomery.....	4	2	14	40	25	62	24	68	67	172
70 Muscatine.....			20	52	25	75			45	127
71 O'Brien.....			25	37	6	47	2	23	33	107
72 Osceola.....			4	8	2	11	10	13	16	32
73 Page.....	4	2	36	65	42	107	7	42	89	216
74 Palo Alto.....			12	44	9	42	4	26	25	112
75 Plymouth.....			20	46	20	85	2	6	42	137
76 Pocahontas.....			14	24	8	25	1	7	23	56
77 Polk.....			65	266	20	94			85	360
78 Pottawattamie.....	3	1	46	108	21	93	5	45	75	247
79 Poweshiek.....			53	97	42	96	4	12	99	205
80 Ringgold.....			10	40	10	80	6	14	26	134
81 Sac.....	1		13	22	9	60	13	55	36	137
82 Scott.....			30	80	48	120			78	200
83 Shelby.....	2		41	36	18	68	4	35	65	139
84 Sioux.....			12	13	11	42	3	34	26	89
85 Story.....			18	35	47	150			65	185
86 Tama.....		1	37	80	39	179	7	39	83	299
87 Taylor.....			30	40	38	116			68	156
88 Union.....			21	55	14	55	5	20	40	130
89 Van Buren.....			21	26	53	107			74	133
90 Wapello.....			27	58	22	82			49	140
91 Warren.....			31	66	45	94			76	160
92 Washington.....	2		15	31	53	143	9	33	79	207
93 Wayne.....	3		20	35	35	58	17	45	75	138
94 Webster.....			21	64	26	132	3	20	50	216
95 Winnebago.....			8	9	8	5	3	12	19	26
96 Winneshiek.....			20	42	29	136	15	56	64	234
97 Woodbury.....	8	5	8	30	9	83			25	118
98 Worth.....			8	14	3	47	4	10	15	71
99 Wright.....			18	38	12	35	4	20	34	93
Total.....	161	152	2180	4574	2083	7259	600	2397	5024	14382

REPORTS FOR 1882.

OF TEACHERS.

Applicants rejected.		Applicants ex- amined.		Certi- ficates revo'k- ed.		Average of appli- cants.		No exper- ience in teaching.		Taught less than one year.		Holding State certifi- cates.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
11	16	82	125			27	20	4	10	9	16		51
7	12	63	242			24	22	16	100	20	120		52
		27	152			25	23	7	37	5	34		53
12	37	73	240			29	24	14	58	16	46		54
3	23	21	104			23	20	3	12	1	14		55
4	3	48	169	1		27	21	2	20		12		56
16	82	75	312			26	21	10	80	22	101		57
4	27	49	124			27	23	7	18	9	17		58
12	42	71	157			27	22	10	25	9	24	1	59
8	10	23	43			21	20	3	7	6	10		60
	16	35	210			23	19	5	80	12	112		61
	5	17	40			22	20	6	36	8	26	1	62
9	10	123	104			22	21		5	10	15		63
24	45	70	197			23	23	8	15	3	13	1	64
		38	148			22	20						65
7	15	41	139			28	24	12	35	7	25		66
5	13	56	136			27	20	10	27	3	14		67
1	45	44	187			25	23	9	30	8	27	1	68
8	12	75	184			24	20	12	31	5	28		69
9	27	54	154			23	21	3	23	10	38		70
		33	107			22	22		13	4	46		71
1	6	17	38			23	20	2	6	5	12		72
5	36	94	252			25	24	8	28	10	30		73
		25	112										74
	10	42	147			22	22		30		24		75
	3	23	59			22	23	1	6	3	2		76
1	3	86	363			22	24	5	35	3	72		77
3	7	78	254			26	23	6	13	8	56		78
1	4	100	209			21	19	8	64	25	55		79
4	36	30	170	2		26	22	2	8	6	14		80
	4	36	139		1	25	21	4	14	3	20	1	81
6	17	84	217			30	26	12	38	8	11	1	82
	4	65	143			22	22	3	23	4	33		83
1	10	27	99			24	20	2	15		9		84
7	17	72	202					13	29	19	52		85
16	43	99	342	1		26	21	6	22				86
4	6	72	162			24	20	6	12	5	12		87
1	7	41	137			23	24	3	8	8	23		88
7	12	81	145			27	20	17	24	18	36		89
2	5	51	145			27	23	4	17	6	11		90
2	10	78	170			24	21	10	19	30	60		91
5	20	84	227			27	22	10	41	19	77		92
2	14	77	152										93
	8	50	224					9	9	12	32		94
1	2	20	28			24	23	2	1	2	1		95
5	12	69	246			22	24	30	65	16	26		96
1	8	26	126			27	20	3	12	4	28	1	97
2	7	17	78			25	21	2	17	2	17		98
1	16	35	109			26	20	10	11	2	15		99
526	1,942	5,550	16,324	5	1	25	22	670	2,274	853	2,578	13	11

ABSTRACT [D.]

VISITATION OF SCHOOLS, APPEALS, ETC., 1882.

COUNTY.	VISITATION OF SCHOOLS.			AP-PEALS.	COMPENSA-TION OF CO. Supt.	PRIVATE SCHOOLS.		
	Schools visited by county superintendent.	Visits made during year.	Educational meetings held.			Cases decided by county superintendent.	Received for official services from January 1, 1882, to October 1, 1882.	Number.	Teachers employed.	Pupils attending.
1 Adair	81	87	18		\$ 770.50			
2 Adams	100	120	20		743.00			
3 Allamakee	153	216	9	1	748.00	1	1	20
4 Appanoose	90	113	3	1	767.00			
5 Audubon	72	95	4		743.75	1	2	12
6 Benton	162	178	3	3	736.00	2	7	185
7 Black Hawk	190	234	3		763.00			
8 Boone	104	111		2	769.00			
9 Bremer	124	220			726.30			
10 Buchanan	135	209	4		927.00	1	3	59
11 Buena Vista	108	108	12		121.50			
12 Butler	132	143		1	799.00			
13 Calhoun	89	153		1	520.00			
14 Carroll	102	185	3		940.00			
15 Cass	162	243	9	1	993.00			
16 Cedar	92	100	3		694.00			
17 Cerro Gordo	120	210	18		750.00			
18 Cherokee	101	197			658.00			
19 Chickasaw	124	182	2		750.00			
20 Clarke	73	90	1	1	405.00			
21 Clay	65	101	3	1	655.00			
22 Clayton	95	119		9	863.28			
23 Clinton	130	148		4	779.00			
24 Crawford	65	72	2		733.90			
25 Dallas	97	119	6		720.00	1	2	46
26 Davis	87	110	38	2	623.00	2	8	140
27 Decatur	80	105	2	3	598.00	1	3	30
28 Delaware	110	140	4	1	853.50	3	8	190
29 Des Moines	96	122	10		812.00	8	39	1,168
30 Dickinson	38	87	7		782.00			
31 Dubuque	83	133	3		1,160.00	22	89	3,250
32 Emmet			4		500.00			
33 Fayette	103	136	3		872.45	3	13	440
34 Floyd	115	127	15	1	791.15			
35 Franklin	80	100			856.00			
36 Fremont	130	175			779.00	1	12	210
37 Greene	140	201	1	2	779.00	1	4	136
38 Grundy	124	177	3		660.00			
39 Guthrie	81	86	4		673.00	1	3	112
40 Hamilton	116	175			746.00			
41 Hancock	57	103	2	1	464.00			
42 Hardin	90	94	3		779.00	1	2	48
43 Harrison	52	63			675.00	1		
44 Henry	115	139			720.00	3	10	415
45 Howard	80	155	6	1	669.00			
46 Humboldt	78	118	1		494.82	1	1	21
47 Ida	64	146	5	1	579.25			
48 Iowa	140	151	1		774.00			
49 Jackson	119	126	12	2	754.00	1	1	30
50 Jasper	120	126	13	3	779.00	3	3	200

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1882.

COUNTY.	VISITATION OF SCHOOLS.			AP-PEALS.	COMPENSA-TION OF CO. Supt.	PRIVATE SCHOOLS.		
	Schools visited by county superintendent.	Visits made during year.	Educational meetings held.			Cases decided by county superintendent.	Received for official services from January 1, 1882, to October 1, 1882.	Number.	Teachers employed.	Pupils attending.
51 Jefferson	112	129	2		\$ 716.76	2	10	263
52 Johnson	65	75	6		850.00	1	10	200
53 Jones					542.00	1	1	40
54 Keokuk	110	122	4		821.00			
55 Kossuth	82	126	1		679.00			
56 Lee	87	117	3		595.00	4	13	325
57 Linn	148	148			475.81	2	28	678
58 Louisa	97	124	8		742.00	2	16	329
59 Lucas	90	120	10		640.00	1	1	25
60 Lyon	60	200	1		800.00	1	3	40
61 Madison	191	196			812.00			
62 Mahaska	162	190	2		804.00	2	10	275
63 Marion	50	68			670.00	2	12	169
64 Marshall	67	75	10		1,165.00	2	8	180
65 Mills	80	100	12		975.00	1	6	75
66 Mitchell	95	180	18		751.00	2	8	168
67 Monona	105	145	6	3	612.50			
68 Monroe	92	196	12	1	840.00			
69 Montgomery	118	130	6	4	799.00			
70 Muscatine	138	150	7		850.00	1	4	75
71 O'Brien	86	86		1	504.00			
72 Osceola	58	72	3		398.75			
73 Page	102	160	4	1	622.00	1	8	285
74 Palo Alto	50	70		3	550.00			
75 Plymouth	96	150	6	1	408.00	1	3	95
76 Pocahontas	132	134			379.50			
77 Polk	70	70	4	3	778.00	3	53	495
78 Pottawattamie	175	182	2	2	780.00			
79 Poweshiek	141	153	18		738.00	1	14	384
80 Ringgold	50	51		4	600.00			
81 Sac	80	160	4		612.00			
82 Scott	108	204	10		726.00	9	50	1,615
83 Shelby	108	122	8		709.00	1	2	30
84 Sioux	73	95			*450.00			
85 Story	121	121	1		*942.62	1	22	
86 Tama	104	124	6	2	880.47	2	11	223
87 Taylor	60	60	2	1	850.00			
88 Union	138	226	1	1	550.00			
89 Van Buren	29	29	1		625.00	1	3	30
90 Wapello	65	65		1	812.00	4	19	355
91 Warren	60	64			693.00	2	9	270
92 Washington	112	116	7		757.00	2	8	190
93 Wayne			8	1	761.45			
94 Webster				1	*571.16			
95 Winnebago	95	150	2		280.00	1	1	12
96 Winneshiek	74	77		2	924.00	8	29	1,098
97 Woodbury	98	100	3		726.00			
98 Worth	75	150	2		640.62			
99 Wright	84	148			384.00			
Total	9457	12,578	462	82	\$ 70,041.04	119	573	14,686

* No report : estimated from last year's report.

ABSTRACT [E.]

TEACHERS'

COUNTY.	WHERE HELD.	TIME.		TEACH'RS IN AT'END'NCE.			
		Commencing.	Continuing weeks.	Males.	Females.	Males.	
1 Adair	Greenfield	Mar.	13	4	29	113	142
2 Adams	Corning	July	24	3	12	92	104
3 Allamakee	Waukon	Aug.	14	3	7	132	139
4 Appanoose	Centerville	Aug.	7	3	21	86	107
5 Audubon	Audubon	Aug.	7	3	26	82	108
6 Benton	Belle Plaine and Vinton	July	31	4	48	212	260
7 Black Hawk	Waterloo	Aug.	14	3	24	157	181
8 Boone	Boone	Aug.	21	2	16	124	140
9 Bremer	Waverly	Aug.	14	2	13	113	126
10 Buchanan	Independence	July	31	6	40	116	156
11 Buena Vista	Storm Lake	Mar.	27	2	14	86	100
12 Butler	Clarksville	Aug.	7	3	24	107	131
13 Calhoun	Rockwell City	Sept.	25	2	16	59	75
14 Carroll	Carroll	Aug.	28	2	30	61	91
15 Cass	Atlantic	July	24	4	32	156	188
16 Cedar	Tipton	Aug.	7	3	28	116	144
17 Cerro Gordo	Mason City	Aug.	21	2	21	105	126
18 Cherokee	Cherokee	Aug.	21	2	14	66	80
19 Chickasaw	New Hampton	Aug.	14	3	7	96	103
20 Clarke	Osceola	July	17	3	11	84	95
21 Clay	Spencer	Sept.	4	1	14	57	71
22 Clayton	Elkader	July	17	3	19	117	136
23 Clinton	Dewitt	July	31	3	10	138	148
24 Crawford	Denison	Aug.	21	3	17	77	94
25 Dallas	Adel	July	17	3	22	121	143
26 Davis	Bloomfield	Aug.	7	3	42	75	117
27 Decatur	Leon	July	31	4	10	105	115
28 Delaware	Manchester	Aug.	7	3	30	154	184
29 Des Moines	Burlington	July	31	3	35	105	140
30 Dickinson	Spirit Lake	Aug.	21	3	5	26	31
31 Dubuque	Dubuque	Aug.	14	2	5	147	152
32 Emmet	Estherville	Sept.	11	2	6	24	30
33 Fayette	West Union	Aug.	8	2	10	166	176
34 Floyd	Charles City	Aug.	21	3	22	133	155
35 Franklin	Hampton	Aug.	7	3	12	100	112
36 Fremont	Plum Hollow	July	24	4	24	132	156
37 Greene	Jefferson	Aug.	14	3	26	140	166
38 Grundy	Reinbeck	Aug.	14	4	16	65	81
39 Guthrie	Panora	Aug.	7	4	29	120	149
40 Hamilton	Webster City	Aug.	21	2	12	72	84
41 Hancock	Garner	July	24	3	5	26	31
42 Hardin	Union	Aug.	7	4	23	138	161
43 Harrison	Logan	July	10	2	15	77	92
44 Henry	Mt. Pleasant	Aug.	7	3	31	129	160
45 Howard	Cresco	Mar.	27	2	16	67	83
46 Humboldt	Humboldt	Aug.	7	2	2	52	54
47 Ida	Ida Grove	July	10	2	16	43	59
48 Iowa	Marengo	Aug.	7	3	19	123	142
49 Jackson	Bellevue	Aug.	14	5	18	64	82
50 Jasper	Newton	July	24	4	48	204	252

REPORTS FOR 1882.

NORMAL INSTITUTES.

INSTITUTE FUND.										
RECEIPTS.						EXPENDITURES.				
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	Sundries.	Total.	Instruction.	Incidentals.	Unexpended.	Total.	
\$ 191.13	\$ 200	\$ 142	\$ 50	\$	\$ 583.13	\$ 374.50	\$ 25.50	\$ 183.13	\$ 583.13	1
103.55	107	104	50	.....	364.55	192.00	56.50	116.05	364.55	2
3.00	288	139	50	.....	480.00	328.00	78.65	73.35	480.00	3
6.40	142	107	50	.....	305.40	157.00	62.50	85.90	305.40	4
6.95	149	108	50	.....	313.95	283.00	13.00	17.95	313.95	5
489.00	310	260	50	.....	1109.00	601.50	76.75	430.75	1109.00	6
405.78	376	181	50	.....	1012.78	457.00	159.80	395.98	1012.78	7
35.32	201	140	50	.....	426.32	225.00	117.30	84.02	426.32	8
186.05	176	126	50	.....	538.05	310.00	92.55	135.50	538.05	9
195.00	253	156	50	.....	654.87	406.63	49.85	198.39	654.87	10
209.68	95	100	50	145.88	390.88	204.00	87.29	99.59	390.88	11
36.87	286	131	50	6.05	509.92	355.00	49.70	105.22	509.92	12
192.28	133	75	50	.....	450.28	240.00	73.60	136.68	450.28	13
.....	140	91	50	.....	281.00	275.00	6.00	.....	281.00	14
79.10	299	188	50	.....	616.10	449.60	34.45	132.05	616.10	15
90.50	294	144	50	.....	578.50	443.00	44.75	90.75	578.50	16
10.19	262	126	50	9.73	457.92	299.56	158.36	.....	458.92	17
104.93	245	80	50	.....	479.93	222.50	69.53	187.90	479.93	18
119.52	218	103	50	17.00	507.52	422.00	42.50	43.02	507.52	19
16.70	127	95	50	10.50	282.50	263.00	19.50	.....	282.50	20
95.91	139	71	50	4.25	360.16	167.50	17.55	175.11	360.16	21
247.15	334	136	50	.....	767.15	522.50	119.00	125.65	767.15	22
407.22	310	148	50	.....	915.22	437.00	51.00	427.22	915.22	23
110.15	225	94	50	.....	475.15	301.60	42.75	130.80	475.15	24
.....	169	143	50	.....	362.00	343.00	19.00	.....	362.00	25
47.50	170	117	50	28.95	413.45	219.00	146.30	48.15	413.45	26
.....	212	115	50	5.40	382.40	375.00	5.55	1.85	382.40	27
84	267	184	50	25.00	526.84	345.00	168.98	12.86	526.84	28
134.30	221	140	50	.....	545.30	443.00	56.50	45.80	545.30	29
33.00	37	31	50	50.00	201.00	184.00	7.00	10.00	201.00	30
135.00	255	152	50	.....	592.00	355.00	104.60	132.40	592.00	31
.....	45	30	50	35.00	160.00	135.00	25.00	.....	160.00	32
57.59	188	176	50	.....	471.59	360.00	105.90	5.69	471.59	33
218.91	133	155	50	.....	556.91	344.50	64.00	148.41	556.91	34
103.45	180	112	50	.....	445.45	372.00	71.25	2.20	445.45	35
348.50	220	156	50	.....	774.50	343.50	12.80	418.20	774.50	36
.....	304	166	50	.....	520.00	460.70	37.30	22.00	520.00	37
176.90	233	81	50	.....	540.90	385.00	57.50	98.40	540.90	38
6.40	324	149	50	.....	529.40	340.00	89.49	99.91	529.40	39
.....	89	84	50	47.81	270.81	256.71	12.60	1.50	270.81	40
.....	80	31	50	73.50	234.50	182.50	15.25	36.75	234.50	41
619.12	383	161	50	.....	1213.12	487.05	8.65	717.42	1213.12	42
545.61	231	92	50	.....	918.61	313.50	37.65	567.46	918.61	43
153.13	252	160	50	.....	615.13	398.50	36.40	180.23	615.13	44
7.55	168	83	50	.....	308.55	215.85	43.00	49.70	308.55	45
100.90	80	54	50	.....	284.90	160.00	11.00	113.90	284.90	46
.....	85	59	50	9.00	203.00	195.00	4.50	3.50	203.00	47
141.97	311	142	50	.....	644.97	387.00	109.95	148.02	644.97	48
.....	250	82	50	64.50	446.50	360.00	86.50	.....	446.50	49
133.45	447	252	50	.....	882.45	550.00	146.50	185.95	882.45	50

ABSTRACT [E]—CONTINUED.

TEACHERS'

COUNTY.	WHERE HELD.	TIME.		TEACHERS IN ATTENDANCE.		
		Commencing.	Continuing weeks.	Males.	Females.	Total.
51 Jefferson	Fairfield	July 24	4	29	121	150
52 Johnson	Iowa City	Aug. 14	3	18	129	147
53 Jones	Anamosa	Aug. 28	2	28	98	126
54 Keokuk	Sigourney	July 24	4	30	154	184
55 Kossuth	Algona	July 24	3	13	105	118
56 Lee	Keokuk	Aug. 7	3	8	66	74
57 Linn	Marion	Aug. 14	3	38	151	189
58 Louisa	Wapello	July 24	3	20	98	118
59 Lucas	Chariton	Aug. 7	3	28	123	151
60 Lyon	Rock Rapids	Aug. 21	2	8	57	65
61 Madison	Winterset	July 31	4	29	178	207
62 Mahaska	Oskaloosa	July 24	4	55	235	290
63 Marion	Knoxville	Aug. 7	3	31	72	103
64 Marshall	Marshalltown	Aug. 14	3	39	128	167
65 Mills	Glenwood	Aug. 7	2	18	91	109
66 Mitchell	Osage	Aug. 21	3	8	127	135
67 Monona	Onawa	July 3	3	19	59	78
68 Monroe	Albia	July 31	4	8	66	74
69 Montgomery	Red Oak	Aug. 28	2	34	103	137
70 Muscatine	Muscatine	Aug. 7	3	23	60	83
71 O'Brien	Sanborn	Oct. 9	2	31	73	104
72 Osceola	Sibley	Mar. 13	2	7	35	42
73 Page	Clarinda	Aug. 7	3	50	108	158
74 Palo Alto	Emmetsburg	Sept. 11	2	5	54	59
75 Plymouth	Le Mars	Aug. 21	2	10	83	93
76 Pocahontas	Fonda	Oct. 9	2	9	41	50
77 Polk	Des Moines	July 31	4	18	179	197
78 Pottawattamie	Council Bluffs	July 24	3	26	148	174
79 Poweshiek	Brooklyn	Aug. 14	3	21	139	160
80 Ringgold	Mt. Ayr	July 31	4	20	96	116
81 Sac	Odebelt	Aug. 21	2	14	66	80
82 Scott	Davenport	July 10	4	26	130	156
83 Shelby	Harlan	Aug. 14	4	12	76	88
84 Sioux	Pattersonville	Sept. 4	2	12	39	51
85 Story	Nevada	Aug. 14	3	23	109	132
86 Tama	Toledo	Aug. 7	4	27	210	237
87 Taylor	Bedford	July 17	4	38	100	138
88 Union	Creston	Aug. 14	3	21	124	145
89 Van Buren	Bonaparte	Aug. 7	4	53	114	167
90 Wapello	Ottumwa	Aug. 7	3	20	80	100
91 Warren	Indianola	July 17	3	24	90	114
92 Washington	Washington	July 31	4	24	163	187
93 Wayne	Corydon	July 24	4	32	78	110
94 Webster	Fort Dodge	Aug. 1	4	7	98	105
95 Winnebago	Lake Mills	Sept. 4	2	11	22	33
96 Winneshiek	Decorah	April 3	2	30	137	167
97 Woodbury	Smithland	Aug. 7	3	14	75	89
98 Worth	Northwood	Aug. 14	2	5	55	60
99 Wright	Clarion	Sept. 18	2	18	59	73
Total			3	2086	10146	12232

REPORTS FOR 1882.

NORMAL INSTITUTES.

INSTITUTE FUND.									
RECEIPTS.						EXPENDITURES.			
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	Sundries.	Total.	Instruction.	Incidentals.	Unexpended.	Total.
\$ 126.91	\$ 297	\$ 150	\$ 50	\$.	\$ 623.91	\$ 436.50	\$ 49.70	\$ 187.71	\$ 623.91
.....	305	147	50	.....	502.00	440.00	62.00	.....	502.00
100.00	179	126	50	.....	455.00	335.00	22.75	97.25	455.00
97.45	371	184	50	50	702.95	651.65	31.45	19.85	702.95
61.95	125	118	50	100.00	454.95	277.90	2.20	174.85	454.95
35.00	217	74	50	20.00	396.00	340.00	46.50	9.50	396.00
31.60	387	189	50	.....	648.60	510.00	38.00	100.60	648.60
38.55	181	118	50	.....	387.55	310.15	25.05	52.35	387.55
37.45	228	151	50	.....	466.45	309.00	51.60	105.85	466.45
.....	66	65	50	60.00	241.00	235.00	6.00	.....	241.00
173.30	241	207	50	20.65	692.40	460.22	109.60	122.58	692.40
147.55	233	290	50	.....	720.55	512.00	135.25	73.30	720.55
367.37	227	103	50	.....	747.37	345.25	20.90	381.22	747.37
.....	267	167	50	120.45	604.45	435.00	169.45	.....	604.45
.....	150	109	50	.....	309.00	238.55	66.90	3.55	309.00
18.00	180	135	50	.....	383.00	340.00	25.00	18.00	383.00
83.81	167	78	50	.....	378.81	310.00	68.00	.81	378.81
21.25	204	74	50	.....	349.25	260.00	81.95	7.30	349.25
314.51	259	137	50	.....	760.51	268.00	9.50	483.01	760.51
4.00	208	83	50	.....	345.00	318.00	24.00	3.00	345.00
14.30	140	104	50	.....	308.30	135.00	51.00	122.30	308.30
18.30	55	42	50	.....	165.30	135.40	7.10	22.80	165.30
220.00	346	158	50	.....	774.25	406.25	76.55	291.45	774.25
40.52	70	59	50	.....	219.52	148.00	10.50	61.02	219.52
104.60	189	93	50	.....	436.60	203.50	72.10	161.00	436.60
10.00	75	50	50	.....	185.00	128.00	48.20	8.80	185.00
458.64	426	197	50	.....	1121.64	759.00	104.48	258.16	1121.64
480.10	332	174	50	.....	1036.10	495.00	91.60	449.50	1036.10
8.20	309	160	50	.....	527.20	414.00	70.50	42.70	527.20
.....	200	116	50	35.00	406.00	332.00	74.00	.....	406.00
559.56	176	80	50	.....	865.56	300.00	97.60	467.96	865.56
16.17	301	156	50	.....	523.17	460.00	36.15	27.02	523.17
118.75	228	88	50	.....	484.75	350.00	82.25	52.50	484.75
141.10	126	51	50	.....	368.10	157.50	35.50	175.10	368.10
438.02	274	132	50	.....	894.02	314.00	66.20	513.82	894.02
190.22	315	237	50	.....	792.22	580.00	204.37	7.85	792.22
373.62	234	138	50	.....	795.62	515.66	28.00	251.96	795.62
33.40	178	145	50	5.00	411.40	364.40	47.00	.....	411.40
66.81	226	167	50	5.19	515.00	483.00	32.00	.....	515.00
10.01	197	100	50	25.00	382.01	335.00	29.00	18.01	382.01
217.95	248	114	50	.....	629.95	367.50	66.50	195.95	629.95
522.65	311	187	50	.....	1070.65	535.00	133.55	402.10	1070.65
27.66	219	110	50	28.34	435.00	415.00	20.00	.....	435.00
65.64	225	105	50	.....	445.64	303.00	44.00	98.64	445.64
23.64	44	33	50	.....	151.64	143.00	8.00	.64	151.64
99.26	315	167	50	.....	631.26	360.00	82.85	188.41	631.26
113.22	152	89	50	.....	404.22	300.00	25.00	79.22	404.22
25.32	95	60	50	.....	230.32	165.00	26.00	39.32	230.32
133.00	144	73	50	26.95	426.95	249.00	38.50	139.45	426.95
Total	21307	12226	4950	979.65	51710.50	34080.13	5838.45	11791.92	57710.50

ABSTRACT [E]—CONTINUED.

TEACHERS⁷

COUNTY.	CONDUCTOR.	INSTRUCTORS.
1 Adair	M. E. Phillips	Miss Abbie Gifford, A. G. Riley
2 Adams	H. H. Russell	J. E. Wilson, L. D. Worley, Miss F. F. Wood
3 Allamakee	L. Eells	S. A. Harper, C. M. Boutelle, D. C. Cameron, Mrs. C. M. Hancock
4 Appanoose	L. W. Parish	J. F. Sloughter, L. B. Carey, A. F. Stolebarger
5 Audubon	A. C. Hart	H. G. Smith, M. A. Mills, Mrs. A. C. Hart
6 Benton	S. Blackburn	W. W. Gist, Mrs. E. M. Rich, J. McCarty, T. R. Hamlin, T. F. Tobin
7 Black Hawk	M. W. Bartlett	W. H. Robertson, F. R. Hamlin, Miss Ella Rice
8 Boone	W. P. Payne	B. R. Gass, Geo. W. Ashton, Mrs. A. M. Payne
9 Bremer	D. C. Chamberlain	A. W. Stewart, R. S. Holway, E. C. Bennett, G. G. Sampson
10 Buchanan	W. E. Parker	G. A. Graves, S. Calvin, G. W. Copely
11 Buena Vista	C. W. von Coelln	Mrs. G. S. Robinson, S. F. Keith
12 Butler	E. Baker	L. S. Bottenfield, C. M. Greene
13 Calhoun	J. Wernli	J. F. Lavender, Mrs. M. A. Sacridier
14 Carroll	E. Baker	Miss Kate Curtis, C. I. Miller, J. W. Paul
15 Cass	R. H. Frost	J. J. McConnell, C. F. Willcutt, Miss Lucy R. Conway
16 Cedar	A. A. Guthrie	J. S. Enlow, A. N. Fairchild, M. A. Kilbourne
17 Cerro Gordo	L. L. Klinefelter	F. B. Gault, M. F. Miller, I. C. Kling, R. J. Miller, Miss E. J. Hoyt
18 Cherokee	A. R. Sprague	G. T. Foster
19 Chickasaw	J. A. Lapham	J. Breckenridge, W. T. Weld, H. A. Simons, Miss Mary C. Dixon
20 Clarke	H. A. Harkness	Mrs. I. M. Riley, O. A. Shotts
21 Clay	E. R. Eldredge	W. F. Cole, Miss Lizzie K. Mathews
22 Clayton	L. T. Weld	J. E. Webb, J. F. Smith, Miss Marion Murdock
23 Clinton	M. J. Wilcox	J. C. Armentrout, C. Robinson, M. Gibney, H. E. Robbins, V. Robbins, Mary E. Burnham, Mrs. Minnie T. Hatch
24 Crawford	H. Boyd	A. W. Smith, M. Booth
25 Dallas	M. E. Phillips	T. H. Bradbury, Ira Doling, J. K. Lee
26 Davis	O. H. Longwell	A. B. Carroll, C. E. Foster
27 Decatur	W. J. Sampson	A. B. Cornell, J. F. Wayman, S. N. Fellows
28 Delaware	H. G. Millen	L. A. Rose, T. H. McBride, G. H. Sumner, H. A. Hollister
29 Des Moines	J. H. Laycock	R. S. Davis, F. Embick, W. D. Inghram, C. A. Lisle, W. J. Bollman, Miss J. B. Burt
30 Dickinson	A. Abernethy	H. I. Wasson, Miss Lizzie K. Mathews
31 Dubuque	N. W. Boyes	T. M. Irish, C. G. Kretschmer, A. Grundy, J. E. Welsh, C. B. Van Slyke, J. J. Brownson
32 Emmet	Miss Eva L. McMath	T. O. Hanson, Miss Sadie McCully, W. Jenkins
33 Fayette	G. W. Fitch	L. F. Weld, B. Knopfner, S. S. Ainsworth, A. M. McIntosh, W. H. Houston
34 Floyd	J. C. Yocum	R. M. Briggs, C. F. Gates, Miss M. C. Dixon, Miss F. M. McKalor
35 Franklin	H. Sabin	O. H. Brainard, Miss E. M. Ladd
36 Fremont	T. J. R. Perry	Leigh Hunt, E. J. H. Beard
37 Greene	H. E. Hammond	L. Derby, J. H. Orcutt, Miss N. L. Lewis
38 Grundy	J. D. Halle	R. S. Bingham, W. H. Sisson, W. Riley, T. R. Hamlin
39 Guthrie	R. D. Jones	F. C. Wildes, A. G. Riley
40 Hamilton	J. C. Gilchrist	G. F. Richardson
41 Hancock	J. Breckenridge	M. F. Miller
42 Hardin	H. G. Fuller	W. N. Hull, G. A. Garard, G. S. Trowbridge, W. A. Doron
43 Harrison	S. G. Rogers	H. A. Kinney, E. N. Coleman, C. C. Mattes, I. A. Sabin
44 Henry	J. B. Traxler	Mrs. T. D. Headley, S. C. Howe, G. Watters, A. M. Linn, P. Kauffman
45 Howard	L. T. Weld	R. G. Young
46 Humboldt	J. Wernli	W. M. Martin, Miss Emma F. White
47 Ida	C. W. von Coelln	I. C. Kling
48 Iowa	J. Jones	G. M. Herrick, Miss Laura Ensign, H. B. Pierce, J. C. Armentrout
49 Jackson	C. A. Miller	W. M. Welch, D. D. Prieaux, J. King, C. H. Taylor
50 Jasper	R. A. Mathews	R. G. Young, L. Hague, L. Hanna, Mary Hartman, H. R. Baker, T. O. Young, Anna Woodruff

REPORTS FOR 1882.

NORMAL INSTITUTES.

	LECTURERS.	
J. S. McCaugham, M. E. Phillips		1
J. L. Pickard		2
		3
Elder E. M. Reynolds, R. Stephenson		4
A. C. Hart, C. M. Ellinwood		5
J. W. Akers, Miss Ella Hamilton, S. Phelps, S. N. Fellows		6
Miss Ella Hamilton, S. P. Leland		7
J. W. Akers, J. C. Magee, A. M. Case		8
		9
J. W. Akers, S. Calvin, J. Lake		10
		11
E. Baker, J. W. Akers, W. A. Lathrop		12
A. S. Russell, A. E. Simons, — Nash		13
E. Baker, J. W. Akers		14
J. W. Akers		15
J. W. Akers, J. C. Gilchrist, Miss Marion Lowell		16
J. W. Akers, A. R. Sprague, G. T. Foster		17
		18
B. F. Snook, E. C. Moulton		19
J. W. Akers, S. N. Fellows		20
E. R. Eldredge, J. W. Akers		21
L. T. Weld, J. F. Thompson		22
J. Piper		23
		24
C. W. von Coelln, H. Boyd		25
J. W. Akers, J. F. Curran, C. E. Tebbetts		26
S. S. Martin, J. L. Pickard		27
S. N. Fellows, J. W. Bollman, W. J. Sampson, A. B. Cornell, J. F. Wayman		28
S. P. Leland, W. A. Crusinberry		29
H. C. Dean, W. C. Hobbs, G. G. Ferguson, J. W. Akers		30
		31
J. W. Akers, B. F. Snook, Miss Emma McAvoy		32
J. W. Akers, Dr. Hewitt, — Cooper, H. C. Ziegler		33
S. P. Leland, W. H. Butler		34
J. W. Akers, B. F. Snook, D. W. C. Duncan		35
H. Sabin, L. B. Plummer, Miss Ella Hamilton, L. L. Klinefelter		36
E. J. H. Beard, Leigh Hunt, J. F. Sandborn		37
J. W. Akers, S. P. Leland, A. E. Simons, Miss Marion Lowell		38
J. L. Pickard, J. W. Akers, A. J. Belknap, J. S. Dey		39
J. W. Akers, R. D. Jones, F. C. Wildes, A. G. Riley		40
J. C. Gilchrist, J. W. Akers		41
J. W. Akers, Leigh Hunt, G. A. Garard		42
		43
W. M. Brooks, J. W. Akers, P. F. Breser, G. D. Perkins		44
C. E. Shelton, S. M. Clark, M. D. Nicol, James F. Wilson		45
Mrs. M. H. Hunt, S. P. Leland		46
S. P. Ingham		47
J. W. Akers, S. P. Leland		48
J. S. Watts, G. M. Herrick, J. L. Pickard, C. E. Shelton, Miss Ella Hamilton		49
Miss Belle Roush		50
J. W. Akers, G. W. Gardner, J. E. Bissell, A. Shaw, John Woollett, A. V. Gillespie		

ABSTRACT [E]—CONTINUED.

TEACHERS

COUNTY.	CONDUCTOR.	INSTRUCTORS.
51 Jefferson	O. C. Scott	Flora E. Weed, A. Rosenberger, C. C. Clark
52 Johnson	W. Blaine	J. C. Armentrout, A. H. Hiatt, W. H. Hatch, Otie Plum
53 Jones	L. A. Rose	J. W. Kelsey, W. M. Welch, Luther Foster
54 Keokuk	C. H. McGrew	H. D. Todd, R. G. Saunderson, Mrs. Minnie T. Hatch, Miss M. A. Roberts, J. J. Pollard, Miss N. J. Bell, Miss Menza Rosecrans, Miss Carrie C. Lane
55 Kossuth	J. J. Wilkinson	C. W. von Coelln, I. C. Kling
56 Lee	N. C. Campbell	E. F. Bartholomew, G. C. Lewis, Miss M. A. Gilbreath
57 Linn	H. H. Freer	W. W. Gist, W. M. Friesner, D. N. Mason
58 Louisa	M. D. Nicol	O. I. Jamison, H. C. Hillingsworth, R. B. Huff
59 Lucas	E. M. Cotton	L. Hunt, C. E. Shelton, Mrs. R. A. Stewart, Miss Carrie Campbell
60 Lyon	E. R. Eldredge	B. H. Perkins, Miss Mary A. Roberts, W. F. Cole
61 Madison	E. M. Mowatt	C. M. Pinkerton, H. Thompson, Miss Marion Lowell, Miss Susan Horen
62 Mahaska	H. H. Seerley	G. H. Laughlin, B. Trueblood, J. B. Monlux, Miss Clara Gilmore
63 Marion	A. Yetter	S. S. Townsley, I. M. DeLong, A. K. Lind
64 Marshall	C. P. Rogers	A. J. Vinje, J. C. Hisey, Miss Lida Hanna, Miss F. E. Weed
65 Mills	J. D. Hornby	E. W. Craven, W. M. Moore, M. Saylor, Miss E. L. Kellogg
66 Mitchell	E. M. Rands	A. C. Ross, J. F. Slaughter, G. Chandler, E. T. Moyer, Miss A. E. McGovern
67 Monona	R. G. Saunderson	W. H. Dempster, Miss D. E. Smith, Miss F. J. Maughlin
68 Monroe	C. C. Cory	J. M. Porter, Miss Maggie Wiley, Miss Nannie McCaban
69 Montgomery	J. A. McLean	G. W. Cullison, J. F. Saylor, A. B. Hughes, Miss Laura Irwin, Miss Orpha Bonney
70 Muscatine	R. W. Leverich	J. B. Harris, R. B. Huff, Eunice Reeves
71 O'Brien	E. Baker	W. S. Wilson, M. C. Brainerd
72 Osceola	C. W. von Coelln	W. H. Armine
73 Page	C. M. Grumbling	C. H. Gurney, J. A. Woods, Miss M. L. Bennett, S. E. Wilson
74 Palo Alto	G. A. Graves	Mrs. M. A. Martin
75 Plymouth	J. Wernli	S. G. Rogers, A. N. Fellows, Miss Carrie Byrne
76 Pocahontas	J. Wernli	Edna Tollman
77 Polk	D. A. Kent	B. J. Radford, L. Foster, T. H. Smith, H. H. Miller, M. P. Given, J. C. Armentrout, Miss Mary Roberts
78 Pottawattamie	G. W. Cullison	A. B. Warner, W. W. Girton, W. A. Hubbard
79 Poweshiek	A. L. Shattuck	J. Macy, J. J. Pollard, O. J. Laylander, W. G. Ray, Misses I. K. Stevens, Lizzie D. Davis
80 Ringgold	W. E. Andrews	S. G. Rogers, Miss M. E. Reger, Miss J. B. Hoadley, J. H. Richardson
81 Sac	B. Bigsby	L. B. Baughman, Mrs. Minnie T. Hatch
82 Scott	P. S. Morton	L. A. Rose, W. N. Hull, Miss Emma Johnston
83 Shelby	C. W. von Coelln	S. M. Craumer, J. W. Kime, Mrs. W. W. Girton
84 Sioux	J. Wernli	Miss Emma Cotton
85 Story	J. K. Pickett	A. H. Sniff, W. F. Chevalier
86 Tama	J. P. Hendricks	S. M. Cart, W. H. Brinkerhoff, F. B. Gault, W. M. Beardshear, Miss E. M. Musser, M. D. Carr
87 Taylor	J. B. Owens	T. R. Hamlin, N. S. Fellows, R. S. Bingham, E. Cary, Mrs. W. J. Guthry
88 Union	W. C. Yard	H. W. Myers, C. B. Stayt, Mrs. C. B. Stayt, P. A. Swebston, E. Alden
89 Van Buren	Miss Annie C. Packer	O. W. Weyer, J. J. Fegthey, J. W. Wolf, F. M. Dandy, W. A. Packer
90 Wapello	Mrs. M. A. Peck	J. Q. Thompson, L. M. Johnson, Flora Ross
91 Warren	C. M. Grumbling	C. B. Stayt, Mrs. T. D. Headly
92 Washington	D. W. Lewis	G. G. Stearns, Mrs. D. W. Lewis, Miss M. E. Simons, Miss J. Cleaves
93 Wayne	C. M. Des Islets	G. W. Samson, J. H. Ware, C. K. Sturges
94 Webster	M. F. Arey	Miss Mary A. Sampson, Miss Alfa J. Campbell
95 Winnebago	J. W. Saunders	A. N. Brones
96 Winneshiek	J. A. Klein	A. Row, H. L. Coffeen, J. Breckenbridge, C. Valder, Miss M. Helgeson, Mrs. A. W. Rich
97 Woodbury	H. E. Palmer	— Armstrong, Mrs. — Armstrong, C. P. Bowman, J. S. Shoup
98 Worth	I. C. Kling	A. J. Stevens, H. T. Toye, Mrs. M. B. Paull
99 Wright	E. Baker	G. T. Eldredge

REPORTS FOR 1882.

NORMAL INSTITUTES.

	LECTURERS.
J. W. Akers, J. F. Wilson, S. N. Fellows	51
B. F. Snook, Amos Hiatt, W. H. Hatch, J. C. Armentrout	52
S. P. Leland	53
J. W. Akers, Mrs. M. T. Hatch, A. L. Shattuck, R. G. Saunderson	54
C. W. von Coelln, — Huntley	55
J. W. Akers, S. E. Elder, D. F. Miller, E. F. Bartholomew, N. C. Campbell, J. W. Renfield, Jas. Young	56
Stephen A. Phelps, B. C. Hammond	57
J. W. Akers, W. C. Hobbs, C. E. Shelton, A. M. Antrobus	58
J. W. Akers, N. S. Fellows, Leigh Hunt, C. E. Shelton, J. W. Bollman	59
S. P. Leland, J. F. Thompson, E. R. Eldredge	60
S. M. Mowatt, C. M. Pinkerton, B. Bigsby	61
J. W. Akers, A. E. Simons, C. E. Tebbetts, J. E. Snowden	62
A. E. Simons, G. W. Crozier	63
J. L. Pickard	65
Miss Martha Helfritz	66
S. C. Marshall, G. W. Cullison	69
Miss Ella Hamilton	70
J. W. Akers, E. Baker	71
C. W. von Coelln	72
J. F. Wilson, N. Bateman, J. L. Pickard	73
J. C. Davis, G. Spencer	74
J. W. Akers, S. W. Ingham	75
J. Wernli, J. W. Akers, D. W. Edgar, G. W. Bothwell	76
J. W. Akers	77
J. W. Akers, B. Bigsby, C. M. Ellinwood, — Tebbetts	78
A. Shaw, H. K. Edson, T. C. McFarland, J. Conaway	79
J. M. Briggs	80
B. Bigsby, S. P. Leland, J. W. Akers	81
J. W. Akers, J. Howard	82
C. W. von Coelln	83
J. W. Akers, J. Wernli, Miss Hattie J. Taylor	84
J. C. Gilchrist	85
S. P. Leland, J. W. Akers, S. N. Fellows, W. M. Beardshear	86
R. S. Bingham, S. N. Fellows, Eugene Cary	87
J. W. Bollman, J. B. Welty	88
Rutledge Lea, J. W. Wright	89
J. W. Akers, Leigh Hunt, B. Bigsby, W. E. Elder, H. C. Hollingsworth	90
J. W. Akers	91
C. E. Tebbetts, H. C. Dean, J. W. Akers, M. Rosecrans, C. M. Ellinwood	92
S. P. Leland, W. J. Bollman, E. J. Spring	93
J. W. Akers	94
J. W. Akers, B. F. Snook, M. Cooper	95
S. P. Leland, A. Row	96
S. A. Foster	97
B. F. Snook, E. Baker	98
	99

ABSTRACT [F.]

REPORTS FOR 1882.

GRADED SCHOOLS.

COUNTY.	DISTRICT.	Month's session.	Number of teachers employed, and salary, not including superintendent or principal.		SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
			Males.	Females.	Name.	Salary per annum.	
Adair	Adair	9	1	1	35 James Ruane	405	
Adair	Fontanelle	9	2	2	40 A. C. Warthen	540	
Adair	Greenfield	9	5	5	40 M. W. Haver	630	
Adams	Corning	9	1	50 8	40 Ira P. Clark	1,000	Latin
Adams	Quincy	9	1	50 1	35 H. C. Heffling	480	
Adams	Prescott	10	1	50 1	35 Wilbur Guyton	450	
Adams	Nodaway	9	1	2	35 L. D. Worley	600	
Adams	Brooks	10	1	1	35 D. F. Rucker	500	
Allamakee	Lansing	9	1	50 8	34 E. K. Maryatt	1,000	German
Allamakee	New Albin	10	1	45 1	30 A. D. Campbell	450	
Allamakee	Postville	9	1	4	28 B. W. Brintnall	675	
Allamakee	Village Creek	8	1	1	21 J. D. Brennan	280	
Allamakee	Waukon	9	1	5	32 S. A. Harper	1,000	
Appanoose	Centerville	9	2	45 7	40 F. E. Stephens	990	
Appanoose	Cincinnati	8	1	2	27 G. W. Bryan	360	
Appanoose	Moulton	8	2	40 2	38 J. R. Kirk	824	
Appanoose	Unionville	7	1	1	30 J. W. McAdams	280	
Audubon	Audubon	9	1	100 4	36 G. I. Miller	900	Latin and Greek
Audubon	Exira	9	1	40 3	42 C. F. Wilcutt	900	Latin
Benton	Belle Plaine	9	1	45 9	33 W. S. Lewis	750	Latin and German
Benton	Blairtown	9	1	3	33 J. W. Helm	600	
Benton	Garrison	8	1	27 4	32		
Benton	Luzerne	8	1	35 1	30		
Benton	Marysville	8	1	29 1	27		
Benton	Shellsburg	9	1	2	35 Charles Dukes	540	
Benton	Vinton	9	1	11	42 H. M. Hoon	1,000	Latin and German
Black Hawk	Cedar Falls	9	1	61 14	35 R. S. Bingham	1,250	Latin

Black Hawk	East Waterloo	9	1	11	40 J. R. Sweeney	1,200	Latin and German
Black Hawk	La Porte City	8½	1	5	37 Jas. D. Shearer	675	
Black Hawk	Waterloo	9	1	10	43 W. H. Robertson	1,200	Latin
Boone	Boone	9	1	14	40 E. R. Gass	1,180	Latin
Boone	Boonsboro	8	2	50 5	35 Geo. W. Ashton	600	
Boone	Molngona	9	1	3	30 H. S. Hills	540	
Boone	Madrid	7	1	37 2	27		
Boone	Ogden	9	1	2	33 F. R. Gardner	500	
Bremer	Waverly	9¾	2	53 13	34 W. F. Cramer	1,200	German and Latin
Bremer	Janesville	8	1	30 1	30 Kate M. Wetherby	300	
Bremer	Plainfield	9	1	50 2	27 C. W. Van Dorn	450	
Buchanan	Independence	9	1	15	41 Miss M. E. Rosecrans	1,000	
Buchanan	Quasqueton	9	1	3	35 R. Davis	450	
Buchanan	Jesup	9	1	2	35 L. Losey	450	
Buchanan	Winthrop	9	1	1	35 A. M. McMillen	450	
Buchanan	Brandon	9	1	1	30 Nettie Powers	360	
Buchanan	Fairbank	9	1	1	30 Lizzie Dolphin	315	
Buchanan	Hazleton	9	1	2	30 Delia Osmer	315	
Buena Vista	Alta	10	1	38 1	35 Thomas Walpole	600	
Buena Vista	Newell	9	1	1	35	500	
Buena Vista	Storm Lake	10	1	5	35 A. A. Crary	650	Latin and German
Buena Vista	Sioux Rapids	10	1	2	35 Ira C. Kling	750	
Butler	Aplington	9	1	1	35 E. F. Bedell	405	
Butler	Butler Center	8	1	2	35 Ella Mullarky	320	
Butler	Bristow	8	1	2	30 Hattie Ripson	320	
Butler	Clarksville	9	1	3	35 N. H. Himelink	450	
Butler	Greene	9	1	3	35 A. H. Beals	585	
Butler	New Hartford	9	1	1	30 Wm. Hunter	405	
Butler	Parkersburg	9	1	3	35 E. C. Bellows	540	
Butler	Shell Rock, E.	9	1	1	30 Victor L. Dodge	360	
Butler	Shell Rock, W.	9	1	1	35 W. J. Hunt	450	
Calhoun	Manson	9	1	3	35	585	
Calhoun	Lake City	9	1	2	40	450	
Calhoun	Pomeroy	9	1	1	32	450	
Calhoun	Rockwell City	9	1	1	40		
Carroll	Carroll	9	1	77 5	40 D. R. Bond	750	
Carroll	Glidden	9	2	77 4	40 I. H. Sabin	750	
Carroll	Manning	10	1	80 2	38 B. I. Solinger	800	
Carroll	Arcadia	9	1	77 2	45 O. L. Bronson	750	
Carroll	Coon Rapids	7	1	45 1	35 — Manning	315	
Carroll	Carrollton	7	1	40 1	30 Wm. Lester	240	
Cass	Anita	10	1	2	35 J. F. Saylor	650	
Cass	Atlantic	10	2	50 11	46 J. J. McConnell	1,100	
Cass	Griswold	7	1	3	35 J. S. Alvison	455	
Cass	Lewis	9	1	2	42 Henry Heaton	540	
Cedar	Clarence	9	1	4	L. B. Carlisle	800	
Cedar	Durant	9	1	2	J. G. Haupt	540	
Cedar	London	8	1	2	A. P. Hargreave	540	
Cedar	Mechanicsville	9	1	5	F. N. Rials	720	
Cedar	Tipton	9	1	7	S. M. Hastings	1,200	

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	Months' session.	Number teachers employed and salary, not including superintendent or principal.		SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
			Males.		Name.	Salary per annum.	
			Number.	Average salary per month.			
Cedar	West Branch	9	2	2	A. J. Craven	720	
Cedar	Springdale	9	3	3	Wm. Welsh	1,000	
Cerro Gordo	Mason City	9	11	11	F. B. Gault	1,000	
Cerro Gordo	Clear Lake	9	5	5	A. W. Wier	750	
Cerro Gordo	Rockwell	9	2	2	R. J. Miller	720	
Cerro Gordo	Plymouth	9	1	1	T. B. Miller	550	
Cerro Gordo	Rock Falls	9	1	1	D. W. Walker	400	
Cherokee	Cherokee	10	7	7	G. F. Foster	1,000	Latin and German
Cherokee (new)	Aurelia	3	2	2			
Cherokee (new)	Marcus	3	45	1			
Chickasaw	New Hampton	6	7	7	H. A. Simons	1,000	German
Chickasaw	Nashua	9	5	5	Henry Felker	900	
Chickasaw	Lawler	9	30	2	O. A. McFarland	615	
Chickasaw	Ionia	8	1	1	James Brodlard	295	
Chickasaw	Fredericksburg	6	1	1	Martin	225	
Clarke	Osceola	9	11	11	O. A. Shotts	1,000	Latin and German
Clarke	Woodburn	8	1	1	Mary Emberson	320	
Clarke	Murray	9	3	3	J. J. Taylor	540	Latin
Clarke	Hopeville	7	1	1	B. L. Clark	280	
Clay	Spencer	9	75	4	Thos. J. Lamar	675	
Clayton	McGregor	10	10	10	C. W. Hitchcock	1,500	Greek, Latin and German
Clayton	Elkader	9	65	3	J. E. Webb	990	
Clayton	Monona	9	2	2	J. P. Smith	570	
Clayton	National	8	1	1	H. Hamilton	260	
Clayton	Elkport	9	1	1	H. C. Tolbert	439	
Clayton	Guttenberg	10	1	2	Geo. Smart	550	
Clayton	Strawberry Point	9	1	3	Ed. G. Cooley		
Clayton	Clayton	9	1	1	H. C. Bishop	257	
Clayton	Garnaville	9	1	1	Leroy Beemer	450	
Clayton	N. McGregor	9	4	4	Fred. Sykes	675	
Clayton	Luana	7	1	1	Mary Bowers	238	

Clayton	Edgewood	6	1	1	H. A. Hollister	195	
Clayton	Volga City	9	1	1	Arthur O. Clark	349	
Clinton	Clinton	9	50	30	Henry Sabin	1,800	German and Latin
Clinton	Lyons	10	14	7	H. E. Robbins	1,100	German and Latin
Clinton	De Witt	9	7	7	Chas. Robinson	1,000	Latin
Clinton	Comanche	8	3	3	Geo. B. Phelps	600	
Clinton	Wheatland	9	3	3	J. H. Orcutt	600	
Crawford	Denison	9	6	6	C. W. von Coelln	1,200	
Crawford	Dow City	10	2	2	C. H. Brake	540	
Crawford	Vail	9	2	2	Wm. Stephens	720	
Crawford	West Side	9	2	2	T. C. Branson	675	
Dallas	Adel	9	6	6	M. E. Phillips	1,200	Latin
Dallas	Dexter	9	4	4	Ira Dolling	675	
Dallas	Perry	9	6	6	T. H. Bradbury	675	
Dallas	De Soto	9	3	3	C. M. Pinkerton	720	
Dallas	Dallas Center	9	3	3	J. F. Curran	765	Latin
Dallas	Redfield	7	1	1	J. Rowe	350	
Dallas	Van Meter	7	1	1	H. Lyon	350	
Dallas	Waukeo	7	1	1	W. McClun	350	
Davis	Bloomfield	8	35	7	W. H. Monroe	480	
Decatur	Leon	9	30	4	A. B. Cornell	800	Latin
Decatur	Garden Grove	9	46	1	S. T. Ballard	800	Latin and German
Decatur	Davis City	8	45	1	C. L. Knapp	360	
Decatur	Decatur	9	30	8	H. W. Peck	270	
Delaware	Manchester	9	8	8	H. P. Arnold	1,100	Latin and German
Delaware	Earlville	9	2	2	C. G. Dake	540	
Delaware	Delhi	9	2	2	J. W. Roe	540	
Delaware	Hopkinton	8	2	2	E. C. Patterson	500	
Des Moines	Burlington	10	1	1	K. G. Saunderson	1,800	Latin and German
	High School	10	112	4	E. Poppe	1,350	
	South Hill	10	100	9	W. J. Samson	1,000	
	South Boundary	10	100	7	W. Hummel	1,000	
	West Madison	10	100	7	G. A. Miller	1,000	
	West Hill	10	100	7	S. O. Thomas	1,000	
	North Oak	10	100	6	L. Steece	1,000	
	Germania	10	100	3	W. D. Inghram	1,000	
	Hibernia	10	100	2	F. Enbick	1,000	
	Prospect Hill	10	100	3	J. K. McCullough	1,000	
	North Hill	10	100	7	R. S. Davis	1,000	
	West Avenue	10	1	1	Fannie Jordan	430	
Des Moines	Danville	9	50	1	H. F. Goodban	450	
Des Moines	Mediapolis	9	40	2	Frank Huston	360	
Dubuque	Dubuque	10	1	1	Thos. Hardie	1,200	
	High School	10	2	100	H. L. Peet	1,800	Latin, Greek, and German
	First Ward	10	11	11	J. E. Welsh	1,500	German
	Third Ward	10	18	18	T. M. Irish	1,500	German
	Fourth Ward	10	9	9	W. J. Shoup	1,500	German
	Fifth Ward	10	14	14	C. G. Kretschmer	1,500	German
	Couler Avenue	10	4	4	C. G. Kretschmer	1,500	German
	West Dubuque	10	1	1	J. M. Walsh	600	

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	Month's session.	Number of teachers employed, and salary, not including superintendent or principal.		SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.	
			Males.		Females.			
			Number.	Average salary per month.	Number.	Average salary per month.		Name.	Salary per annum.
Dubuque	S. Dodge St.	10	1	55	1	35 J. J. Brownson	500	German
Dubuque	Dyersville	10	1	55	1	32 A. Grundy	700	German
Dubuque	Farley	9	1	55	1	28 A. G. Savage	600	
Dubuque	Epworth	9	1	55	1	25 Sadie J. Rosser	270	
Dubuque	East Cascade	9	1	55	1	25 Malcom Stewart	450	
Emmet	Estherville	9	1	40	1	35 R. I. Cratty	360	
Fayette	Auburn	9	1	65	2	28 Jennie McCleary	585	
Fayette	Brush Creek	9	1	65	2	30 W. H. Houston	585	
Fayette	Clermont	9	1	65	3	37 J. M. Bedichek	450	
Fayette	Elgin	9	1	75	4	35 Miss D. W. Mack	675	
Fayette	Fayette	9	1	37	1	35 P. R. Woods	300	
Fayette	Oelwein	8	1	55	1	32 E. H. Berkey	440	
Fayette	Waucoma	9	1	88	5	25 Geo. Brausseau	800	German
Fayette	West Union	9	1	13	3	32 J. B. Knopfler	1,200	German
Floyd	Charles City	9	1	50	9	37 J. C. Yocum	630	
Floyd	Floyd	9	1	50	8	35 R. M. Briggs	570	
Floyd	Rockford	9	1	50	3	28 W. F. Cretchfield	293	
Floyd	Rudd	6	1	50	1	30 W. B. Willis	630	
Floyd	Marble Rock	9	1	50	3	30 C. F. Gates	432	
Floyd	Nora Springs	8	1	50	2	30 A. J. Stevens	1,100	Latin and German
Franklin	Hampton	9	1	50	1	38 O. H. Brainard	520	
Franklin	Geneva	8	1	50	1	35	425	
Franklin	Sheffield	9	1	65	2	35 B. H. Scofield	1,000	Latin and Greek
Fremont	Fremont	8	1	50	1	35 F. A. Turner	585	
Fremont	Farragut	8	1	100	8	40 E. J. H. Beard	675	Latin
Fremont	Hamburg	10	1	65	3	37 S. C. Bond	450	
Fremont	Riverton	9	1	75	5	35 L. B. Avery	900	Latin
Fremont	Sidney	9	1	50	3	38 H. E. Hammond	660	
Fremont	Tabor	9	1	45	3	35 L. Derby	450	Latin
Greene	Jefferson	9	1	45	3	38 Miss Amsden		
Greene	Grand Junction	9	1	45	3			
Greene	Scranton	9	1	45	3			
Greene	Paton	3	1	45	3	Martin Luther	120	
Grundy	Beaman	8	1	45	3			
Grundy	Grundy Center	9	1	45	3	35 C. E. Houston	675	
Grundy	Holland	9	1	45	3			
Grundy	Reinbeck	10	1	30	2	33 Wm. Riley	650	
Guthrie	Casey	6	1	48	2	44 W. L. Miller	290	
Guthrie	Guthrie	9	1	65	2	40 A. B. Gass	585	
Guthrie	Guthrie Center	9	1	50	3	40 J. D. Brown	450	Latin
Guthrie	Panora	9	1	75	4	38 H. A. Field	675	
Guthrie	Stuart	9	1	100	10	40 F. C. Wildes	900	Latin and German
Hamilton	Webster City	10	1	13	3	40 W. H. Dixon	1,100	German
Hardin	Ackley	10	1	45	3	40 G. S. Trobridge	800	
Hardin	Alden	9	1	45	3	40 O. S. Brown	540	
Hardin	Eldora	9	1	45	3	40 J. C. Hisey	800	
Hardin	Iowa Falls	9	1	45	3	40 A. A. Weaver	1,200	
Hardin	Steamboat Rock	8	1	45	3	40 W. A. Doran	800	
Hardin	Union	9	1	45	3	38 F. O. Fannon	540	
Hardin	Hubbard	8	1	45	3	35 E. P. Stubbs	480	
Harrison	Dunlap	10	1	45	3	40 I. A. Sabin	1,000	
Harrison	Woodbine	10	1	45	3	30 C. C. Matter	700	
Harrison	Logan	10	1	45	3	44 S. G. Roger	900	
Harrison	Missouri Valley	10	1	45	3	40 E. N. Coleman	1,000	
Harrison	Magnolia	9	1	45	3	27 H. A. Kinney	620	
Harrison	Little Sioux	7	1	45	3	35 T. McFarlane	385	
Harrison	Modale	7	1	45	3	34 J. A. Bradley	225	
Hancock	Garner	9	1	45	3	45 Leon P. Barrett	500	
Hancock	Britt	9	1	45	3	30 W. J. Massingham	450	
Henry	Mt. Pleasant	10	1	45	3	P. W. Kauffman	900	
Henry	High school	10	1	45	3	43 Alice Carpenter	600	Latin
Henry	Winona	10	1	45	3	46 R. A. Vantress	500	
Henry	Willow Bank	10	1	45	3	41 Ida Hobart	450	
Henry	Centennial	10	1	45	3	45 Lizzie McClelland	450	
Henry	Salem	9	2	40	4	30 Wm. Garnoe	450	
Henry	New London	9	1	46	2	30 H. A. Bereman	405	
Henry	Winfield	8	1	35	3	30 M. J. Pusey	298	
Henry	Rome	7	1	35	2	30 Anna Moroney	210	
Henry	Trenton	8	1	35	2	34 Ida Roe	320	
Henry	Marshall	8	2	35	1	25 Mc F. Bailey	280	
Howard	Cresco	9	1	45	3	38 L. I. Weld	1,200	
Howard	Lime Springs	9	1	45	3	25 John Dexter	600	
Humboldt	Humboldt	9	1	45	3	43 Miss E. E. Gordon	600	
Ida	Ida Grove	10	1	45	3	40 H. C. White	900	
Iowa	Marengo	9	1	40	10	45 L. J. Woodruff	1,200	German and Latin
Iowa	Victor	9	1	40	4	40 F. T. Schultz	800	
Iowa	Millersburg	8	1	30	2	30 L. E. Brown	450	Latin
Iowa	North English	8	1	30	1	30 Jos. Stahl	400	
Jackson	Maquoketa	9	3	74	11	31 C. C. Dudley		Latin and German
Jackson	Bellevue	9	1	95	6	34 J. C. Murray		German
Jackson	Preston	9	1	84	2	35 O. P. Myers	800	Latin and German
Jackson	Sabula	9	1	75	4	31 H. E. French	675	

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	Month's session.	Number of teachers employed, and salary, not including superintendent or principal.				SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
			Males.		Females.		Name.	Salary per annum.	
			Number.	Average salary per month.	Number.	Average salary per month.			
Jackson	Miles	9	1	55	1	35	W. S. Ellison		
Jackson	Baldwin	9	1	50	1	37	Anna Blair		
Jackson	Monmouth	9	1	50	1	32	John King	495 German	
Jackson	Andrew	9	1	44	1	33	F. E. Smith		
Jasper	Colfax	9	1	30	2	30	J. A. Mattern	450	
Jasper	Greencastle	9	1	30	1	35	A. E. Raney	300	
Jasper	Kellogg	9	1	4	1	35	D. Miller	600	
Jasper	Lynnville	9	1	2	1	33	J. M. Jarnagin	420	
Jasper	Monroe	9	2	42	3	40	B. E. Carwin	600 Latin	
Jasper	Newton	9	1	12	1	43	R. G. Young	1,100 Latin	
Jasper	Prairie City	9	1	3	1	36	M. Hedge	552	
Jefferson	Batavia	8	1	45	1	35	Chas. Simmons	Latin	
Jefferson	Brookville	8	1	40	1	30	O. Baker		
Jefferson	Fairfield	9	1	40	1	30	J. B. Monlux	1,000 Latin	
Jefferson	Libertyville	9	1	40	1	30	J. W. O'Brien		
Johnson	Iowa City	9	1	27	1	45	A. A. Guthrie	1,500 Latin and German	
Johnson	Oxford	9	1	2	1	30	Samuel Farley	360	
Johnson	Solon	9	1	3	1	25	A. B. Sargent	360	
Johnson	Coralville	9	1	2	1	35	Ella V. Holmes	360	
Jones	Anamosa	9	1	8	1	35	Park Hill	1,000 Latin	
Jones	Monticello	9	1	8	1	33	Luther Foster	900	
Jones	Wyoming	9	1	4	1	32	J. W. Kelsey	810	
Keokuk	Keota	8	1	45	2	30	S. S. Wright	480	
Keokuk	What Cheer	8	1	5	1	35	Miss Abbie Canfield	600	
Keokuk	Richland	8	1	2	1	35	Thomas Burke	600	
Keokuk	Delta	8	1	2	1	30	W. G. Ray	400	
Keokuk	Sigourney	8	1	40	9	35	J. K. Pickett	600 Latin	
Keokuk	North English	8	1	35	1	35			
Keokuk	Springfield	8	1	40	1	30	W. S. Van Horn	320	
Keokuk	Lancaster	8	1	1	1	25	Lois E. Hill	320	
Keokuk	Harper	8	1	1	1	30	Thomas Burke	360	
Keokuk	Talleyrand	8	1	40	1	30	Thomas Burke	320	

Keokuk	Thornburg	8	1	50	1	33	W. E. Gamble	400
Keokuk	Coal Creek	8	1	2	1	40	Jennie E. Anderson	320
Keokuk	Ioka	8	1	40	1	30	Gilbert Richardson	320
Kossuth	Algona	9	1	40	7	35	Gardner Cowles	720 Latin and French
Lee	Franklin Center	6	1	1	1	30	J. J. Rohrbach	300 German
Lee	Keokuk	9	6	87	44	44	W. W. Jamison	1,250 German and Latin
Lee	Ft. Madison	9	5	50	9	30	J. R. Noble	720 German and Latin
Lee	Montrose	6	1	4	1	26	J. P. Rice	450 Latin
Lee	Primrose	7	1	1	1	25	J. I. Thompson	350
Lee	West Point	8	1	2	1	25	Geo. C. Lewis	300
Linn	Cedar Rapids	9	1	2	1	25	W. M. Friesner	1,600 Latin
Linn	Washington	9	1	5	1	53	Mary A. Robinson	900
Linn	Adams	9	1	9	1	45	Lou. E. Chambers	630
Linn	Jefferson	9	1	5	1	42	Mollie McClenahan	540
Linn	Madison	9	1	7	1	35	Sarah E. Thompson	630
Linn	Monroe	9	1	5	1	38	Adda R. Smith	540
Linn	Oak Hill	9	1	1	1	38	Mary Card	360
Linn	Gainor	9	1	1	1	38	Frantie Carnice	270
Linn	Hull	9	1	1	1	38	Theresa Thoreson	270
Linn	Industrial	9	1	1	1	38	Mrs. H. A. Webb	360
Linn	Marion	9	1	10	1	48	D. N. Mason	1,100 Latin
Linn	Lisbon	9	1	3	1	40	Miller	450
Linn	Mt. Vernon	9	1	45	2	40	Frank McKay	580
Linn	Center Point	9	1	3	1	27	E. C. Lewis	580
Louisa	Wapello	8	1	4	1	33	O. I. Jamison	700
Louisa	Columbus City	9	1	3	1	32	B. E. Canavan	585
Louisa	Columbus Junction	9	1	40	1	32	E. R. Eldredge	585
Louisa	Morning Sun	9	1	5	1	33	H. C. Hollinsworth	900
Lucas	Chariton	9	1	12	1	38	E. M. Cotton	900
Lucas	Lucas	7	1	32	3	32		
Lucas	Russell	8	1	1	1	35	E. D. Vorhes	385
Lyon	Rock Rapids	9	1	60	2	45	H. L. Green	800
Lyon	Beloit	10	1	1	1	35	B. H. Perkins	700
Madison	Earlham	8	1	1	1	40	Marrow	400
Madison	Macksburg	9	1	3	1	28	C. G. Snelling	287
Madison	Patterson	8	1	1	1	31	T. J. Ross	320
Madison	Winterset	8	1	10	1	41	S. M. Mowatt	650
Mahaska	Oskaloosa	9	3	65	2	45	H. H. Seerley	1,200 Latin and German
Mahaska	Beacon	9	1	50	4	30	J. P. McMurray	400
Mahaska	New Sharon	9	1	55	5	40	G. B. Crook	630
Mahaska	Granville	8	1	38	1	35		
Mahaska	Fremont	8	1	30	1	29		
Mahaska	Indianapolis	8	1	38	1	28		
Marion	Knoxville	9	1	58	9	35	S. S. Townsley	810
Marion	Pella	9	3	65	1	31	C. C. Corey	1,000
Marshall	Albion	9	1	3	1	35	M. M. Warner	450
Marshall	Gilman	9	1	2	1	50	C. W. Lyon	585
Marshall	Liscomb	9	1	1	1	42	E. D. Omans	450
Marshall	Le Grand	8	1	2	1	37	Mrs. S. McKinney	445
Marshall	Marshalltown	9	1	2	1	50	C. P. Rogers	1,600

ABSTRACT [F]—CONTINUED.

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			Males.		Females.		Name.	Salary per annum.	
			Number.	Average salary per month.	Number.	Average salary per month.			
Marshall	High School	9	1	50	2	35	W. H. Armine	450	
	First Ward	9	1	45	1	35	E. E. Lymer	420	
	Second Ward	9	1	45	1	35	C. W. Duffield	480	
	Third Ward	9	1	45	1	37	J. A. Wood	1,000	
	Fourth Ward	9	1	45	2	30		320	
	Center Street	9	1	45	2	35	G. H. Lowery	600	
	Anson School	9	1	45	1	25	C. M. Stafford	350	
Marshall	State Center	9	1	50	7	43	C. H. Gurney	1,000	
Mills	Emerson	9	1	50	2	40	C. D. Bushnell	560	
Mills	Glenwood	9	1	50	2	41	A. W. Fellows	1,000	Latin and German
Mills	Hastings	9	1	50	1	40	J. S. Albert	600	
Mills	Malvern	9	1	50	1	25	Laura Pfeiffer	240	
Mills	Hillsdale	9	1	50	1		Leigh Hunt	1,500	
Mills	Silver City	9	1	50	1		John W. Wolfe	950	Latin
Mitchell	Osage	9	1	50	1		Mrs. L. E. Siegler	675	
Mitchell	Mitchell	9	1	50	8		John W. Wolfe	540	
Mitchell	St. Ansgar	9	1	50	7		Miss F. Lawrence	540	
Mitchell	Stacyville	9	1	50	4		Miss Jennie Steele	540	
Mitchell	Riceville	9	1	50	1		Miss Amanda Morey	540	
Mitchell	Orchard	9	1	50	1		Miss Geneva	360	
Mitchell	Mona	9	1	50	1		Miss Ida Pugh	360	
Monona	Mapleton	9	1	50	1		L. W. Parish	1,600	
Monona	Onawa	9	1	50	1		L. B. Carey	1,300	Latin
Monroe	Albia	9	1	50	13		Mrs. L. M. Wilson	1,200	
Monroe	Melrose	9	1	50	8		J. W. King	1,100	
Monroe	Lovilia	9	1	50	6		D. G. Perkins	750	
Montgomery	Red Oak	9	1	50	3		Miss Mary Frederick	665	
Montgomery	Villisca	9	1	50	5		C. M. Higley	712	
Montgomery	Milford	9	1	50	1		Cora Folsom	504	
Muscatine	Muscatine	10	3	78	30		J. A. Provins	594	
Muscatine	West Liberty	9	1	50	2		James Dewell	350	
Muscatine	Wilton	10	1	50	2		D. W. Ainey	306	
							W. A. Davis	900	
							Mrs. S. M. Graff	450	
							Geo. L. Farnham	2,200	
							Miss L. M. Webster	1,200	Latin and German
							Miss E. Flickinger	600	
							Miss F. M. Wright	600	
							Miss L. M. Fairman	550	
							A. Forsythe	550	
							Miss M. Baker	550	
							G. L. Jacobs	550	
							Miss E. D. Patton	450	
							Coral Flemming	550	
							Miss E. Graves	550	
							Miss M. E. Maugum	550	
							Miss Viola Coffeen	500	
Osceola	Sibley	9	1	50	2		W. H. Armine	450	
Page	Amity	9	1	45	1		E. E. Lymer	420	
Page	Blanchard	7	1	45	1		C. W. Duffield	480	
Page	Clarinda	9	1	45	1		J. A. Wood	1,000	
Page	Coin	7	1	45	2			320	
Page	Essex	9	1	45	2		G. H. Lowery	600	
Page	Hawleyville	9	1	45	1		C. M. Stafford	350	
Page	Shenandoah	9	1	45	7		C. H. Gurney	1,000	
Palo Alto	Emmetsburg	8	1	40	2		C. D. Bushnell	560	
Plymouth	Le Mars	10	1	100	9		A. W. Fellows	1,000	Latin and German
Plymouth	Portland	10	1	60	1		J. S. Albert	600	
Pocahontas	Fonda	8	1	50	1		Laura Pfeiffer	240	
Polk	Des Moines—East Side	9	1	50	1		Leigh Hunt	1,500	
	High School	9	1	50	1		John W. Wolfe	950	Latin
	Bryant	9	1	50	10		Mrs. L. E. Siegler	675	
	Webster	9	1	50	8		John W. Wolfe	540	
	Longfellow	9	1	50	7		Miss F. Lawrence	540	
	Lucas	9	1	50	6		Miss Jennie Steele	540	
	Curtis	9	1	50	4		Miss Amanda Morey	540	
	Bremier	9	1	50	1		Miss Geneva	360	
	Benton	9	1	50	1		Miss Ida Pugh	360	
	Des Moines—West Side	9	1	50	1		L. W. Parish	1,600	
	High School	9	1	50	3		L. B. Carey	1,300	Latin
	Lincoln	9	1	50	13		Mrs. L. M. Wilson	1,200	
	Irving	9	1	50	8		J. W. King	1,100	
	Crocker	9	1	50	6		D. G. Perkins	750	
	Hawthorne	9	1	50	3		Miss Mary Frederick	665	
	Garfield	9	1	50	3		C. M. Higley	712	
	Washington	9	1	50	5		Cora Folsom	504	
	Sevastopol	9	1	50	2		J. A. Provins	594	
Polk	Mitchellville	9	1	50	2		James Dewell	350	
Polk	Polk City	7	1	45	35		D. W. Ainey	306	
Polk	Altoona	9	1	45	1		W. A. Davis	900	
Pottawattamie	Avoca	10	1	50	5		Mrs. S. M. Graff	450	
Pottawattamie	Carson	6	1	45	2		Geo. L. Farnham	2,200	
Pottawattamie	Council Bluffs	10	1	50	2		Miss L. M. Webster	1,200	Latin and German
	High School	10	1	50	7		Miss E. Flickinger	600	
	Grammar School	10	1	50	7		Miss F. M. Wright	600	
	Bloomer School	10	1	55	7		Miss L. M. Fairman	550	
	Center Street School	10	1	50	3		A. Forsythe	550	
	Curtin Street School	10	1	50	2		Miss M. Baker	550	
	Court Street School	10	1	50	1		G. L. Jacobs	550	
	Clark School	10	1	50	1		Miss E. D. Patton	450	
	Kline School	10	1	50	3		Coral Flemming	550	
	Stutsman Street School	10	1	50	1		Miss E. Graves	550	
	Streetsville School	10	1	50	3		Miss M. E. Maugum	550	
	Washington Street School	10	1	50	3		Miss Viola Coffeen	500	
	Woodbury School	10	1	50	2			500	
Pottawattamie	Macedonia	N.	1	50	2				
Pottawattamie	Neola	3	1	45	2				

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	Month's session.	Number of teachers employed, and salary, not including superintendent or principal.		SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
					Name.	Salary per month.	
			Males.	Females.			
Number.	Average salary per month.	Number.	Average salary per month.				
Pottawattamie	Oakland	8	1	1	30 W. J. Wilcox	320	
Pottawattamie	Walnut	9	1	3	35 W. A. Hubbard	675	
Poweshiek	Brooklyn	9	2	45	43 O. J. Laylander	810	Latin
Poweshiek	Grinnell	9	1	13	45 O. F. Emerson	810	Latin and Greek
Poweshiek	Malcom	9	1	2	37 W. F. Buck	600	Latin
Poweshiek	Montezuma	9	1	6	35 S. S. Gillespie	810	Latin
Poweshiek	Searsboro	9	1	1	30 P. Edwards	400	
Ringgold	Mt. Ayr	9	1	85	43 E. H. Eastman	900	Latin
Ringgold	Kellerton	9	1	2	33 Mrs. L. C. Corbitt		
Sac	Odebolt	10	1	2	40 C. Messer	600	
Sac	Sac City	10	1	2	40 D. J. McDaid	750	
Scott	Buffalo	9	1	1	40 Wm. Webster	540	
Scott	Davenport	10	1	1	J. B. Young	1,800	
Scott	High School	10	1	5	77 H. P. Lewis	1,500	Latin, German, and Greek
Scott	School No. 1	10	1	9	49 L. A. Rose	1,200	
Scott	School No. 2	10	1	10	49 J. R. Bowman	1,200	
Scott	School No. 3	10	1	10	48 Mrs. M. B. Severance	1,200	
Scott	School No. 4	10	1	55	48 J. J. Nagel	1,200	
Scott	School No. 5	10	1	14	48 J. M. De Armond	1,200	
Scott	School No. 6	10	1	55	51 J. W. McBride	700	
Scott	School No. 7	10	1	1	50 Miss H. Haskins	600	
Scott	School No. 8	10	1	9	46 H. T. Bushnell	1,000	
Scott	School No. 9	10	1	4	52 Miss Belle H. Thompson	1,100	
Scott	School No. 10	10	1	6	47 Miss M. A. Griswold	700	
Scott	Le Claire	9	1	50	32 E. A. Hamilton	585	Latin
Scott	Princeton	9	1	35	30 C. W. Pinneo	540	
Scott	Walcott	10	1	1	35 W. F. Judisch	600	German
Scott	Dixon	8	1	1	33 Wm. Grace	400	
Scott	Subdistrict No. 1	10	1	1	40 Henry Gabel	600	German
Taylor	Bedford	9	1	10	40 E. Cary	1,000	Latin
Taylor	Lenox	9	1	4	35 R. Turney	600	Latin
Union	Afton	9	1	8	37 C. B. Stayt	1,000	Latin
Union	Creston	10	3	75	40 H. W. Myers	1,200	Latin and German
Union	Cromwell	9	1	45	30 P. A. Swebston	450	
Van Buren	Bonaparte	9	1	40	30 Annie Packer	585	
Van Buren	Bentonsport	8	1	30	30 O. W. Weyer	520	
Van Buren	Birmingham	8	1	3	25 J. J. Dofflenyer	440	
Van Buren	Farmington	8	1	4	30 E. G. Glenn	520	
Van Buren	Cantril	8	1	1	25 Ed. Kirkendall	200	
Van Buren	Keosauqua	6	1	5	30 John H. Landes	500	Latin
Van Buren	Wilton	6	1	3	27 Addie George	200	
Van Buren	Vernon	8	1	1	28 Emma Layton	280	
Van Buren	Winchester	9	1	2	25 A. B. Gitus	225	
Wapello	Ottumwa	9	1	30	46 A. W. Stuart	1,600	Latin
Wapello	Agency City	9	1	5	30 C. E. Shelton	600	Latin
Wapello	Eddyville	8	1	5	35 L. M. Johnson	800	Latin
Wapello	Eldon	8	1	3	35 D. L. Newkirk	550	Latin
Wapello	Kirkville	8	1	2	30 J. I. Thompson	400	
Wapello	Chillicothe	8	1	1	25 Sarah Myrick	400	
Wapello	Blakesburg	6	1	1	27 Alice West	240	
Wapello	Dahlonega	8	1	1	28 J. W. Slater	320	
Wapello	Center	8	1	1	35 A. B. Williams	320	
Wapello	Ashland	8	1	1	30 Minnie Hill	320	
Warren	Indianola	8	1	13	46 Miss E. S. Cooke	1,000	
Warren	Carlisle	6	2	45	31 F. M. Neff	300	
Warren	Hartford	7	2	40	32 E. R. Guthrie	350	
Warren	Palmyra	8	4	38	30 Joel Brown	400	
Warren	Spring Hill	8	2	35	30 W. M. Van Vleet	320	
Warren	Lacona	6	1	34	25 C. B. Rodgers	270	
Washington	Ainsworth	8	1	3	42 John M. Lackey	450	
Washington	Brighton	9	1	4	28 A. B. Cornell	500	
Washington	Crawfordsville	7	1	1	35 E. P. Smith	335	
Washington	Daytonville	7	1	30	25 Miss Hila Jones	250	
Washington	Richmond	9	1	1	23 J. T. Anderson	275	
Washington	Riverside	8	1	2	30 S. I. Bell	320	
Washington	Washington	8	1	13	38 D. W. Lewis	900	
Wayne	Corydon	9	2	53	31 Geo. Samson		Latin
Wayne	Allerton	9	2	65	32 A. W. Warner		
Wayne	Seymour	9	2	44	J. H. Ware		
Wayne	Lineville	9	2	60	25 C. M. Des Isles		
Wayne	Humeston	2	1	50	24 G. W. Bryan		
Webster	Ft. Dodge	9	1	16	42 M. F. Arey	1,500	Latin and Greek
Webster	Dayton	8	1	2	38 Hattie Haviland		
Webster	Gowrie	9	1	2	36 Mrs. L. E. Breckenridge		
Webster	Lehigh	7	1	3	30 I. T. Branigan	245	
Winnebago	Forest City	9	1	75	35 J. W. Saunders		German
Winnebago	Lake Mills	8	1	40	30 W. A. Chapman		
Winneshiek	Decorah	10	2	70	40 H. L. Coffeen	1,200	German and Latin
Winneshiek	West Decorah	10	1	75	25 D. Shea	750	
Winneshiek	Ossian	10	1	75	35 J. C. Murphey	750	
Winneshiek	Calmar	10	1	55	30 C. S. Boice	550	
Winneshiek	Burr Oak	7	1	38	22 R. Wolfenburg	266	

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	Month's session.	Number of teachers employed, and salary, not including superintendent or principal.				SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
			Males.		Females.		Name.	Salary per annum.	
			Number.	Average salary per month.	Number.	Average salary per month.			
Winneshiek	Frankville	7	1	41	1	20	R. Barrett	285	
Winneshiek	Freeport	7	1	39	1	20	R. Pierce	314	
Winneshiek	Hesper	8	1	50	1	30	J. M. Barker	400	
Winneshiek	Ft. Atkinson	9	1	60	1	30	Carl Huss	540	
Woodbury	Sioux City	10	3	80	30	42	A. Armstrong	1,500	Latin and Greek
Woodbury	Sloan	9			1	30	J. S. McSparon	550	
Woodbury	Sargeant Bluffs	9			1	40	O. Davidson	540	
Woodbury	Smithland	9			1	40	C. B. Evans	675	Latin and Greek
Woodbury	Correctionville	9			2	35	J. S. Veirth	540	
Woodbury	Danbury	10	1	40	3	30	J. S. Shoup	1,000	
Woodbury	Oto	10			1	30	M. M. Deitz	650	
Worth	Northwood	9	1	76	3	27	A. J. Stevens	650	German and Latin

ABSTRACT [G.]

REPORTS FOR 1882.

PUBLIC INSTITUTIONS OF LEARNING, UNIVERSITIES AND COLLEGES.

COUNTY.	LOCATION.	TITLE.	PRESIDENT OR PRINCIPAL.	Number of	Number of
				teachers.	Students.
Johnson	Iowa City	Iowa State University	J. L. Pickard	42	560
Story	Ames	Iowa State Agricultural College	A. S. Welch	23	.....
Benton	Vinton	Iowa State College for the Blind	T. F. McCune	11	132
Pottawattamie	Council Bluffs	Iowa State Institute for the Deaf and Dumb	A. Rogers	15	.....
Hardin	Eldora	Iowa State Reform School	B. J. Miles	3	201
Polk	Mitchellville	Iowa State Reform School for Girls	Mrs. L. D. Lewelling	.....	.....
Scott	Davenport	Iowa State Soldiers' Orphans' Home	S. W. Pierce	2	169
Black Hawk	Cedar Falls	Iowa State Normal School	J. C. Gilchrist	.....	.....
Mills	Glenwood	Iowa State Asylum, Feeble Minded Children	F. M. Powell	4	215
Des Moines	Burlington	Burlington College	E. C. Spinney	8	43
Dubuque	Dubuque	St. Joseph's College	.....	.....	.....
Fayette	Fayette	Upper Iowa University	J. W. Bissell	11	350
Fremont	Tabor	Tabor College	W. M. Brooks	12	210
Henry	Mt. Pleasant	Iowa Wesleyan University	W. J. Spaulding	6	175
Henry	Salem	Whittier College	G. Walters	2	60
Humboldt	Humboldt	Humboldt College	.....	.....	.....
Jefferson	Fairfield	Parson's College	F. D. Ewing	8	178
Jones	Olin	Olin College	.....	.....	.....
Linn	Mt. Vernon	Cornell College	W. F. King	18	479
Linn	Cedar Rapids	Coe College	Stephen A. Phelps	10	199
Mahaska	Oskaloosa	Oskaloosa College	G. H. Laughlin	5	135
Mahaska	Oskaloosa	Penn College	Benj. Trueblood	5	140
Marion	Pella	Central University	Geo. W. Gardner	11	102
Page	College Springs	Amity College	S. C. Marshall	8	285

ABSTRACT [G]—CONTINUED.

COUNTY.	LOCATION.	TITLE.	PRESIDENT OR PRINCIPAL.	Number of	
				teachers.	Students.
Polk.....	Des Moines.....	Callanan College.....	C. R. Pomeroy.....	18	120
Polk.....	Des Moines.....	University of Des Moines.....	J. A. Nash.....	5	50
Polk.....	Des Moines.....	Drake University.....	G. T. Carpenter.....	30	325
Poweshiek.....	Grinnell.....	Iowa College.....	G. F. McGoun.....	14	384
Scott.....	Davenport.....	Griswold College.....	D. S. Sheldon.....	7	75
Tama.....	Toledo.....	Western College.....	W. M. Beardshear.....	10	196
Warren.....	Indianola.....	Simpson Centenary College.....	Edward L. Parks.....	7	200
Winneshiek.....	Decorah.....	Luther College.....	.....	.....	.....

ABSTRACT [H.]

REPORTS FOR 1882.

ACADEMIES AND OTHER PRIVATE SCHOOLS.

COUNTY.	LOCATION.	TITLE.	PRINCIPAL.	Number of	
				teachers.	scholars.
Allamakee.....	Waukon.....	Waukon Seminary.....	J. Loughran.....	1	20
Audubon.....	Audubon.....	Audubon Academy.....	Miss E. S. Vinyard.....	2	12
Benton.....	Vinton.....	Tilford Academy.....	T. Tobin.....	4	120
Benton.....	Blairstown.....	Blairstown Academy.....	John McCarty.....	3	65
Bremer.....	Waverly.....	Evangelical Lutheran Seminary.....	G. Grossman.....	2	24
Buchanan.....	Independence.....	Notre Dame.....	Rev. O'Dowd.....	3	59
Calhoun.....	Lohrville.....	Private School.....	Miss Rose Hughes.....	1	34
Clayton.....	Clayton Center.....	Private School.....	Lutheran Pastor.....	1	.....
Clayton.....	Elkader.....	Private School.....	Sisters of Charity.....	.....	.....
Clayton.....	Garnavillo.....	Private School.....	Lutheran Pastor.....	1	.....
Clayton.....	Garnavillo.....	Private School.....	Catholic Pastor.....	1	.....
Clayton.....	Guttenburg.....	Private School.....	Lutheran Pastor.....	1	.....
Clayton.....	Guttenburg.....	Private School.....	Catholic Pastor.....	1	.....
Clayton.....	McGregor.....	Private School.....	Sisters of Charity.....	.....	.....
Clinton.....	Lyons.....	Lady of Angels Seminary.....	Sisters Superioress.....	15	150
Clinton.....	Lyons.....	St. Ireneans.....	Father Dunn.....	3	60
Clinton.....	Lyons.....	St. Boniface.....	Father Lenhersman.....	1	50
Clinton.....	Lyons.....	Select Catholic.....	F. X. Ulrich.....	1	40
Clinton.....	Clinton.....	Holy Family Academy.....	Sister Superioress.....	14	600
Clinton.....	Clinton.....	Commercial College.....	— Pearce.....	.....	.....
Dallas.....	Dexter.....	Dexter Normal.....	J. Valentine.....	2	46
Davis.....	Troy.....	Troy Academy.....	C. E. Foster.....	3	50
Davis.....	Bloomfield.....	Southern Iowa Normal.....	O. H. Longwell.....	5	90
Decatur.....	Garden Grove.....	St. John's Academy.....	V. G. Degan.....	3	30

ABSTRACT [H]—CONTINUED.

COUNTY.	LOCATION.	TITLE.	PRINCIPAL.	No. of teach- ers.	No. of schol- ars.
Delaware	Hopkinton	Lenox Collegiate Institute.	J. A. Ritchey.	6	100
Delaware	Petersburg	Petersburg Catholic School.	John Tashallers	1	60
Delaware	Manchester	Kindergarten.	Mrs. E. J. Conger.	1	30
Des Moines	Burlington	Zion's School.	F. G. Klein.	1	95
Des Moines	Burlington	First German Evangel.	C. F. Gruenenger	1	80
Des Moines	Burlington	Immaculate Conception.	Sisters of Charity.	5	150
Des Moines	Burlington	St. John's School.	Rev. Greisch.	5	250
Des Moines	Burlington	Academy of Our Lady of Lourdes.	Sister Martin.	5	95
Des Moines	Burlington	Orchard City Business College.	G. W. Elliott.	8	296
Des Moines	Burlington	Burlington College.	E. C. Spinney.	8	50
Des Moines	Burlington	The Gordon School.	Wm. G. Gordon	5	48
Dubuque	Epworth	Epworth Seminary	J. B. Albrook.	8	170
Dubuque	Dubuque	Baylies' Commercial College.	C. Baylies	6	325
Dubuque	Dubuque	St. Joseph's College.	P. F. McGrath.	6	100
Dubuque	Dubuque	Academy of Visitation	Mother M. X. Conlin	5	90
Dubuque	Dubuque	Presentation Convent.	Sister M. P. Read.	4	100
Dubuque	Dubuque	St. Joseph's Academy	Sister Josephine.	6	115
Dubuque	Dubuque	St. Mary's Academy	Sister M. Domitilla.	7	300
Dubuque	Dubuque	St. Raphael's School.	Christian Brothers.	4	215
Dubuque	Dubuque	St. Patrick's School.	Sisters of B. V. M.	4	200
Dubuque	Dubuque	St. Mary's (German)	Sisters of St. Francis.	9	560
Dubuque	Dubuque	Sacred Heart	— Durbin.	4	240
Dubuque	Dubuque	St. Malachi's School.	Sister J. Howley.	2	75
Dubuque	Dubuque	Mt. St. Joseph Academy.	Sister M. Maurice	5	100
Dubuque	Dubuque	German Theological Seminary.	— Slager.	2	40
Dubuque	Dubuque	Lutheran School.	H. Lutz	1	30
Dubuque	Dubuque	Kindergarten School.	Mrs. M. Smith.	1	20
Dubuque	Dyersville	St. Francis' Xavier.	Sisters of St. Francis.	3	120
Dubuque	New Vienna	Boniface School	Sisters of St. Francis.	3	115

Dubuque	Cascade	St. Martin's School.	Sisters of Charity.	2	80
Dubuque	Sherrill's Mound.	St. Peter's School.	Gustave Rattler.	3	130
Dubuque	Worthington.	Church School.	F. Heer.	2	80
Dubuque	Table Mound.	Church School.	Sisters of Charity.	2	45
Fayette	West Union.	Ainsworth Academy.	S. S. Ainsworth.	1	50
Fayette	Oelwein.	Oelwein Seminary	Mrs. A. McMillan	1	40
Greene	Jefferson.	Jefferson Academy	J. L. Dunning.	4	136
Guthrie	Panora.	Guthrie County High School.	R. D. Jones.	3	112
Harrison	Dunlap.	Select Normal School.	Miss Dickson	.....	.....
Hardin	New Providence.	New Providence Academy.	J. C. Hadley	2	48
Henry	Mt. Pleasant.	Howe's Academy.	S. C. Howe	2	180
Humboldt	Humboldt.	Humboldt Academy	W. M. Martin.	1	21
Iowa	Homestead.	Private School.	J. W. Hild	1	75
Jackson	Miles.	Miles' Select School.	Mrs. A. R. Darling.	1	30
Jasper	Newton.	Hazel Dell Academy.	Darius Thomas.	1	80
Jasper	Lynnville.	Lynnville Academy.	J. O. Beard.	.....	85
Jasper	Colfax.	Colfax Private School.	M. L. Wheat.	1	35
Jefferson	Pleasant Plain.	Pleasant Plain Academy.	I. N. Rich	2	85
Johnson	Iowa City	Hiatt Academy.	A. and H. H. Hiatt.	10	200
Lee	Denmark.	Denmark Academy	G. W. Bingham.	7	150
Lee	Keokuk.	Commercial College.	C. H. Pearce.	.....	.....
Lee	Ft. Madison.	English Commercial School.	Neilson Johnson.	3	100
Lee	Montrose.	Riverside Institute	J. R. Noble	3	75
Louisa	Columbus Junction.	Eastern Iowa Normal School.	E. R. Eldridge.	14	229
Louisa	Morning Sun.	Morning Sun Academy.	James McElhiney.	2	100
Lucas	Chariton.	Stewart Academy.	Mrs. R. A. Stewart.	1	25
Lyon	Beloit.	Beloit Academy.	M. D. Miller	3	40
Marion	Knoxville.	Knoxville Academy.	W. A. McKee.	1	67
Marshall	Le Grand.	Friends' Academy	C. E. Cox	3	75
Marshall	Albion.	Albion Seminary	E. P. Fogg.	5	105
Mills	Malvern.	Western Normal and Business Institute.	L. D. Davidson.	6	75
Mitchell	Osage.	Cedar Valley Seminary.	A. Abernethy.	5	125
Mitchell	St. Ansgar.	St. Ansgar High School.	H. S. Hong.	3	55
Muscatine	Wilton.	Wilton Academy.	A. C. Hart.	4	75
Plymouth	Le Mars.	Catholic Parochial School.	Sister Stephanie.	3	95
Scott	Davenport.	Commercial College.	Lillibridge and Valentine.	10	450
Scott	Davenport.	German Free School.	W. Schenickenbirger.	2	55
Scott	Davenport.	Luthern German	.....	2	60
Scott	Davenport.	Sisters' Academy.	Sister Superior.	8	220

ABSTRACT [III]—CONTINUED.

COUNTY.	LOCATION.	TITLE.	PRINCIPAL.	Number of Teachers.	Number of scholars.
Scott	Davenport.	St. Margaret's Academy.	Sisters of Charity.	7	260
Scott	Davenport.	St. Cunigunde's Academy.	Sisters of Mercy.	5	170
Scott	Davenport.	St. Mary's Academy.	Sisters of Mercy.	5	175
Scott	Davenport.	St. Anthony's Academy.	Sisters of Charity.	4	150
Shelby	Clay Township	Danish Missionary School.		2	30
Tama	Traer	Traer Institute.	M. G. Kyle	1	27
Van Buren	Birmingham.	Birmingham Academy.	J. W. Wolfe.	3	30
Wapello	Ottumwa.	Ottumwa Normal.	Mrs. M. A. Peck	1	82
Wapello	Ottumwa.	Ottumwa Business College.	W. D. Strong	2	73
Wapello	Ottumwa.	St. Joseph's School.	Father Kreckle.	2	80
Warren	Ottumwa.	Academy of Visitation.	Sister Mary John.	14	120
Washington	Ackworth.	Ackworth Academy.	T. Armstrong.	2	70
Washington	Washington.	Washington Academy.	J. W. Burns	5	130
Washington	Washington	St. James' School.	Sister Mary Benedict	3	60
Winnebago	Forest City.	Blannerhasset School.	Dora Macomber.	1	12
Winnesbick	Decorah.	Decorah Lutheran College.	L. Larson.	10	130
Winnesbick	Decorah.	Decorah Institute.	J. Breckenridge.	5	395
Winnesbick	Decorah.	Decorah Business College.	J. R. Slack	3	76
Winnesbick	Decorah.	Parochial School.	Hans Hullebae.	2	70
Winnesbick	Festina.	Sisters' School.	Sister St. Francis.	4	150
Winnesbick	Calmar.	Parochial School.	L. O. Lillegaard.	1	87
Winnesbick	Ossian.	Parochial School.	Mrs. Z. Wizen.	2	73
Winnesbick	Spillville.	Parochial School.	J. J. Kovarik.	2	117

ABSTRACT [I.]

REPORTS FOR 1882.

TEXT-BOOKS USED IN THE PUBLIC SCHOOLS.

Orthography—American, Analytical, Childs, DeWolf, Eclectic, Edwards, Gilbert's, Henderson, Halford, Harrington, Henkle's Test Speller, Independent, Leach, McGuffey, Monroe, National, Osborne, Osgood, Sanders, Sargent, Sherwood, Smith, Swinton, Shattuck & Laylander, Town, Union, United States, Warrem, Watson, Webb, Webster, Worcester, Westlake, Willson, Wright.

Reading—American, Analytical, American Education, Appleton, Butler, Eclectic, Edwards, Franklin, Harvey, Hillard, Independent, Lippincott, McGuffey, Model Series, Monroe, National, New American, New Graded, Osgood, Parker, Sanders, Sargent, Sanford, Sheldon, Town, Union, United States, Watson, Webb, Willson.

Writing—American, Babbittonian, Bryant & Stratton, Eastman, Eclectic, National, Mason, Model, Payson, Dunton & Scribner, Pierce, Pratt, Southworth, Spencerian, Thompson.

Arithmetic—Brooks, Davis, Dean, Eaton, Emerson, Felter, Fish, French, Goff, Greenleaf, Hager, Kirke & Bellfield, Milne, McVicar, Olney, Ray, Robinson, Sanford, Stoddard, Thompson, Walton, White.

Geography—Appleton, Camp, Coles & Fitch, Colton, Cornell, Dewell, Eclectic, Excelsior, Guyot, Harper, McNally, Mills, Mitchell, Monteith, National, Normal, Olney, Steinwehr & Brinton, Swinton, Warren, White.

English Grammar—Boltwood, Brown, Bullion, Burt, Clark, Covell, Greene, Hadley, Harvey, Holbrook, Howe, Kerl, Lee & Hadley, Mitchell, Pinneo, Quackenbos, Reed & Kellogg, Sill, Smith, Swinton, Wells, Welch, Whitney.

Physiology—Anderson, Brown, Cutter, Dalton, Draper, Hitchcock,

Hooker, Hutchinson, Huxley, Jarvis, Loomis, Martindale, Peck, Steele, Quackenbos, Wells, Youmans.

History of United States—Anderson, Barnes, Bennett, Berard, Butler, Campbell, Carver, Goodrich, Harper, Lossing, Monteith, Quackenbos, Ridpath, Scott, Seavey, Swinton, Taylor, Veneable, Willard, Wilson.

Civil Government—Andrews, Martin, Parker, Townsend, Young.

Algebra—Davies, Ficklin, Loomis, Olney, Ray, Robinson, Schuyler, Wentworth.

Geometry—Davies, Evans, Loomis, Olney, Ray, Robinson, Wentworth.

Natural Philosophy—Avery, Anderson, Cooley, Ganot, Gillett, Hooker, Jarvis, Norton, Parker, Peck, Quackenbos, Rolfe, Schuyler, Steele, Wells.

Botany—Gray, Wells, Wood, Yeomans.

Book-keeping—Bryant & Stratton, Drew, Hanaford & Payson, Palmer, Mayhew, Nichols.

German—Ahn, Campbell, Comfort, Ollendorf, Otto, Schmidt, Schultze, Woodbury, Wormans.

Latin—Andrews & Stoddard, Arnold, Bartholomew, Bullion, Crooks, Harkness, Jones, McClintock.

Greek—Bullion, Hadley.

Rhetoric—Hart, Haven, Hayden, Hepburn, Hill, Kerl, Quackenbos.

Chemistry—Cooley, Gillet, Rolfe, Steele, Youman.

Astronomy—Kiddle, Lockyer, Ray, Steele.

Mental Philosophy—Haven, Upham.

English Composition—Hart, Parker, Quackenbos, Swinton.

Drawing—Bartholomew, Forbriger, Hull, Krusi, Smith, White.

Physical Geography—Cornell, Guyot, Houston, Mitchell, Warren.

Geology—Andrews, Dana, Steele.

Natural History—Tenney.

English Literature—Cleveland, Royse, Shaw, Taine.

LIST OF COUNTY SUPERINTENDENTS

FOR THE YEAR 1882.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Adair*	J. W. Boyer	Greenfield.
Adams	H. H. Russell	Corning.
Allamakee†	L. Eells	Waukon.
Appanoose*	C. J. Brower	Centerville.
Audubon*	R. M. Carpenter	Audubon.
Benton*	Miss S. Blackburn	Vinton.
Black Hawk	L. E. Churchill	Waterloo.
Boone*	J. H. Chambers	Boonsboro.
Bremer*	D. C. Chamberlin	Waverly.
Buchanan*	W. E. Parker	Independence.
Buena Vista	I. C. Harlan	Alta.
Butler	J. D. Anderson	Butler Center.
Calhoun†	Mrs. C. E. O'Donoghue	Pomerooy.
Carroll	C. C. Colclo	Carroll.
Cass*	R. H. Frost	Atlantic.
Cedar	Miss V. M. Robbins	Tipton.
Cerro Gordo*	L. L. Klinefelter	Mason City.
Cherokee	Miss E. M. Slater	Cherokee.
Chickasaw	J. A. Lapham	New Hampton.
Clarke	Miss M. A. Osmond	Osceola.
Clay	M. M. Gilchrist	Spencer.
Clayton	O. D. Oathout	Elkader.
Clinton*	M. J. Wilcox	Lyons.
Crawford	E. M. Ainsworth	Vail.
Dallas	Mrs. J. Whinery	Adel.
Davis	J. C. Dooley	Bloomfield.
Decatur	Miss E. A. Manney	Garden Grove.
Delaware	H. G. Millen	Greeley.
Des Moines	R. L. Alspach	Burlington.
Dickinson*	R. A. Smith	Spirit Lake.
Dubuque*	N. W. Boyes	Dubuque.
Emmet*	J. W. Plummer	Estherville.
Fayette*	G. W. Fitch	West Union.
Floyd	H. H. Davidson	Marble Rock.
Franklin*	J. E. Evans	Hampton.
Fremont	T. J. R. Perry	Riverton.
Greene*	H. A. Turrill	Jefferson.
Grundy	J. D. Haile	Grundy Center.
Guthrie	T. J. Mahoney	Guthrie Center.
Hamilton	G. F. Richardson	Webster City.
Hancock	S. Sturgeon	Ellington.
Hardin	H. G. Fuller	Eldora.
Harrison	A. J. Miller	Logan.
Henry	J. B. Traxler	Mt. Pleasant.
Howard*	F. C. Clark	Cresco.
Humboldt	J. McLeod	Humboldt.
Ida	Mrs. A. H. Smith	Ida Grove.
Iowa	J. Jones, Jr.	Marengo.
Jackson*	C. A. Miller	Maquoketa.
Jasper*	R. A. Mathews	Newton.

*Re-elected.

†Former superintendents.

LIST OF COUNTY SUPERINTENDENTS—CONTINUED.

FOR THE YEAR 1882.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Jefferson	N. Rosenberger	Fairfield.
Johnson*	W. Blaine	Iowa City.
Jones	J. B. L. Caldwell†	Monticello.
Keokuk	C. H. McGrew	Sigourney.
Kossuth	J. J. Wilkinson	Algona.
Lee*	J. S. Stewart	Donnellson.
Linn	J. S. Willard	Palo.
Louisa*	M. D. Nicol	Wapello.
Lucas*	J. M. Hanlin	Russell.
Lyon*	A. H. Davidson	Rock Rapids.
Madison	J. W. Mann	Winterset.
Mahaska*	P. L. Kindig	Oskaloosa.
Marion †	A. Yetter	Knoxville.
Marshall*	W. W. Speer	Marshalltown.
Mills	J. S. Frasee	Glenwood.
Mitchell*	E. M. Rands	Osage.
Monona*	J. G. Iddings	Mapleton.
Monroe*	W. E. Elder	Albia.
Montgomery*	J. A. McLean	Red Oak.
Muscatine*	R. W. Leverich	Muscatine.
O'Brien	D. Algver	Pringhar.
Osceola	J. R. Elliott	Sibley.
Page*	S. E. Wilson	Clarinda.
Palo Alto	H. A. Pike	Emetsburg.
Plymouth	J. Wernli	Le Mars.
Pocahontas	J. P. Robinson	Fonda.
Polk	D. A. Kent	Des Moines.
Pottawattamie*	J. K. Cooper	Council Bluffs.
Poweshiek*	A. L. Shattuck	Malcom.
Ringgold	T. E. Dubois	Mt. Ayr.
Sac	H. T. Martin	Odebolt.
Scott*	P. S. Morton	Davenport.
Shelby*	W. W. Girton	Harlan.
Sioux	J. Koolvord	Orange City.
Story	O. O. Roe	Nevada.
Tama	J. P. Hendricks	Toledo.
Taylor†	J. B. Owens	Bedford.
Union	W. C. Yard	Creston.
Van Buren *	W. Hastings	Winchester.
Wapello†	W. A. McIntire	Ottumwa.
Warren	D. Craig	Palmyra.
Washington	Miss N. Rousseau	Washington.
Wayne	J. D. Johnston	Corydon.
Webster	J. B. Butler	Ft. Dodge.
Winnebago*	A. N. Brones	Forest City.
Winneshiek	J. A. Klein	Decorah.
Woodbury*	N. E. Palmer	Oto.
Worth*	B. J. Booth	Northwood.
Wright	D. D. Paine	Eagle Grove.

* Re-elected. † Former superintendents. ‡ Died in office : Luther Foster, successor.

STATEMENT OF EXCESS AND DEFICITS

In School-house, Contingent, and Teacher's Funds, as shown by the Reports of County Superintendents for 1881 and 1882.

SCHOOL-HOUSE FUND.

COUNTIES.	1881.		1882.		EXCESS.	DEFICIT.
	ON HAND.	ON HAND.	ON HAND.	ON HAND.		
1 Adair	\$ 3,570.87	\$ 3,672.02	\$ 101.15	\$.....		
2 Adams	4,634.60	4,715.88	91.28			
3 Allamakee	1,668.38	1,661.44		6.94		
4 Appanoose	1,523.72	1,082.25		441.47		
5 Audubon	2,696.23	2,696.23				
6 Benton	1,987.19	1,987.19				
7 Black Hawk	5,138.47	5,223.44	84.97			
8 Boone	3,128.11	2,981.13		246.98		
9 Bremer	3,343.22	3,383.80	40.58			
10 Buchanan	2,218.42	2,469.90	251.48			
11 Buena Vista	3,641.69	3,501.71		139.98		
12 Butler	4,717.61	4,692.96		25.15		
13 Calhoun	2,108.86	2,120.77	11.91			
14 Carroll	2,941.10	2,885.66		55.54		
15 Cass	9,908.93	9,908.93				
16 Cedar	3,002.79	3,040.81	38.02			
17 Cerro Gordo	3,626.13	2,748.86		877.27		
18 Cherokee	4,188.52	3,402.34		786.18		
19 Chickasaw	10,464.05	10,413.29		50.76		
20 Clarke	2,333.13	2,276.65		56.48		
21 Clay	1,290.71	670.42		620.29		
22 Clayton	7,260.72	7,305.56	44.84			
23 Clinton	5,983.92	5,983.92				
24 Crawford	3,648.75	3,648.75				
25 Dallas	5,005.13	4,233.44		771.69		
26 Davis	886.73	820.73		66.00		
27 Decatur	2,670.92	2,605.77		65.15		
28 Delaware	1,743.81	1,743.81				
29 Des Moines	689.11	535.70		153.41		
30 Dickinson	1,780.60	2,051.76	270.16			
31 Dubuque	2,492.54	2,492.54				
32 Emmet	576.22	562.17		14.05		
33 Fayette	2,350.26	2,520.04	169.78			
34 Floyd	498.42	498.42				
35 Franklin	4,151.11	4,155.60	4.49			
36 Fremont	8,274.80	8,275.70	.90			
37 Greene	5,831.50	5,831.50				
38 Grundy	3,203.13	3,414.84	211.71			
39 Guthrie	8,669.53	8,586.87		82.66		
40 Hamilton	19,396.06	20,315.78	919.72			
41 Hancock	4,273.14	4,295.14	22.00			
42 Hardin	3,777.13	3,777.58	.45			
43 Harrison	4,222.22	5,067.86	845.64			
44 Henry	1,222.16	1,080.42		141.64		
45 Howard	1,594.26	1,598.09	3.83			
46 Humboldt	2,029.39	1,176.83		854.56		
47 Ida	2,741.49	2,741.49				
48 Iowa	2,907.62	2,981.79	74.17			
49 Jackson	1,480.54	947.21		533.33		
50 Jasper	4,846.71	4,847.61	.90			

STATEMENT OF EXCESSES AND DEFICITS—CONTINUED.

SCHOOL-HOUSE FUND.

COUNTY.	1881. ON HAND.	1882. ON HAND.	EXCESS.	DEFICIT.
51 Jefferson.....	\$ 682.12	\$ 684.92	\$ 2.80	\$
52 Johnson.....	2,921.12	2,615.33	.....	305.79
53 Jones.....	1,798.25	1,243.56	.....	554.69
54 Keokuk.....	4,275.50	5,232.99	957.49	.....
55 Kossuth.....	2,338.36	2,338.27	.....	.09
56 Lee.....	586.12	618.08	31.96	.....
57 Linn.....	8,023.67	8,018.67	.....	5.10
58 Louisa.....	3,903.40	4,033.88	130.48	.....
59 Lucas.....	2,136.46	2,002.99	.....	133.47
60 Lyon.....	4,260.42	3,769.44	.....	490.98
61 Madison.....	1,905.25	1,821.26	.....	83.99
62 Mahaska.....	7,407.56	7,427.70	20.14	.....
63 Marion.....	2,649.73	2,607.10	.....	42.63
64 Marshall.....	13,051.27	13,064.34	13.07	.....
65 Mills.....	2,521.46	3,001.82	480.36	.....
66 Mitchell.....	1,429.84	1,429.84	.....	.....
67 Monona.....	2,353.25	2,357.35	4.10	.....
68 Monroe.....	2,347.49	2,347.49	.....	.....
69 Montgomery.....	4,512.63	4,511.61	.....	1.02
70 Muscatine.....	1,013.14	588.84	.....	490.98
71 O'Brien.....	2,829.63	4,210.07	1,380.44	.....
72 Osceola.....	1,918.52	1,503.05	.....	415.47
73 Page.....	6,230.01	6,396.13	166.12	.....
74 Palo Alto.....	2,652.89	2,806.49	153.60	.....
75 Plymouth.....	4,805.27	4,808.62	3.35	.....
76 Pocahontas.....	1,361.64	1,367.44	5.80	.....
77 Polk.....	8,458.23	6,980.95	.....	1,477.28
78 Pottawattamie.....	4,852.76	4,597.11	.....	255.65
79 Poweshiek.....	3,222.25	3,322.35	100.10	.....
80 Ringgold.....	8,039.03	8,143.68	104.65	.....
81 Sac.....	3,626.19	4,726.24	1,098.05	.....
82 Scott.....	5,747.41	5,743.24	.....	4.17
83 Shelby.....	9,918.20	9,919.16	.96	.....
84 Sioux.....	1,697.89	1,679.09	.....	18.80
85 Story.....	10,438.44	10,438.44	.....	.....
86 Tama.....	6,385.49	6,385.49	.....	.....
87 Taylor.....	2,816.97	2,816.97	.....	.....
88 Union.....	3,495.29	3,866.98	351.69	.....
89 Van Buren.....	1,766.94	1,733.86	.....	33.08
90 Wapello.....	5,296.64	5,069.13	.....	227.51
91 Warren.....	2,780.85	2,814.77	33.92	.....
92 Washington.....	5,209.23	5,151.08	.....	58.14
93 Wayne.....	3,161.13	2,926.12	.....	235.01
94 Webster.....	5,301.24	5,271.83	.....	29.41
95 Winnebago.....	1,524.74	1,524.74	.....	.....
96 Winneshiek.....	4,993.28	5,039.03	45.75	.....
97 Woodbury.....	3,325.98	3,282.46	.....	43.52
98 Worth.....	1,374.82	1,581.92	207.10	.....
99 Wright.....	2,239.30	2,905.59	666.29	.....

STATEMENT OF EXCESSES AND DEFICITS—CONTINUED.

CONTINGENT FUND.

COUNTIES.	1881. ON HAND.	1882. ON HAND.	EXCESS.	DEFICIT.
1 Adair.....	\$ 2,923.24	\$ 4,095.85	\$ 172.61	\$
2 Adams.....	2,848.20	2,759.68	.....	88.52
3 Allamakee.....	2,853.47	2,853.09	.....	.38
4 Appanoose.....	4,373.21	3,417.61	.....	995.60
5 Audubon.....	3,315.47	2,734.97	.....	590.50
6 Benton.....	6,768.70	6,777.89	9.19	.....
7 Black Hawk.....	5,257.00	5,552.33	.....	4.67
8 Boone.....	7,342.41	7,833.71	491.30	.....
9 Bremer.....	4,162.76	4,081.90	.....	81.86
10 Buchanan.....	5,451.10	5,044.77	.....	406.33
11 Buena Vista.....	3,921.23	3,817.83	103.40	.....
12 Butler.....	8,337.19	8,338.12	.93	.....
13 Calhoun.....	1,473.30	1,316.38	.....	156.92
14 Carroll.....	4,497.23	4,459.64	.....	37.59
15 Cass.....	9,117.32	9,117.32	.....	.....
16 Cedar.....	7,834.52	7,834.54	.02	.....
17 Cerro Gordo.....	5,611.82	5,622.90	11.82	.....
18 Cherokee.....	5,806.25	4,526.87	.....	1,279.38
19 Chickasaw.....	2,920.82	2,845.74	.....	75.08
20 Clarke.....	3,636.54	3,216.32	.....	420.22
21 Clay.....	1,440.24	852.13	.....	598.11
22 Clayton.....	6,234.71	6,712.50	477.79	.....
23 Clinton.....	11,479.36	11,479.56	.20	.....
24 Crawford.....	3,078.40	3,979.20	.80	.....
25 Dallas.....	7,046.09	7,740.52	.....	5.57
26 Davis.....	1,468.54	1,169.81	.....	298.73
27 Decatur.....	2,187.31	2,474.15	286.84	.....
28 Delaware.....	3,831.60	3,831.60	.....	.....
29 Des Moines.....	7,804.75	2,668.63	.....	5,136.12
30 Dickinson.....	1,016.60	1,046.37	29.67	.....
31 Dubuque.....	4,398.06	4,430.53	32.47	.....
32 Emmet.....	466.93	302.62	.....	164.31
33 Fayette.....	4,711.39	4,408.44	.....	302.95
34 Floyd.....	4,777.84	5,625.97	848.13	.....
35 Franklin.....	5,511.95	5,367.37	.....	144.58
36 Fremont.....	8,392.82	8,400.15	7.33	.....
37 Greene.....	4,879.18	4,931.16	51.98	.....
38 Grundy.....	5,427.33	5,147.04	.....	280.29
39 Guthrie.....	6,847.36	6,761.67	.....	85.69
40 Hamilton.....	4,707.29	4,843.86	136.57	.....
41 Hancock.....	2,341.59	2,341.55	.....	.04
42 Hardin.....	5,538.73	5,527.96	.....	10.77
43 Harrison.....	5,070.73	4,879.30	.....	191.43
44 Henry.....	3,644.55	3,591.90	.....	52.56
45 Howard.....	3,251.54	3,251.54	.....	.....
46 Humboldt.....	2,263.05	1,958.21	.....	304.84
47 Ida.....	1,964.03	1,964.03	.....	.....
48 Iowa.....	4,813.17	4,860.36	47.19	.....
49 Jackson.....	4,962.86	4,683.73	.....	279.13
50 Jasper.....	5,483.22	5,483.24	.02	.....

STATEMENT OF EXCESSES AND DEFICITS—CONTINUED.

CONTINGENT FUND.

COUNTIES.	1881.	1882.	EXCESS.	DEFICIT.
	ON HAND.	ON HAND.		
51 Jefferson.....	\$ 1,495.56	\$ 1,553.16	\$ 57.60	\$
52 Johnson.....	12,033.18	11,715.76	.....	317.42
53 Jones.....	4,453.01	4,724.55	271.54	.....
54 Keokuk.....	3,037.34	3,013.40	.....	23.94
55 Kossuth.....	4,631.24	4,564.22	.....	67.02
56 Lee.....	4,006.40	3,476.32	.....	530.08
57 Linn.....	6,754.88	6,744.51	.....	10.37
58 Louisa.....	2,550.00	2,550.00	.....	.....
59 Lucas.....	3,670.10	3,692.45	22.35	.....
60 Lyon.....	919.45	798.58	.....	120.87
61 Madison.....	9,182.28	7,726.11	.....	1,456.17
62 Mahaska.....	5,342.85	5,086.74	.....	256.11
63 Marion.....	4,696.29	4,893.20	196.91	.....
64 Marshall.....	6,294.15	6,825.72	532.57	.....
65 Mills.....	4,991.07	5,343.46	352.39	.....
66 Mitchell.....	3,243.91	3,691.44	447.53	.....
67 Monona.....	4,167.67	4,171.97	4.30	.....
68 Monroe.....	2,108.23	2,110.67	2.44	.....
69 Montgomery.....	2,926.46	2,926.46	.....	.....
70 Muscatine.....	5,035.85	5,039.93	4.08	.....
71 O'Brien.....	3,151.44	4,051.52	900.08	.....
72 Osceola.....	1,155.30	1,474.17	318.47	.....
73 Page.....	10,232.36	10,294.49	62.13	.....
74 Palo Alto.....	2,595.76	2,540.44	.....	55.32
75 Plymouth.....	5,610.99	5,657.35	46.36	.....
76 Pocahontas.....	1,441.92	1,579.66	137.74	.....
77 Polk.....	8,383.74	8,050.62	.....	333.12
78 Pottawattamie.....	10,875.62	10,875.50	.....	.12
79 Poweshiek.....	6,427.80	6,427.80	.....	.....
80 Ringgold.....	4,054.68	3,752.58	.....	302.10
81 Sac.....	4,201.69	5,129.25	927.56	.....
82 Scott.....	11,163.24	11,163.24	.....	.....
83 Shelby.....	7,229.29	7,229.29	.....	.....
84 Sioux.....	3,626.51	3,626.52	.01	.....
85 Story.....	5,061.68	5,061.68	.....	.....
86 Tama.....	10,206.85	9,589.22	.....	617.63
87 Taylor.....	4,646.49	4,651.55	5.06	.....
88 Union.....	3,303.17	4,022.55	719.38	.....
89 Van Buren.....	3,069.60	3,194.81	125.21	.....
90 Wapello.....	2,954.28	3,628.67	674.39	.....
91 Warren.....	4,286.20	4,092.09	.....	194.11
92 Washington.....	4,223.02	3,001.69	.....	1,221.33
93 Wayne.....	3,378.32	3,612.83	234.51	.....
94 Webster.....	7,333.23	8,104.21	770.98	.....
95 Winnebago.....	1,191.14	1,191.14	.....	.....
96 Winneshiek.....	4,029.31	4,189.47	110.16	.....
97 Woodbury.....	7,648.79	8,210.81	562.02	.....
98 Worth.....	1,506.55	1,610.70	104.15	.....
99 Wright.....	1,772.21	1,772.15	.....	.06

STATEMENT OF EXCESSES AND DEFICITS—CONTINUED.

TEACHER'S FUND.

COUNTIES.	1881.	1882.	EXCESS.	DEFICIT.
	ON HAND.	ON HAND.		
1 Adair.....	\$ 19,216.42	\$ 19,809.07	\$ 192.62	\$
2 Adams.....	10,461.34	9,888.94	.....	572.40
3 Allamakee.....	15,776.04	15,776.03	.....	.01
4 Appanoose.....	10,647.43	10,783.28	135.85	.....
5 Audubon.....	7,391.03	7,391.03	.....	.....
6 Benton.....	24,697.34	24,698.41	1.07	.....
7 Black Hawk.....	30,444.26	30,461.24	16.98	.....
8 Boone.....	22,836.01	22,226.30	.....	9.71
9 Bremer.....	13,781.36	13,993.73	212.37	.....
10 Buchanan.....	17,993.38	17,124.83	.....	768.55
11 Buena Vista.....	12,497.56	12,208.47	.....	289.09
12 Butler.....	20,948.26	20,850.45	.....	97.81
13 Calhoun.....	7,454.14	6,922.91	.....	531.23
14 Carroll.....	13,343.91	13,368.10	24.19	.....
15 Cass.....	29,024.76	29,024.76	.....	.....
16 Cedar.....	27,753.22	28,151.39	398.17	.....
17 Cerro Gordo.....	19,327.17	18,994.00	.....	333.17
18 Cherokee.....	15,196.54	14,339.10	.....	857.44
19 Chickasaw.....	13,619.79	13,467.47	.....	152.32
20 Clarke.....	12,719.26	12,147.34	.....	31.92
21 Clay.....	5,075.64	5,003.22	.....	72.42
22 Clayton.....	28,484.54	28,634.10	149.56	.....
23 Clinton.....	33,255.69	33,255.36	.....	.33
24 Crawford.....	18,065.03	18,065.01	.....	.02
25 Dallas.....	22,762.33	22,630.97	.....	131.36
26 Davis.....	3,480.31	3,396.17	.....	84.14
27 Decatur.....	10,412.17	10,042.94	.....	369.23
28 Delaware.....	20,540.02	20,540.02	.....	.....
29 Des Moines.....	22,670.83	12,108.90	.....	10,560.90
30 Dickinson.....	4,005.55	4,022.71	17.16	.....
31 Dubuque.....	15,560.22	15,596.94	36.72	.....
32 Emmet.....	5,998.03	4,892.99	.....	5.04
33 Fayette.....	16,603.38	16,714.15	110.77	.....
34 Floyd.....	13,335.96	13,289.12	.....	46.84
35 Franklin.....	17,147.61	17,084.99	.....	62.62
36 Fremont.....	30,839.33	30,839.31	.....	.02
37 Greene.....	13,581.10	13,581.10	.....	.....
38 Grundy.....	19,798.25	19,619.89	.....	178.36
39 Guthrie.....	16,563.48	16,784.94	221.46	.....
40 Hamilton.....	16,136.21	16,131.19	.....	5.02
41 Hancock.....	5,254.36	5,311.62	57.26	.....
42 Hardin.....	25,330.94	25,446.04	115.10	.....
43 Harrison.....	29,002.65	29,203.40	200.75	.....
44 Henry.....	20,435.61	20,522.79	87.18	.....
45 Howard.....	11,345.67	11,345.67	.....	.....
46 Humboldt.....	3,926.69	3,820.09	.....	106.60
47 Ida.....	6,880.77	6,765.22	.....	115.55
48 Iowa.....	25,866.38	26,096.56	230.18	.....
49 Jackson.....	20,644.92	20,320.72	.....	324.20
50 Jasper.....	21,895.08	21,895.11	.03	.....

STATEMENT OF EXCESSES AND DEFICITS—CONTINUED.

TEACHER'S FUND.

COUNTIES.	1881. ON HAND.	1882. ON HAND.	EXCESS.	DEFICIT,
51 Jefferson.....	\$ 14,236.85	\$ 14,323.72	\$ 86.87	\$.....
52 Johnson.....	17,791.08	16,243.62	.....	1,547.46
53 Jones.....	12,828.29	13,118.20	289.91	.....
54 Keokuk.....	13,156.76	12,503.33	.....	653.43
55 Kossuth.....	12,391.30	12,249.30	.....	142.00
56 Lee.....	13,801.01	13,615.60	.....	185.41
57 Linn.....	35,712.44	35,733.79	21.35	.....
58 Louisa.....	13,806.95	13,817.64	10.69	.....
59 Lucas.....	17,669.34	17,423.09	.....	246.25
60 Lyon.....	9,183.87	9,161.67	.....	22.20
61 Madison.....	20,970.24	21,136.80	166.56	.....
62 Mahaska.....	27,901.93	28,379.03	477.10	.....
63 Marion.....	20,182.85	18,897.51	.....	1,285.30
64 Marshall.....	42,508.12	42,832.41	324.29	.....
65 Mills.....	20,187.65	20,847.33	659.68	.....
66 Mitchell.....	10,102.61	10,512.68	410.07	.....
67 Monona.....	18,538.42	18,539.29	.87	.....
68 Monroe.....	12,972.45	13,068.64	96.19	.....
69 Montgomery.....	16,122.03	16,112.03	.....	10.00
70 Muscatine.....	19,023.07	19,212.13	189.06	.....
71 O'Brien.....	8,148.04	8,785.03	636.99	.....
72 Osceola.....	4,369.84	4,371.35	1.48	.....
73 Page.....	26,272.40	26,238.33	.....	34.07
74 Palo Alto.....	9,123.74	9,123.74	.....	.....
75 Plymouth.....	19,287.27	19,098.64	.....	188.63
76 Pocahontas.....	3,512.57	3,934.43	421.86	.....
77 Polk.....	44,741.29	45,746.08	1,004.79	.....
78 Pottawattamie.....	49,651.51	49,645.51	.....	6.00
79 Poweshiek.....	27,018.16	27,018.17	.01	.....
80 Ringgold.....	16,716.68	16,457.68	.....	250.00
81 Sac.....	13,690.61	13,991.39	300.78	.....
82 Scott.....	41,860.79	41,860.78	.....	.....
83 Shelby.....	25,944.61	25,744.21	.....	30
84 Sioux.....	14,971.92	14,973.30	1.38	.....
85 Story.....	20,116.38	20,116.38	.....	.....
86 Tama.....	29,665.25	28,201.80	.....	1,463.45
87 Taylor.....	18,062.25	18,056.78	.....	5.47
88 Union.....	12,442.04	11,848.94	.....	593.10
89 Van Buren.....	14,547.37	15,102.34	554.97	.....
90 Wapello.....	23,198.40	23,213.30	14.90	.....
91 Warren.....	18,779.77	19,202.14	422.37	.....
92 Washington.....	17,993.06	18,012.45	19.39	.....
93 Wayne.....	21,709.02	20,175.89	.....	1,533.13
94 Webster.....	27,802.26	27,567.28	.....	234.98
95 Winnebago.....	4,982.93	4,983.03	.10	.....
96 Winneshiek.....	19,440.79	18,569.59	.....	871.20
97 Woodbury.....	28,558.33	28,075.62	.....	482.71
98 Worth.....	6,828.79	6,828.79	.....	.....
99 Wright.....	4,805.58	4,941.54	135.96	.....

STATEMENT

Of the amount of interest on the permanent school fund apportioned during the years 1881 and 1882.

COUNTIES.	Interest ap- portioned March, 1881.	Interest ap- portioned September, 1881.	Total appor- tioned for 1881.	Interest ap- portioned March, 1882.	Interest ap- portioned September, 1882.	Total appor- tioned for 1882.
Adair.....	\$ 874.00	\$ 874.00	\$1,748.00	\$ 906.20	\$ 815.58	\$1,721.78
Adams.....	844.40	844.40	1,688.80	894.60	805.14	1,699.74
Allamakee.....	1,585.40	1,585.40	3,170.80	1,504.00	1,353.60	2,857.60
Appanoose.....	1,300.60	1,300.60	2,601.20	1,303.20	1,172.88	2,476.08
Audubon.....	477.80	477.80	955.60	537.20	483.48	1,020.68
Benton.....	1,795.00	1,795.00	3,590.00	1,779.60	1,601.64	3,481.24
Black Hawk.....	1,710.60	1,710.60	3,421.20	1,652.60	1,487.34	3,139.94
Boone.....	1,468.20	1,468.20	2,936.40	1,595.80	1,436.22	3,032.02
Bremer.....	1,051.00	1,051.00	2,102.00	1,072.60	965.34	2,037.94
Buchanan.....	1,361.00	1,361.00	2,722.00	1,333.60	1,200.24	2,533.84
Buena Vista.....	469.60	469.60	939.20	555.00	499.50	1,054.50
Butler.....	994.40	994.40	1,988.80	995.40	895.86	1,891.26
Calhoun.....	394.40	394.40	788.88	483.40	435.06	918.46
Carroll.....	796.80	796.80	1,593.60	885.20	796.68	1,681.88
Cass.....	1,155.60	1,155.60	2,311.20	1,202.80	1,082.52	2,285.32
Cedar.....	1,353.80	1,353.80	2,707.60	1,309.20	1,178.28	2,487.48
Cerro Gordo.....	779.00	779.00	1,558.00	800.00	720.00	1,520.00
Cherokee.....	538.80	538.80	1,077.60	651.80	586.62	1,238.42
Chickasaw.....	1,126.20	1,126.20	2,252.40	1,051.60	946.44	2,008.04
Clarke.....	905.20	905.20	1,810.40	886.80	798.12	1,684.92
Clay.....	308.00	308.00	616.00	342.80	308.52	651.32
Clayton.....	2,138.20	2,138.20	4,276.40	2,082.60	1,874.34	3,956.94
Clinton.....	2,652.00	2,652.00	5,304.00	2,582.00	2,323.80	4,905.80
Crawford.....	803.60	803.60	1,607.20	881.00	792.90	1,673.90
Dallas.....	1,330.00	1,330.00	2,660.00	1,366.00	1,229.40	2,595.40
Davis.....	1,269.40	1,269.40	2,538.80	1,253.20	1,127.88	2,381.08
Decatur.....	1,133.00	1,133.00	2,266.00	1,123.60	1,011.24	2,134.84
Delaware.....	1,233.80	1,233.80	2,467.60	1,223.80	1,101.42	2,325.22
Des Moines.....	2,355.00	2,355.00	4,710.00	2,410.20	2,169.18	4,579.38
Dickinson.....	152.20	152.20	304.40	142.80	128.52	270.32
Dubuque.....	3,531.60	3,531.60	7,063.20	3,263.40	3,263.40	6,526.80
Emmet.....	125.60	125.60	251.20	130.80	117.72	248.52
Fayette.....	1,734.60	1,734.60	3,469.20	1,637.40	1,473.66	3,111.06
Floyd.....	1,056.80	1,056.80	2,113.60	1,026.40	923.76	1,950.16
Franklin.....	711.20	711.20	1,422.40	735.00	661.50	1,396.50
Fremont.....	1,282.40	1,282.40	2,564.80	1,208.20	1,087.38	2,295.58
Greene.....	858.20	858.20	1,716.40	935.60	842.04	1,777.64
Grundy.....	836.00	836.00	1,672.00	879.20	791.28	1,670.48
Guthrie.....	994.60	994.60	1,989.20	1,067.20	960.48	2,027.68
Hamilton.....	819.60	819.60	1,639.20	986.20	887.58	1,873.78
Hancock.....	221.00	221.00	442.00	271.80	244.62	516.42
Hardin.....	1,360.20	1,360.20	2,720.40	1,390.80	1,251.72	2,642.52
Harrison.....	1,159.80	1,159.80	2,319.60	1,201.40	1,081.26	2,282.66
Henry.....	1,523.00	1,523.00	3,046.00	1,498.20	1,348.38	2,846.58
Howard.....	745.60	745.60	1,491.20	662.40	596.16	1,258.56
Humboldt.....	372.00	372.00	744.00	395.40	355.86	751.26
Ida.....	273.60	273.60	547.20	336.00	302.40	638.40
Iowa.....	1,410.60	1,410.60	2,821.20	1,426.80	1,284.12	2,710.92
Jackson.....	1,808.80	1,808.80	3,617.60	1,764.00	1,587.60	3,351.60
Jasper.....	1,919.40	1,919.40	3,838.80	1,914.40	1,722.96	3,637.36

STATEMENT—CONTINUED.

COUNTIES.	Interest ap- portioned March, 1881.	Interest ap- portioned September, 1881.	Total appor- tioned for 1881.	Interest ap- portioned March, 1882.	Interest ap- portioned September, 1882.	Total appor- tioned for 1882.
Jefferson.....	\$1,262.40	\$1,262.40	\$2,524.80	\$1,249.40	\$1,124.46	\$2,373.86
Johnson.....	2,073.20	2,073.20	4,146.40	2,035.20	1,831.68	3,866.88
Jones.....	1,688.20	1,688.20	3,376.40	1,673.40	1,506.06	3,179.46
Keokuk.....	1,614.40	1,614.40	3,228.80	1,666.40	1,499.76	3,166.16
Kossuth.....	513.00	513.00	1,026.00	463.40	417.06	880.46
Lee.....	2,576.00	2,576.00	5,152.00	2,481.60	2,233.44	4,715.04
Linn.....	2,609.60	2,609.60	5,219.20	2,602.40	2,342.16	4,944.56
Louisa.....	913.80	913.80	1,827.60	902.00	811.80	1,713.80
Lucas.....	1,063.60	1,063.60	2,127.20	1,063.80	957.42	2,021.22
Lyon.....	135.60	135.60	271.20	146.60	131.94	278.54
Madison.....	1,305.40	1,305.40	2,610.80	1,313.80	1,182.42	2,496.22
Mahaska.....	1,777.80	1,777.80	3,555.60	1,822.80	1,640.52	3,463.32
Marion.....	1,978.20	1,978.20	3,956.40	1,981.00	1,782.90	3,763.90
Marshall.....	1,622.40	1,622.40	3,244.80	1,621.20	1,459.08	3,080.28
Mills.....	1,000.00	1,000.00	2,000.00	1,020.80	918.72	1,939.52
Mitchell.....	956.20	956.20	1,912.40	917.80	826.02	1,743.82
Monona.....	646.80	646.80	1,293.60	678.20	610.38	1,288.58
Monroe.....	973.60	973.60	1,947.20	1,004.20	903.78	1,907.98
Montgomery.....	987.40	987.40	1,974.80	1,049.60	944.64	1,994.24
Muscataine.....	1,578.20	1,578.20	3,156.40	1,588.20	1,429.38	2,917.58
O'Brien.....	288.40	288.40	576.80	349.40	314.46	663.86
Osceola.....	149.00	149.00	298.00	149.20	134.28	283.48
Page.....	1,326.80	1,326.80	2,653.60	1,437.80	1,294.02	2,731.82
Palo Alto.....	295.20	295.20	590.40	315.40	283.86	599.26
Plymouth.....	595.20	595.20	1,190.40	688.80	619.92	1,308.72
Pocahontas.....	279.20	279.20	558.40	302.60	272.34	574.94
Polk.....	2,983.80	2,983.80	5,967.60	2,921.80	2,629.62	5,551.42
Pottawattamie.....	2,600.80	2,600.80	5,201.60	2,669.00	2,402.10	5,071.10
Poweshiek.....	1,368.00	1,368.00	2,736.00	1,397.00	1,557.30	2,954.30
Ringold.....	883.00	883.00	1,766.00	898.00	808.20	1,706.20
Sac.....	578.20	578.20	1,156.40	655.80	590.22	1,246.02
Scott.....	3,175.00	3,175.00	6,350.00	3,156.00	2,840.40	5,996.40
Shelby.....	807.20	807.20	1,614.40	917.40	825.66	1,743.06
Sioux.....	400.20	400.20	800.40	470.80	423.72	894.52
Story.....	1,230.20	1,230.20	2,460.40	1,199.00	1,079.10	2,278.10
Tama.....	1,444.00	1,444.00	2,888.00	1,492.00	1,342.80	2,834.80
Taylor.....	1,130.40	1,130.40	2,260.80	1,175.40	1,057.86	2,233.26
Union.....	1,023.00	1,023.00	2,046.00	1,054.60	949.14	2,003.74
Van Buren.....	1,223.80	1,223.80	2,447.60	1,172.00	1,054.80	2,226.80
Wapello.....	1,688.20	1,688.20	3,376.40	1,678.20	1,510.38	3,188.58
Warren.....	1,476.60	1,476.60	2,953.20	1,478.80	1,330.92	2,809.72
Washington.....	1,496.20	1,496.20	2,992.40	1,481.00	1,332.90	2,813.90
Wayne.....	1,223.80	1,223.80	2,447.60	1,269.20	1,142.28	2,411.48
Webster.....	1,210.60	1,210.60	2,421.20	1,362.20	1,225.98	2,588.18
Winnebago.....	368.20	368.20	736.40	354.60	319.14	673.74
Winneshiek.....	1,802.40	1,802.40	3,604.80	1,694.20	1,524.78	3,218.98
Woodbury.....	971.00	971.00	1,942.00	1,031.40	928.26	1,959.66
Worth.....	542.80	542.80	1,085.60	534.20	480.78	1,014.98
Wright.....	372.60	372.60	745.20	456.60	410.94	867.54
Total.....	\$ 117,311.20	\$ 117,311.20	\$ 234,622.40	\$ 118,946.00	\$ 107,051.40	\$ 225,997.40

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ERRATA.

KEOKUK COUNTY, IN TEACHERS' FUND.

On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.	Total debit and credit.	Paid teachers since last report.	Paid for other purposes.	On hand.
\$ 12503.33	\$ 23152.05	\$ 8458.10	\$ 1012.75	\$ 45126.23	\$ 35452.46	\$ 566.74	\$ 9107.03

KEOKUK COUNTY, IN SCHOOL-HOUSE FUND.

On hand at last report.	Received from district tax.	Received from other sources.	Total debit and credit.	Paid for school-house sites.	Paid for library and apparatus.	Paid on bonds and interest.	Paid for other purposes.	On hand.
5232.99	5130.73	1777.27	12140.99	4972.35	116.15	2837.51	1529.66	2685.32

WASHINGTON COUNTY, IN CONTINGENT FUND.

On hand at last report.	Received from district tax.	Received from other sources.	Total debit and credit.	Paid for rent and repair of school-houses.	Paid for fuel.	Paid secretaries and treasurers.	Paid for records, dictionaries, and apparatus.	Paid for insurance and janitors.	Paid for supplies, brooms, chalk, etc.	Paid for other purposes.	On hand.
42161.14	10016.27	907.26	15139.67	3689.29	3115.80	972.97	231.18	938.10	491.78	1969.15	3803.40

KEOKUK COUNTY, IN CONTINGENT FUND.

3013.40	10038.35	1151.29	14193.04	3177.32	2759.49	1402.33	116.88	969.67	679.97	2783.14	2304.24
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