

TWENTIETH BIENNIAL REPORT

OF THE

Iowa State Teachers College

CEDAR FALLS, IOWA

REPORTS

FOR THE PERIOD BEGINNING JULY 1, 1912 AND
ENDING JUNE 30, 1914

- I. Report of the President
- II. Report of the Secretary
- III. Report of the Treasurer

LETTER OF TRANSMITTAL \

TO THE IOWA STATE BOARD OF EDUCATION,

Gentlemen:

As required by Section 2680, Code of Iowa, and Chapter 104, Laws of the Thirtieth General Assembly, as amended by Chapter 170, Laws of the Thirty-third General Assembly, and in accordance with the resolution of the State Board of Education May 25, 1910, the officers of the Iowa State Teachers College herewith file their reports covering the Biennial Period July 1, 1912, to June 30, 1914.

Respectfully submitted,

H. H. SEERLEY,

September 19, 1914.

President.

REPORT OF THE PRESIDENT

GENERAL STATISTICS.

The following tables give the statistics required by law as a part of this biennial report:

1. FACULTY STATISTICS.

Rank	1912-13	1913-14
President	1	1
Head professors	18	18
Professors	35	38
Assistant professors	14	15
Instructors	20	25
Assistants	10	18
Student assistants	15	16
Total	113	126

2. OTHER EMPLOYEES.

Librarian	1	1
Library assistants	7	9
Library student assistants	16	27
Office secretaries	2	2
Office clerks and stenographers	7	10
Superintendent of buildings and grounds	1	1
Janitors	14	17
Engineers and mechanics	14	15
Other employees—matron of hospital	1	1
Total	63	83

3. STUDENTS GRADUATING DURING PERIOD.

Rank of Diploma		
College Courses—		
M. D. Degree—professional course for college graduates	6	3
M. D. Degree—professional course for college graduates	6	3
*M. D. Diploma—three year course	34	16
B. D. Diploma—two year course	77	66
Special Teacher Diploma—two year course	135	164
Normal Courses—not high school graduates—		
Normal Diploma—three year course	18	17
†Rural Teacher—two year course	7	6
Total	299	320

*This course dropped in 1914.

†This course new in 1913.

4. SUMMARY OF STUDENTS, 1912-13.

	Men	Women	Total
College graduates at entrance	5	48	53

COLLEGE COURSES.

1. General College Courses--			
Freshman class	55	184	239
Sophomore class	38	149	187
Junior class	29	59	79
Senior class	23	68	91
2. Two Year Diploma Courses--consisting of students of Freshman and Sophomore rank--			
Primary Teachers	211	211	
Kindergarten Teachers	43	43	
Public School Music Teachers	2	49	51
Manual Training Teachers	13	2	15
Drawing Teachers	10	10	
Physical Education Teachers	2	11	13
Home Economics Teachers	139	139	
Grade Teachers	15	15	
Commercial Teachers	2	4	6
Total	160	992	1,152
3. Normal Courses--not high school graduates--			
Rural and Grade Teachers	176	582	758
Special Teachers	4	64	68
Total	180	646	826
4. Special Music Courses--			
Voice, Violin, Piano, Organ	3	31	34
5. Unclassified as to Course--			
Attending for special reasons, all varieties of entrance	53	627	680
Total Teacher Students in College	296	2,296	2,592

TRAINING DEPARTMENT PUPILS.

	Boys	Girls	Total
Advanced Grades, grammar and high school	120	123	243
Primary Grades	35	34	69
Kindergarten Grades--3 kindergartens, 2 in city, 1 on campus	48	58	106
High School and Grammar Grade classes in Home Economics in city		112	112
Total	203	297	500
Grand total	599	2,623	3,222

CLASSIFIED AS TO TERMS.

	Men	Women	Total
Fall, Winter and Spring Terms, all courses	296	1,283	1,579
Training Department, Fall, Winter and Spring	203	227	430
Total	499	1,510	2,009
Summer Term	137	1,198	1,335
Total	635	2,805	3,440
Counted twice	36	182	218
Grand total	599	2,623	3,222

5. SUMMARY OF STUDENTS, 1913-14.

	Men	Women	Total
College graduates at entrance	12	33	45

COLLEGE COURSES.

1. General College Courses--			
Freshman class	49	82	131
Sophomore class	37	54	91
Junior class	21	47	68
Senior class	21	61	82
2. Two Year Diploma Courses--consisting of students of Freshman and Sophomore rank--			
Primary Teachers	259	259	
Kindergarten Teachers	44	44	
Public School Music Teachers	1	57	58
Manual Training Teachers	15	2	17
Drawing Teachers	2	12	14
Physical Education Teachers	2	21	23
Home Economics Teachers	180	180	
Grade Teachers	14	210	224
Commercial Teachers	1	11	12
Total	177	1,074	1,251
3. Normal Courses--not high school graduates--			
Rural Teachers	96	439	535
Grade Teachers	48	218	266
Special Teachers	3	37	40
Total	150	679	829
4. Special Music Teacher Courses--			
Voice, Violin, Piano, Organ	5	41	46
5. Unclassified as to Course--			
All varieties of entrance	26	805	831
Total number of students in all courses	383	2,590	2,973

TRAINING DEPARTMENT PUPILS.

	Boys	Girls	Total
Advanced Grades--Grammar and High School	106	126	232
Primary Grades	40	35	75
Kindergarten Grades, 2 in city, 1 on campus	47	43	90
High School and Grammar Grades, classes in Home Economics in city		129	129
Total	193	294	487
Note: Rural Demonstration School at Castle Hill School District operated this year--total enrolled			52
Grand total	581	2,914	3,495

CLASSIFIED AS TO TERMS.

	Men	Women	Total
Fall, Winter and Spring, all courses	269	1,388	1,657

	Boys	Girls	Total
Training Department, Fall, Winter and Spring	193	234	527
Total	462	1,712	2,174
Summer Term	154	1,383	1,537
Total	616	3,095	3,711
Number counted twice	35	181	216
Grand total	581	2,914	3,495

TEACHERS TAUGHT SATURDAYS.

Enrolled in Study Center work, not included in above totals.	1,060
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GENERAL INFORMATION.

DISTRIBUTION OF STUDENTS AS TO RESIDENCE.

To assist in the analysis of the statistics of enrollment here given, the following map has been prepared to show the residence of students as regards the counties in which they claimed their homes at the time of enrolling for work. This map shows that a special school will have a patronage of its own and that it will reach localities that would hardly be expected by those who are acquainted with the situation in liberal arts colleges. It is frequently said that the patronage of any educational institution is within the radius of one hundred miles. This fact may have been true years ago when the transportation was limited to slow systems, but today a few hundred miles do not constitute a hindrance to going to a school somewhat remote from a student's home. Many teacher-students are self-supporting, and hence they can claim a legal residence wherever they are at work. Such as these enroll as being from the last county in which they were employed. If they do not so enroll, then they claim a residence in which the Teachers College is located. In addition to these men and women who are already teachers and who have their residence wherever they are at work, there are many families who move to Cedar Falls for the four years their children are in school. This gives Black Hawk county an extraordinary enrollment that is not in accordance with the facts. For this reason those who are recorded as being in Cedar Falls, City and Fourth Ward, are listed separately and placed in columns below the map with the students who claim residence in other states than Iowa. In a similar way many families take up residence in Waterloo, five miles from the Teachers College, and send their children by electric railway to the daily sessions. Such individuals as these cannot be separated from the regular Black Hawk county residents, and are counted on the map as belonging to this county.

The young people of Cedar Falls who do not intend to undertake the work of teaching as a vocation do not attend the Teachers College, but go elsewhere for their education.

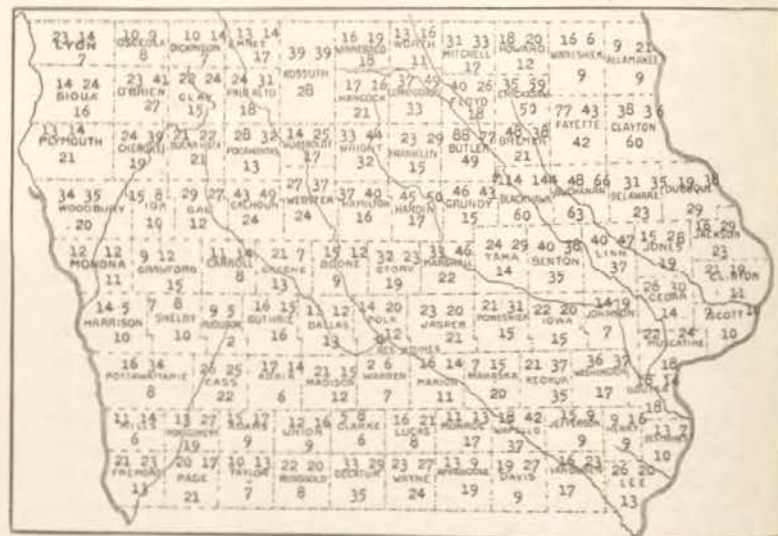
THE STATE TEACHERS COLLEGE OF TODAY.

This is the twentieth report on the work conducted at the Iowa State Teachers College during the thirty-eight years of its history. Being a special educational institution organized for the preparation of teachers for the public schools, it has had its province determined by statute and by custom and has obeyed strictly the limitations thus imposed.

IOWA STATE TEACHERS COLLEGE
Cedar Falls, Iowa.

County residence of students:

First number, Summer 1912, and Fall, Winter and Spring 1912-13.
Second number, Summer 1913, and Fall, Winter and Spring 1913-14.
Third number, Summer 1914.



# Not including	1912-13	1913-14	Summer 1914
Cedar Falls, City.	98	119	45
Fourth Ward, Cedar Falls.	175	167	97
Other States	116	117	58

The biennial period covered by this report has been one of notable progress and of large development. Definite results have been obtained, sincere work has been done and the problems involved have been thoughtfully studied and partially mastered. The solution of all such undertakings must involve many complex conditions, since there are so many legal, personal and social factors to be realized and to be harmonized. These peculiar difficul-

ties have been decidedly magnified by the changing status of the teaching vocation imposed by many new laws and by the modified policies of the State as to the true province and the complete function of popular education. Amid these confused conditions the faculty, the students and the people of the State have reached a better knowledge of the problems involved, while the accomplishments secured have been of such largeness and of such special nature that the State of Iowa has gained unusual reputation for its teacher-training undertakings. In the meantime, the graduates of the Teachers College have been in unusual demand within and without the State; and they have shown a success that is unprecedented and commendable as experts in the instructing of children and youth, while they have reached administrative rank and executive management to an extent not known by the graduates of other state teachers' schools. In so far as efficiency can be considered and practical service identified, it is no longer necessary to study elsewhere than in the State of Iowa in order to be certain of securing the most progressive and the most practical teacher training that is obtainable in the United States. It is not boastful to say that Iowa has today a teachers' training school which is recognized everywhere as having reached superior rank in quality and in decisive helpfulness to popular education.

This honorable status has been attained because the State has been liberal in providing the extraordinary financial means for the support and for the development of the College to the extent that such an enterprise has required. This has come because there has been esteem for and confidence in the comprehensive plans adopted and executed, and because each additional step of progress that has been taken has been found to be acceptable and successful. The management has recognized continuously the great importance of a right spirit among those engaged in the endeavor to be made, as well as the attainment of the proper attitude of the students who are being trained for public service; and hence it has made as the chief aim the development of the character and the acquirement of efficiency in the personality of all concerned. If these qualifications can be gained in all their fullness, then the rest of the work to be done in the training of an efficient teacher will follow as a matter of course. If the public schools are ever to reach a suitably high standard of service, it can be obtained only through the placing of efficient educators in every class room. Such standards will be impossible unless the profession of teaching shall be recognized

as a permanent business for men and women of large promise in capability. In reaching such a position of recognition, it is necessary for such an educational institution's environment to be so free from selfish and mercantile conceptions as to what is most desirable in a career that its students can accept the fact that service to civilization is the greatest purpose to which a life can be devoted. In this regard, the environment of the Iowa State Teachers College has been exceptionally favorable for the development of a noble and pure idealism regarding what is the highest and the best in manhood and womanhood. The students are in daily contact with teachers and associates who act on the assumption that power, wealth and prominence are not the sole characteristics that are the most desirable of attainment.

THE TEACHING CAREER.

The chief purpose of a teachers' college is to give a special education for a special career, all of its instruction and training having, as a single end, that of a leadership in the world-wide movements that assist children and youth to find themselves so well educated and so well trained that they can with positive capability and enlarging efficiency, enter the activities that may be chosen as an occupation. Such education as this is technical rather than liberal; it is positive rather than negative; it is constructive rather than preparative; it has in mind vocational guidance rather than general aims and culture; it accepts the fact that the end of training is definite and clear rather than unknown and uncertain. Such a function gives educational organization and management a main purpose and insures that the end reached can not be doubtful or experimental. The students at a teachers' college are seeking a solution of specific problems without hesitation, and the studies they pursue are vocational in their influence and development, rather than cultural and general. The instruction that they are granted is of a notable type as to thoroughness, comprehensiveness and distinctiveness; and scholarship always means an increase of usefulness and a definiteness of design. A faculty in a true teachers' college can not be indifferent as to progress of the students; they can not forget their need for supreme accuracy and thorough mastery; they can afford to adopt and enforce standards without fear of being unreasonable in the exactions made; and they can secure a degree of cooperation and of response that is impossible under less vocational influences.

The teaching career has its limitations, but it also has its compensations. It reaches its maximum of expertness and of utility in a teachers' college because in such an institution expertness of instruction is absolutely essential, while excellence of manner and of motive can not be omitted from the standards emphasized. Teaching under such circumstances calls for initiative, skill, self control, continual growth and ready adaptability, as the functions imposed demand geniality, sympathy and humaneness to great degrees. To secure scholars of such views of service, of such breadth of duty, of such largeness of standard and of such greatness of purpose is a very arduous undertaking; and, hence, when such are found they should be worthy of the best salaries that the commonwealth can afford to pay. In seeking improvement in such a propaganda as education undertakes for improving civilization, the key to this situation is in the teachers' schools. It is here that the motives of improvement must be born and the disposition to attain superiority cultivated, because from them are to come the persons who are to help the fathers and the mothers of the community in the training of the coming generation for a better grade of citizenship.

THE STANDARD OF PUBLIC SCHOOL TEACHING.

The license system of defining the legal status of a public school teacher in Iowa is of such a low standard of scholarship and training that it is left entirely to the option of a holder of a teacher's certificate of the lowest grade whether or not any future improvement shall be made. Such a situation places, in the majority of schools, teachers without any worthy qualifications as to scholarship or capability and lacking in a notable spirit of improvement. At the same time the salaries paid to these low grade teachers are comparatively better than are paid those who have graduated from teachers' colleges and have the highest certificates, because they have made so little investment in their preparation for their work that their expenses were immaterial. What need have these incompetent persons to go to school at large personal expenditure and why should they train themselves for larger efficiency when the conditions that exist encourage them to take a remunerative income without sacrifice or superior preparation? All these conditions are permitted to exist because the people have been willing to let them continue and because they seem to feel themselves helpless in any attempt to remedy the known evils. The only source

of guidance that they really have concerning the quality of competency in the teachers is that given by the state in conferring authority to teach; and since that information is no absolute guarantee of competency, their despair of success accumulates from repeated failures to secure capability in instruction, leaving them to conclude that the school system is a fraud and the supervision provided a useless expense. Under present systems of measurement confirmed by law and by practice, this deplorable situation is irremediable.

THE EXPANSION OF THE COURSE OF STUDY OF ELEMENTARY SCHOOLS.

The General Assembly has provided whereby all public schools shall give instruction in agriculture, home economics, and manual training by July 1, 1915. This expansion of requirement has occurred at a time when the common branches, and in addition, civics, economics, physics, and algebra, are not yet well mastered or taught in the majority of elementary schools. This happens because the teachers are not scholastically qualified to meet the requirements now made. Furthermore, the teachers' licenses that are now held under the title, second and first grade uniform county and state certificates, are perpetual licenses that can not require at any future time any actual knowledge of these 1915 new branches. Hence, all that this legal expansion can mean will be that of requiring that an examination be passed in these new branches by the recruits who are to be annually added to the ranks of the teachers who drill the public school army. To put it briefly, instruction is required of all but no guarantee of fitness of the teacher is exacted.

THE REMEDY FOR THE UNSATISFACTORY SITUATION.

The only remedy for this undesirable situation is for the State to adopt an advanced plan of granting new licenses as teachers only on graduation from a creditable course of study. This plan would discontinue the wasteful and incompetent method of formal examination as sufficient evidence of competency to certificate new teachers. Then the teachers now in the service should be required to go to school during their long summer vacations and also to take work on Saturdays during term time, until they have reached a proper and reasonable standard of scholarship and training. The country schools must be taken out of their indifference, and their unsatisfactoriness in order to bring them to an efficient standard of

excellence and usefulness. This can be done by the State's adopting a policy of enlightenment and of enforcement, rather than maintaining a practice of delay and of neglect. The active teaching force of the State should undertake a systematic course of study which will give such a grade of efficiency as the work required now demands; and all those who do not secure this necessary condition within a reasonable length of time should be eliminated from the educational system for their incapability and their insufficiency. The experience of the past twenty-five years indicates that it is impossible to get the rank and file of the public school teachers to go to the organized educational institutions in order to be trained. To meet this situation the faculties of these institutions should be sent out into the State in order that they may give to the teachers in service such instruction as their scholastic and professional conditions may make necessary. All such teachers should be compelled to be identified with this study and progress until the minimum standard that has been adopted has been reached. Such a solution is practicable if the entrance of new teachers who are not properly qualified be prohibited and the necessary compulsion enforced upon those who are in the service and are below the grade of qualification imposed. If such a plan as this were undertaken in a systematic way, the State could accomplish within a few years the improvement of present day conditions with the least possible expense, while the standard imposed could then be permanently maintained by the institutions now established. The day has come when the State of Iowa must send the teacher to the people rather than to continue to require that all the workers who need to be served should be compelled to come to the public institutions where they are located or permanently give up the opportunity to be instructed and trained for a larger career.

THE TEACHERS' STUDY CENTER SYSTEM.

During the latter half of the college year 1913-1914, the State Teachers College made a test of the practicability of an Extension Service on the plan of a "Teachers' Study Center System." This part of a year's work has been conducted as a demonstration rather than as an attempt to cover completely any certain territory. It has been tested in such counties as were nearest to Cedar Falls, because the instructors who were employed to conduct this special service were otherwise regularly engaged in their class room duties at the Teachers College during the days of the school week and

could give only their Saturdays to this extension teaching. This was done for the purpose of testing the possibilities of such endeavors fitting the needs of the teachers at work. Eight counties volunteered to cooperate with the Teachers College in attempting such organized instruction and the results of the efforts obtained have proved to the faculty and to the students that such a method of management and instruction would be acceptable and successful. Some of the cooperating counties delayed their organization until they were assured that the first attempts made elsewhere were sure to be satisfactory, and hence they had few such meetings as it took considerable time to get properly started. The following report shows the work that was accomplished, the counties served, the enrollment secured and the meetings held:

Counties	Centers	Meetings	Av. Attendance
Black Hawk	Hudson	3	17
Black Hawk	La Porte City	3	31
Black Hawk	Waterloo	3	87
Butler	Clarksville	4	56
Butler	Dumont	1	39
Butler	New Hartford	4	24
Benton	Vinton	2	61
Bremer	Waverly	2	52
Cerro Gordo	Clear Lake	1	44
Cerro Gordo	Mason City	1	93
Cerro Gordo	Swaledale	1	17
Floyd	Charles City	1	128
Floyd	Rockford	2	26
Tama	Gladbrook	1	28
Tama	Traer	1	53
Worth	Manly	1	49

OTHER STATISTICS OF THE WORK DONE.

Number of centers organized	16
Number of meetings held	31
Number of different instructors in the service	23
Grand total of teachers attending the several classes in all the centers	1449
Total of different individual teachers instructed in all the centers, counting each teacher but once	1040
Average attendance per meeting held	46

The plan on which these Study Centers were projected was that of the class room system, sufficient instructors being sent to each center meeting to divide the teachers assembled into suitable sections. Three lessons of an hour each were given each division each

day, some one branch of study being thus given much intensive attention by development of the subject matter and of the method of instruction. This work as now organized will be continued at these same locations for the year 1914-15, and in addition, there will be accepted as many other counties with new Study Centers as the time and the strength of the faculty will permit. It is also the intention to secure the assistance of other well qualified instructors who are not members of the College faculty but who can be depended upon to do superior work under the auspices of the Teachers College, as the demands of the work may require. With sufficient financial support to provide for the necessary instruction, supervision and direction, such a Study Center system can be expanded until it has reached effectively all the teachers of the State who should have specific instruction in scholarship, in school management and in a better spirit of endeavor.

At the opening of the Fall term of the Teachers College in September, 1914, the Director of the Study Center work for 1914-15 announced that at least fifty centers representing the teachers of twenty-five counties would be provided. At this date it is not possible to know what this endeavor will produce in enrollment for the year, but it is fair to estimate that at least 3,000 teachers will take advantage of the opportunities thus provided. Under such auspicious circumstances it is certainly desirable that the General Assembly grant such financial assistance as is commensurate with the importance and possibilities of the extension service.

THE RURAL DEMONSTRATION SCHOOL AND THE TEACHERS COLLEGE.

During the last college year, a new undertaking for the improvement of the rural school and for the training of rural school teachers has been promoted at the Teachers College. To make a proper demonstration of what can be done with good teaching and good management, ten rural independent school districts have been affiliated with the education and the training in teaching departments of the Teachers College. These schools are within a radius of six miles from the college campus and have all the typical conditions of rural communities and of one room rural schools. In accepting this new educational work, it was recognized that the one room country school is the present day problem of most Iowa rural communities and that when State subsidies and voluntary consolidation have reduced these small school districts to the minimum, yet in many localities there will remain the single school

with its limitations as the elementary educational institution of the people. It is rightly inferred that the merit of consolidation consists in simplifying the problems involved and in instituting a more economic management; and for these reasons alone such a plan should be approved, commended, accepted and adopted. The demonstration here undertaken does not imply that actual consolidation of territory is unnecessary or undesirable, but that such an enterprise should proceed upon a plan of coöperation and affiliation with the belief that these are fair substitutes when physical consolidation is not popular or acceptable. Under the plan adopted the Teachers College has a large part in the selection of teachers and in the supervision of the schools in session. It has also supervision of the vocational endeavors of the pupils in these schools during the entire year, so far as their farm and home duties are concerned, treating such study and work as a definite part of the authorized course of study. The parents of these pupils become the assistant instructors and supervisors of their children in all these vocational enterprises and coöperate with the teachers in giving helpful encouragement and active direction. The school boards provide larger funds than heretofore for the support of these schools, and they are pledged to favor proper opportunity for community meetings and social center work by erecting such additional rooms and by giving such other facilities as the developments of the work shall prove to be necessary and desirable. The course of study used in these demonstration schools is the regular printed State course as published by the Department of Public Instruction, with such adaptations and modifications as experience shall show to be important and essential for each school district. In addition, these demonstration schools have become the actual laboratories that are employed in giving graduates from the rural teachers' training course actual experience and marked efficiency as instructors. By so doing, these teachers in training will live for a suitable length of time in these country communities, thus getting a direct knowledge of the social activities that are organized and conducted, and thereby gain a proper appreciation of rural life and of rural people.

This new division of the educational work at the Teachers College has become possible during the past two years because (1) of the minimum wage law that has gone into effect and (2) of the several other laws that now require a small amount of actual training in teaching before being granted a teacher's certificate, and

(3) of the growing public interest in the true welfare and absolute needs of country children. All of these developments have made the people more willing to spend their money on the improvement of community education, and have produced recognition of the truth that good teachers should be more adequately paid for their services while incompetent or ordinary teachers should be prohibited from holding any permanent place in the system because their education and training are not commensurate with the high standards required by present day civilization.

The enthusiasm and the satisfaction that have been shown by the patrons of these demonstration schools during the first year of the undertaking have been of such a marked character as to give good reason to believe that every rural school district in Iowa is now ready for definite progress and real improvement, if the General Assembly can devise ways and means for such successful accomplishment.

Enough experience has been had by the faculty and the management to justify the opinion that a new step of real progress would be taken if a successful demonstration school were organized and maintained for every three or four township school districts in each county, and directed by an expert specialist in rural school work so that all the beginning teachers for such counties could be given successful training. This work should depend upon quality and should require efficiency in service before the would-be teacher could be placed in charge of any individual school. The hope of the future consists in bringing competency and personality into such relationships that the people may know from experience when quality of teaching has been actually obtained.

THE TEACHERS COLLEGE AND THE TEACHERS AT WORK.

There is a notable demand for a practical, efficient extension service in the lines of educational conferences, addresses, lectures and social discussions. Such activities include commercial clubs, teachers' clubs, teachers' associations, teachers' institutes, farmers' institutes, women's clubs and literary organizations of many kinds. These forms of popular organizations make plans for the consideration of many educational topics on their yearly programs. These activities solicit the assistance of the members of the faculty of the Teachers College on lines where their experience enables them to have first hand knowledge, and such coöperation is expected without hesitation because of the faculty being in the employment of the

State. All of this coöperation is worth while as it assists in securing progress and enlightenment and should be considered as of a nature appropriate to the public service of a State institution. During the past biennial period the members of the faculty have appeared in such programs more than 500 times and a work has been accomplished that has added much to the customary duties of the faculty commonly represented by the program of the weekly class hours and the assigned laboratory work on the campus.

THE SUMMER TERM EXTENSION TO TWELVE WEEKS.

For some years a six weeks summer term has been maintained in June and July at the Teachers College. This session occurs at a time when the public schools are closed. The students that attend this session are the teachers of the State who are regularly employed in school work during the other months of the year. The fact that these teachers are extremely anxious to make improvement is shown by the large numbers that enroll at the opening of the term and continue their studies without relaxation to the end. Many of these teacher-students have been in attendance from year to year for a number of sessions, seeking to complete their respective courses and to graduate from the institution. Some individuals have been enrolled for seven successive years and have exhibited remarkable energy, endurance and ambition. It can be easily seen that an extension of the summer term to a full session of twelve weeks would double the present opportunities at the Teachers College to give instruction and training to such students. It is right that this additional privilege should be offered by the State and thus open every advantage for instruction and training to such teachers in service as can not afford to resign their regular work in order to go to school. The expenses of most public school teachers are equally as large during vacation as they are during employment, and hence the privilege of studying during vacation would enable them to complete an education without any extraordinary expenditure of time or of personal savings. The necessary appropriations which must be given to expand the actual service and privileges of the College for the additional six weeks of the summer would give immediate returns to the State in increased competency and efficiency in the schools. In making this additional provision it should be recognized that it is not necessary that the regular faculty of the Teachers College be required to give this much additional time annually, as efficient plans can be

formulated so that the regular members of the faculty can have their annual vacations at any time of the year that is most desirable for their comfort and convenience. Such a change in policy would mean that the summer term faculty would be employed for this special work independent of the regular sessions of the College.

It is to be said, in addition, that the Summer term enrollment is regularly increasing and that 2500 students will be in attendance the coming biennial period, provided publicity be given to the proposed enlarged plans for extending the session. The following enrollment has occurred during the past three sessions:

Summer 1912—1330 students.
Summer 1913—1537 students.
Summer 1914—2022 students.

THE RETIREMENT OF AGED FACULTY MEMBERS FROM ACTIVE TEACHING.

The system of pensioning aged professors now provided by many educational institutions has brought a necessity for Iowa to meet the new requirement in a fair and business-like way. Under present conditions, the state educational institutions can not compete in the securing of teaching staffs on a par with these pension assured institutions, as either the salaries proposed by the State must be much larger than those offered elsewhere or other inducements must be given. It would be neither trouble nor loss to the State to arrange such a plan of detached service for aged professors, at a reduced salary, as is commensurate with reason and in accordance with the work assigned. This would be more helpful than a straight pension system, as it is better for such persons to continue work and receive remuneration than to retire to idleness and inactivity. Every educational institution has such opportunities for detached service, and these problems should be studied and assignments should be made in accordance with public policy and economic management.

THE DORMITORY DEMANDS AND NEEDS.

By authority of the General Assembly the Board of Education is constructing a dormitory for women that will give accommodations for 125 students, September, 1915. The information at hand shows that many more people of the State will expect to have the privileges of the dormitory than can be accommodated. It appears

that there will be a demand for three times the space now provided and that this feeling is due to the fact that private lodgings are not satisfactory to many patrons of the Teachers College. It is imperative that provision of a good kind should be made for the proper housing of students at Cedar Falls. Private initiative has its limitations because it depends upon business motives for its existence. Since boarding and lodging students can not be made a remunerative business at the prices the students can pay, the supply of good accommodations is always less than the demand. Since the Teachers College provides facilities for instruction and could efficiently care for 3,000 students in regular attendance, it is evident that the State must have a hand in the business of lodging such persons if the entire capacity is to be continually used. About 1,400 students can now be comfortably entertained in the lodging houses near the Teachers College, and the prospects for additional houses to be built in sufficient numbers to keep up with the demanded expansion can not be relied upon as a solution. The Teachers College is now handicapped in its work by the inability of would-be patrons to secure comfortable and desirable lodgings. Dormitories under the management of educational institutions are profitable investments and serve as endowments for their support. The older educational institutions of the country have found it absolutely necessary to assume charge of the solution of this problem before they were able to reach a status of efficiency or success that the plans and policies ought to secure. In no way could the State do more for its students desiring to prepare to be teachers than to erect dormitories for their comfort and protection at Cedar Falls. Arguments should not be necessary to convince the authorities charged with the responsibility of developing and improving the educational institutions that this step is an essential one; and those who have children to send to school and who must send them away from home are unanimously agreed that a dormitory system is essential to good management, good training and a well conducted development of character of students.

SALARIES OF PROFESSORS AND TEACHERS.

The continual advance in the cost of living, and the increased enlargement of demands for better talent, better preparation and better capability have made the salary problem at a State educational institution an actual emergency. These schools depend for their value upon the personal merit and efficiency of their teaching

staffs. The greater these institutions become, the more nearly they comply with public demand, the more fully they contribute their part to progress in civilization, the greater becomes the demand for sufficient means to pay the salaries that such expert service can command. Educational undertakings are great when they are in the hands of great teachers, and the young people in a college depend for inspiration and impression upon the qualities and the capabilities of those who instruct them in the arts and sciences of civilization. While there has been a reasonable recognition of these facts in the past as shown by the money granted, yet the present situation is a more than ordinarily serious one as it has developed an immediate emergency which must be met with sincerity and with fidelity, if the greatness of standard of the colleges is to be maintained. Iowa may be as liberal as other states and may be willing to do more than some states, but Iowa leadership in all respects depends upon the granting of the means whereby great teachers of great conceptions of life may be secured and kept in the faculties of instruction. To that end Iowa must continue a policy of liberality and of confidence in the best that can be obtained, and these problems should be studied with earnestness and with thoroughness.

PUBLICITY AND PROMOTION.

Educational service demands larger publicity and more promotion. It is surprising how very little the average citizen knows about the opportunities offered by the State for the education of his children. This is not a surprise when it is remembered that families are personally interested in this question for a very limited time and that they do not seek information before they need it. As a consequence, the demand for publicity and promotion is a permanent part of administration and can never be abandoned on account of the fact that the patronage is continually new. Even if the interests of the people of the State are alone considered and the interests of the institution are not regarded important, the work of publicity and promotion should be a constant service for the public good.

IN CONCLUSION.

Education is like other enterprises that depend upon popular approval and acceptability. It must be known to be appreciated and recognized. Since the work being done is maintained for the benefit of all the people, and since the object is the improvement of the

success and the power of the Nation and the State, there is every reason why an aggressive policy of development and of progress should be adopted and continued. Without such a method of enterprise and enlargement, without such a development of interest and confidence, without the right spirit of superiority and of aim the undertaking involved in the problems of public education will fail to accomplish the mission for which it was established.

HOMER H. SEERLEY,
President.

Cedar Falls, Iowa, September, 19, 1914.

ANNUAL REPORT

OF THE SECRETARY OF THE IOWA STATE TEACHERS' COL-
LEGE TO THE IOWA STATE BOARD OF EDUCATION
FOR THE YEAR 1912-1913—JULY 1, 1913

SUPPORT OF SCHOOL FOR YEAR 1912-13.

Amounts on hand in the different funds, July 1, 1912:

Teachers' Fund.....	\$ 973.96	
Contingent Fund.....	7,845.87	
Library Fund.....	4,709.12	
Librarians' Salary Fund.....	5,361.72	
Hospital Fund.....	20.10	
Millage Fund.....	8,260.76	
Paving, Walks and Improvement Fund...	254.92	
Students' Contingent Fund.....	553.97	
Summer Contingent Fund.....	7,393.36	
Commencement Contingent Fund.....	1,272.23	\$ 36,646.01

Received from State Appropriations, for one year, 1912-13:

Teachers' Fund, permanent.....	\$109,500.00	
Contingent Fund, permanent.....	48,000.00	
Summer Term Fund, permanent.....	11,000.00	
Library Fund, permanent.....	5,000.00	
Librarians' Salary Fund, permanent.....	7,000.00	
Hospital Fund, permanent.....	1,250.00	
Millage Fund, one-tenth mill tax.....	75,000.00	
Pipe Organ Fund.....	5,000.00	\$261,750.00

Received from other sources for one year, 1912-13:

Contingent Fund, material sold.....	\$ 1,489.91	
Contingent Fund, interest on general daily balance	780.22	
Contingent Fund, Independent School District, Cedar Falls, tuition.....	4,961.53	
Library Fund, fines and lost books.....	60.93	
Hospital Fund, insurance fees.....	258.00	
Hospital Fund, received from patients....	446.85	
Pipe Organ Fund, Lecture Committee....	5,045.85	
Pipe Organ Fund, Alumni and Glee Club..	324.40	
Pipe Organ Fund, M. P. Moller for incidentals	45.41	
Students' Contingent Fund fees collected..	19,738.55	
Summer Contingent Fund, fees collected..	4,286.50	
Commencement Contingent Fund, fees collected	696.00	\$ 38,134.15

Transfers between funds—no additional income:

Teachers Fund from Students' Contingent Fund ..	\$ 10,126.04
Contingent Fund from Summer Contingent Fund ..	1,475.02

Summer Term Fund from Summer Contingent Fund	5,821.64
Pipe Organ Fund from Students' Contingent Fund	1,250.00
Students' Contingent Fund from Pipe Organ Fund	1,250.00—\$ 19,922.70

RESUME:

Amount on hand July 1, 1912	\$ 36,646.01
State Appropriations	261,750.00
Other Sources	38,134.15
Transfers between funds	19,922.70—\$356,452.86

SALARIES OF TEACHERS FOR THE REGULAR SCHOOL YEAR OF THREE TERMS, 1912-13.

Homor H. Searley, President, 12 mos.	\$ 5,000.00
Geo. S. Dick, Registrar, 12 mos.	2,475.00
Mrs. Marion McFarland Walker, Dean of Women, 10 mos.	1,200.00
Education—	
Chauncey P. Colgrove, professor	2,400.00
Anna E. McGovern, professor	1,400.00
Geo. W. Samson, professor	2,000.00
G. W. Walters, professor	2,000.00
Edith O. Buck, professor	1,800.00
Geo. H. Mount, professor	1,600.00
Teaching—	
Wilbur H. Bender, professor	2,400.00
Bruce Francis, assistant director	1,400.00
Florence E. Ward, supervisor kindergarten	1,400.00
Mattie Louise Hatcher, supervisor primary	1,300.00
Elizabeth Hughes, professor	1,300.00
Ida Fesenbeck, professor	1,200.00
Eva M. Luse, professor	1,200.00
Mae Creswell, assistant professor	1,100.00
Gertrude Dandiker, assistant professor	1,100.00
Florence E. Correll, assistant professor	1,000.00
Lulu M. Stevens, assistant professor	1,000.00
Etta M. Cramton, assistant professor	900.00
Grace Altholson, critic teacher in training	450.00
Harriet Bye, critic teacher in training	450.00
Marguerite Cadwallader, critic teacher in training	450.00
Grace Rait, critic teacher in training	450.00
Edith Rilaud, critic teacher in training	450.00
Sudab Cohoon, critic teacher in training	450.00
Alice Dixon, critic teacher in training	450.00
Stella Fisher, critic teacher in training	450.00
Eleanor Gray, critic teacher in training	450.00
Marguerite Uttley, critic teacher in training	450.00
Ethel Whitten, critic teacher in training	450.00
English—	
S. A. Lynch, professor	2,300.00
W. W. Gist, professor	2,000.00
Bertha Martin, professor	1,700.00
John Barnes, professor	1,700.00
Jennette Carpenter, professor	1,500.00
Lillian V. Lambert, professor	1,500.00
Eva L. Gregg, assistant professor	1,200.00
Laura Falkner, assistant professor	1,100.00
Mary F. Hearst, assistant professor	1,200.00
Margaret E. Oliver, assistant professor	1,100.00
Mabel J. Lodge, instructor	1,000.00
Bird Bundy, assistant	70.00
Elsie Fabrick, assistant	60.00

Latin and Greek—	
Frank Ivan Merchant, professor	2,300.00
Myra E. Call, professor	1,400.00
German and French—	
J. B. Knoepfler, professor	2,300.00
Charlotte M. Lorenz, instructor	1,000.00
Clara Nolte, instructor	720.00
Anna Doffing, assistant	65.00
Vie Ufford, assistant	35.00
Mathematics—	
Ira S. Condit, professor	2,300.00
D. Sands Wright, professor	2,000.00
C. S. Cory, professor	1,000.00
Emma F. Lambert, assistant professor	1,200.00
Edna Allen, instructor	1,000.00
Physics and Chemistry—	
L. Begeman, professor	2,300.00
S. Freeman Hersey, professor	1,800.00
Perry A. Bond, assistant professor	1,400.00
Robert W. Getchell, assistant professor	1,400.00
E. O. Dieterich, instructor	1,000.00
Leonard St. John, assistant	25.67
Fred Smith, assistant	120.00
A. J. Miller, assistant	95.33
Brian Condit, assistant	40.00
Natural Science—	
M. F. Arey, professor	2,100.00
G. W. Newton, professor	2,000.00
E. J. Cable, professor	1,900.00
Alison E. Altholson, assistant professor	800.00
Arthur J. Caulfield, instructor	400.00
W. H. Davis, assistant professor	1,400.00
History—	
Sara M. Riggs, professor	1,400.00
Sara F. Rice, professor	1,400.00
Government—	
Henry J. Peterson, instructor	1,200.00
Economics—	
Reuben McKittrick, professor	1,700.00
B. L. Troup, assistant	100.00
Art—	
Bertha L. Patt, professor	1,400.00
Effie Schuneman, instructor	900.00
Anna Iverson, instructor	900.00
Commercial Education—	
H. C. Cummins, professor	1,400.00
Roy V. Coffey, instructor	1,300.00
Helen M. Dills, assistant	20.00
Lena Freshwaters, assistant	20.00
Bonita Klemm, assistant	20.00
Marguerite Martin, assistant	20.00
Manual Arts—	
Charles H. Bailey, professor	2,300.00
Alma L. McMahon, instructor	1,000.00
Clark H. Brown, instructor	1,200.00
Home Economics—	
Mary L. Townsend, professor	1,400.00
Alice M. Heinz, instructor	900.00
Olive Sheets, instructor	850.00
Florence Freer, instructor	750.00

Music—

C. A. Fullerton, professor	2,300.00
Hulda Stenwall, assistant professor	1,200.00
Anna Gertrude Childs, professor	400.00
Grace Gail Giberson, instructor	1,100.00
T. Stanley Skinner, instructor	600.00
Lowell E. M. Welles, instructor, fees only	
Lola M. Koford, instructor, fees only	
Harriet Case, instructor, fees only	

Orchestral Music—

B. W. Merrill, professor	1,300.00
Alma Cutler, instructor, fees only	

Physical Education—

R. F. Seymour, professor	1,800.00
Marguerite M. Hussey, assistant instructor	1,300.00
Humbert F. Pasini, instructor	1,300.00
Ruth Hallingby, instructor	450.00
Margaret Blake, instructor	700.00
Monica K. Wild, instructor	315.00

SALARIES PAID SUMMER TERM 1912.

M. F. Arey	Natural Science	\$ 350.00
Edna Allen	Mathematics	100.67
Alison E. Atchison	Natural Science	35.00
Wilbur H. Bender	Teaching	400.00
John Barnes	English	290.00
L. Hegeman	Physics and Chemistry	383.33
Perry A. Bond	Physics and Chemistry	233.33
Charles H. Bailey	Manual Arts	383.33
Clark H. Brown	Manual Arts	300.00
Mary Barnum	Teaching	75.00
Maud Butts	Natural Science	166.67
Grace Barr	Music	300.00
Myron Hegeman	Physics and Chemistry	60.00
C. P. Colegrove	Education	400.00
Jennette Carpenter	English	125.00
Ira S. Condit	Mathematics	383.33
Myra E. Call	Latin and Greek	250.00
C. S. Cory	Mathematics	330.00
Mae Cresswell	Teaching	183.33
Flora E. Correll	History	166.67
E. K. Chapman	Physics and Chemistry	320.00
E. J. Cable	Natural Science	330.00
H. C. Cummings	Commercial Education	230.00
Anna Gertrude Childs	Music	75.00
Sudah Cohoon	Teaching	65.00
G. S. Dick	Education	350.00
Ida Feenbeck	English	230.00
Bruce Francis	Economics	275.00
C. A. Fullerton	Music	383.33
W. W. Gist	English	350.00
R. W. Getchell	Physics and Chemistry	200.00
Laura Gano	Natural Science	200.00
Elizabeth Hughes	Teaching	230.00
Mary F. Hearst	English	210.00
Marguerite Hussey	Physical Education	150.00
Ruth Hallingby	Physical Education	230.00
Johanna Hansen	Art	75.00
Bertha Hart	Music	150.00
Alice Heinz	Home Economics	383.33
J. B. Knoepfler	German	270.00
W. H. Kadesch	Physics and Chemistry	200.00
Eva Luse	Teaching	191.66
S. A. Lynch	English	170.00
Charlotte Lorenz	German	15.00
Emily Lamberty	Commercial Education	240.00
Edith Long	Mathematics	270.00
Anna F. McGovern	Education	233.33
Geo. H. Mount	Education	233.33
Bertha Martin	English	290.00
F. I. Merchant	Latin and Greek	383.33
C. H. Meyerholz	Government	350.00

\$120,000.00

SALARIES PAID SUMMER TERM 1912—Continued.

Reuben McKittrick	Economics	290.00
B. W. Merrill	Orchestral Music	200.00
G. W. Newton	Natural Science	230.00
Katherine Nenno	Teaching	75.00
Margaret Oliver	English	183.33
H. J. Peterson	Government	200.00
Sara M. Higgs	History	230.00
Sara P. Rice	History	230.00
Grace Rait	Teaching	75.00
G. W. Samson	Education	330.00
Hulda Stenwall	Music	210.00
Effie Schuneman	Art	166.67
R. F. Seymour	Physical Education	310.00
Bertha Stiles	Teaching	200.00
Henrietta Thornton	Art	230.00
G. W. Walters	Education	330.00
Florence E. Ward	Teaching	270.00
D. S. Wright	Mathematics	350.00
Mrs. Marion McFarland		
Walker	Dean of Women	200.00
Ellen Wing	Manual Arts	150.00

\$ 16,821.64

LIBRARIANS' SALARY FUND, 1912-13.

Mary Dunham, librarian	\$ 1,786.67
Ida Wolf, cataloger	600.00
Mattie Fargo, cataloger	90.00
Iva Huntley, assistant cataloger	665.00
Ethel L. Arey, assistant in library	820.00
Mary E. Burton, assistant in library	650.00
Bertha Sharp, assistant in library	275.00
Mary E. Martin, assistant in library	309.10
Gladys Elser, assistant in library	232.41
Floyd Walsh, assistant in library	101.00
J. E. Partington, assistant in library	63.86
Nelson Hersey, assistant in library	76.07
H. J. Whitacre, assistant in library	15.08
Lester Ary, assistant in library	6.08
Trevor Haight, assistant in library	6.95
Jessie Wiley, assistant in library	10.19
Floris Minkler, assistant in library	50.10
Ruby Reese, assistant in library	11.62
Charibel Walker, assistant in library	7.35
Nell Lucas, assistant in library	3.15
Florence Elser, assistant in library	17.84
Winifred Wherry, assistant in library	12.37
Letty Walsh, assistant in library	10.20
Anna Martin, assistant in library	.97
O. A. Bozarth, janitor	720.00

\$ 6,631.04

SALARIES PAID EMPLOYEES, 1912-13.

Lillian G. Goodwin, secretary of the college	\$ 1,500.00
Anna R. Wild, executive secretary	1,500.00
Beatrice Wilbur, asst. secretary in college office and asst. to registrar	900.00
Hazel E. Brown, stenographer in president's office	720.00
Genevieve Burling, stenographer in college office	634.00
Evelyn Morton, stenographer in college office	720.00
Pearle O. Graham, stenographer in college office	560.00
Emma Deines, clerk in college office	480.00
Mae Bahrenfuss, stenographer in college office	116.00
J. E. Robinson, superintendent	2,200.00
John P. Swope, electrician	1,100.00
Hans Rasmussen, engineer	900.00
A. P. Christensen, carpenter	900.00

SALARIES PAID EMPLOYEES, 1912-1913—Continued.

Hans C. Hansen, carpenter	900.00
Henry M. Barnes, fireman	820.00
Ward Pierce, fireman	720.00
Wm. Orvis, fireman	283.00
G. W. Behrens, fireman	420.00
Wm. Wallace, fireman	608.00
A. M. Cleveland, night watchman	720.00
Robert Billings, yardman	720.00
T. N. Justice, janitor	720.00
Peter Christensen, janitor	80.00
H. L. Steeb, janitor	720.00
S. R. Dryden, janitor	720.00
W. J. Johnson, janitor	480.00
John McLain, janitor	720.00
W. B. Hoate, janitor	720.00
Philip Seltenrich, janitor	720.00
H. C. Harmon, janitor	720.00
J. W. Bangs, janitor	720.00
Wm. Stevenson, janitor	720.00
Elmer Maxson, janitor	640.00
W. J. Waters, janitor	225.00
Mrs. T. N. Justice, matron gymnasium	330.00

Contingent fund \$ 26,076.00

Millage Fund—

M. T. Coleman, plumber	\$ 1,020.00
G. E. Palmer, steam fitter	1,020.00

\$ 2,040.00

Hospital Fund—

Mrs. A. M. Potter, matron	\$ 600.00
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ITEMIZED EXPENDITURES, 1912-13.

Millage Fund—

Training school	\$ 64,300.35
Repairs	6,029.59
Library	472.90
Emergency hospital	4,754.04
Tunnel extensions	255.77

Teachers' Fund—

Salaries of teachers	120,600.00
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Librarians' Salary Fund—

Salaries of library employees	6,681.04
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Library Fund—

Books and supplies	4,049.62
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Hospital Fund—

Expenses running hospital	1,514.84
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Pipe Organ Fund—

Pipe organ	11,209.92
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Paving, Walks and Improvement of Grounds Fund—

For paving, walks and grading	254.92
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Summer Term Fund—

Salaries of teachers	16,821.64
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Summer Contingent Fund—

Summer term lectures	850.55
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Transfer to Summer Term Fund	5,821.64
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Transfer to Contingent Fund	1,475.02
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Students' Contingent Fund—

Transfers to Teachers' Fund	10,126.04
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Transfer to Organ Fund	1,250.00
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ITEMIZED EXPENDITURES, 1912-1913—Continued.

Commencement Contingent Fund—

Commencement expenses	908.35
English department prizes	116.08

Contingent Fund—

Salaries, superintendent's department	18,526.00
Salaries, office	7,150.00
Fuel	10,782.43
Superintendent's department	6,527.29
Printing	3,618.31
Office	1,801.86
Advertising	1,444.27
General use of departments	806.41
Home Economics	1,186.69
Physics and Chemistry	1,030.42
Training school	475.35
Natural Science	308.19
Manual Training	243.80
Music	425.65
Telephone and telegraph	311.54
Physical Training	203.73
Commercial	12.59
Mathematics	5.50
Art	5.47

Total for year \$312,513.72

Respectfully submitted,
LILIAN G. GOODWIN,
Secretary.

ANNUAL REPORT OF THE SECRETARY OF THE IOWA STATE
TEACHERS COLLEGE TO THE IOWA STATE BOARD
OF EDUCATION.

For the Year 1913-1914—July 1, 1914.

SUPPORT OF SCHOOL FOR YEAR 1913-14.

Received from State Appropriations, for one year, 1913-14:

Teachers' Fund, permanent	\$129,500.00
Contingent Fund, permanent	62,000.00
Summer Term Fund, permanent	16,000.00
Library Fund, permanent	5,000.00
Librarians' Salary Fund, permanent	7,000.00
Hospital Fund, permanent	1,250.00
Millage Fund, one-tenth mill tax	65,191.18
Paving, Walks and Improvement Fund	900.00
Furniture Fund	2,500.00—\$290,341.18

Received from other sources for one year, 1913-14:

Contingent Fund, Independent School District	\$ 3,159.64
Contingent Fund, District No. 5	534.68
Contingent Fund, Interest on daily balance	62.41
Pipe Organ Fund, concert	192.00
Students' Contingent Fund, fees	16,127.25
Summer Contingent Fund, fees	6,749.60
Commencement Contingent Fund, fees	644.00
Commencement Contingent Fund, play	381.83
Commencement Contingent Fund, Alumni	35.75

General Fund—	
Contingent Receipts	1,470.74
Interest on general daily balance	1,233.75
Material Receipts	175.45
Hospital Receipts	640.62
Library Receipts	110.29—\$ 31,518.01

Transfers—	
Millage Fund from Furniture Fund	\$ 228.60

RESUME

State appropriations	\$290,341.18
Other sources	31,518.01
Transfers from other funds	228.60—\$322,087.79

SALARIES OF TEACHERS FOR THE REGULAR SCHOOL YEAR OF THREE
TERMS, 1913-14.

	Twelve months
Homer H. Seerley, President	\$ 5,000.00
Geo. S. Dick, Registrar	225.00
C. S. Cory, Registrar	1,894.83
Mrs. Marion McFarland Walker, Dean of Women	1,250.00
Education—	
Chauncey P. Colegrove, professor	\$ 2,400.00
Anna E. McGovern, professor	1,400.00
Geo. W. Samson, professor	2,000.00
G. W. Walters, professor	2,000.00
Edith C. Buck, professor	1,300.00
Geo. H. Mount, professor	1,800.00
Macy Campbell, professor (10 months)	1,650.00
I. H. Hart, professor	700.00
Teaching—	
Geo. S. Dick, professor	2,400.00
Bruce Francis, assistant director	1,400.00
Florence E. Ward, supervisor of kindergarten	1,400.00
Mattie L. Hatcher, supervisor of primary	1,300.00
Elizabeth Hughes, professor	1,300.00
Ida Fesenbeck, professor	1,300.00
Eva Luse, professor	733.34
Mae Crosswell, assistant professor	1,100.00
Gertrude Dandiker, assistant professor	1,000.00
Florence E. Correll, assistant professor	1,000.00
Lulu M. Stevens, assistant professor	1,000.00
Etta M. Cramton, assistant professor	450.00
Sudab Cohoon, critic teacher in training	450.00
Harriet Bye, critic teacher in training	450.00
Lola Wells Hughes, critic teacher in training	450.00
Edith Riland, critic teacher in training	450.00
Lou Shepherd, critic teacher in training	375.00
Alice Dixon, critic teacher in training	450.00
Eleanor Gray, critic teacher in training	450.00
Luey Harris, critic teacher in training	450.00
Emma Rait, critic teacher in training	450.00
Frances Shambaugh, critic teacher in training	450.00
Marguerite Utley, critic teacher in training	298.07
Rhoda Williams, critic teacher in training	27.00
Margaret Dick, critic teacher in training	50.00
Hjalmar Ostergaard, critic teacher in training	135.00
Anna Millard, rural demonstration school	

English—	
S. A. Lynch, professor	2,300.00
W. W. Gist, professor	2,000.00
Bertha Martin, professor	1,700.00
John Barnes, professor	1,700.00
Jennette Carpenter, professor	1,500.00
Lillian V. Lambert, professor	1,500.00
Eva L. Gregg, assistant professor	1,300.00
Laura Falkner, assistant professor	1,100.00
Mary F. Hearst, assistant professor	1,200.00
Margaret E. Oliver, assistant professor	1,100.00
Lenore Shanewise, assistant professor	1,200.00
Chloe Siner, instructor	1,000.00
Latin and Greek—	
Frank Ivan Merchant, professor	2,300.00
Myra E. Call, professor	1,400.00
German and French—	
J. B. Knoepfer, professor	2,300.00
Charlotte Lorenz, instructor	1,017.00
Clara Nolte, instructor	800.00
Frances Bartels, assistant	21.00
Vie Ufford, assistant	42.00
Mina Schnepf, assistant	20.00
Mathematics—	
Ira S. Condit, professor	2,300.00
D. S. Wright, professor	2,000.00
Emma P. Lambert, assistant professor	1,200.00
Edna Allen, instructor	1,000.00
R. D. Daugherty, instructor	1,000.00
Physics and Chemistry—	
L. Begeman, professor	2,300.00
S. Freeman Hersey, professor	1,700.00
Perry A. Bond, professor	1,500.00
J. O. Perrine, professor	1,600.00
O. B. Read, instructor	1,200.00
Alvin Tostlebe, assistant	105.00
David Schmitt, assistant	105.00
Carl Hauser, assistant	25.00
F. E. Sharp, assistant	25.00
Natural Science—	
M. F. Arey, professor	2,100.00
G. W. Newton, professor	2,000.00
E. J. Cable, professor	1,900.00
Alison E. Altholson, assistant professor	1,200.00
W. H. Davis, professor	1,700.00
E. Laurence Palmer, instructor	933.33
Roy Abbott, assistant	100.00
History—	
Sara M. Riggs, professor	1,500.00
Sara F. Rice, professor	1,400.00
Vina Younker, assistant	10.00
Government—	
Chas. H. Meyerholz, professor	2,100.00
William Thomas Morgan, instructor	1,300.00
Home Economics—	
Olive M. Young, professor	1,500.00
Alice M. Heinz, instructor	1,000.00
Florence H. Freer, instructor	800.00

Home Economics—Continued		
Bertha Goff, instructor	850.00	
Lulu Stallman, instructor	900.00	
Julia Hurd, instructor	480.00	
Ida C. Rohlf, assistant	20.00	
Economics—		
Reuben McKilrick, professor	1,700.00	
Music—		
O. A. Fullerton, professor	2,300.00	
Hulda Stenwall, assistant professor	1,300.00	
Anna Gertrude Childs, professor	400.00	
Grace Gail Giberson, instructor	1,100.00	
John Ross Frampton, professor	800.00	
Harriet Case, instructor, fees only		
John Leonard Conrad, instructor, fees only		
Bertha Hart, instructor, fees only		
Orchestral Music—		
B. W. Merrill, professor	1,300.00	
P. L. McCreary, instructor	120.00	
Alma Cutler, instructor, fees only		
Art—		
Henrietta Thornton, professor	1,500.00	
Bertha L. Patt, professor	283.33	
Anna Iverson, instructor	900.00	
Mildred Packard, assistant	40.00	
Commercial Education—		
H. C. Cummins, professor	1,400.00	
R. V. Coffey, assistant professor	1,300.00	
Marguerite Martin, assistant	10.00	
Selma McGrath, assistant	90.00	
Mabel Anderson, assistant	30.00	
Manual Arts—		
Chas. H. Bailey, professor	2,300.00	
C. H. Brown, instructor	1,200.00	
Mrs. Alma L. McMahon, instructor	1,000.00	
Physical Education—		
R. F. Seymour, professor	1,800.00	
Marguerite M. Hussey, assistant professor	1,400.00	
Allen P. Berkstresser, instructor	1,200.00	
Monica R. Wild, instructor	800.00	
Margaret Nisbet, instructor	400.00	

SALARIES PAID SUMMER TERM, 1913.

Summer Term Fund		\$129,500.00
M. F. Arey	Natural Science	\$ 350.00
Alison Alchison	Natural Science	210.00
Roy Abbott	Natural Science	120.00
Grace Alchison	Teaching	75.00
Mrs. Miriam Woolson Brooks	Mathematics	100.00
J. H. Beveridge	Education	350.00
W. H. Bender	Teaching	400.00
John Barnes	English	290.00
Harriet Bye	Teaching	75.00
Clara Cowgill	Rural Education	100.00
Marguerite Cadwallader	Teaching	75.00
Mae Campbell	Rural Education	250.00
Sudab Cohoon	Teaching	75.00
Jennette Carpenter	English	250.00
Myra E. Call	Latin	250.00
O. S. Cory	Mathematics	380.00
E. J. Cable	Natural Science	330.00
Anna Gertrude Childs	Music	75.00

Summer Term Fund—Continued

Geo. S. Dick	Education	225.00
R. D. Daugherty	Mathematics	200.00
Stella Fisher	Teaching	75.00
Bruce Francis	Economics	275.00
W. W. Gist	English	350.00
Mattie L. Hatcher	Teaching	270.00
Elizabeth Hughes	Teaching	250.00
S. F. Hersey	Physics and Chemistry	320.00
Marguerite Hussey	Physical Education	240.00
Alice M. Heinz	Home Economics	150.00
Anna Iverson	Art	150.00
W. H. Kadesch	Physics and Chemistry	270.00
Eva M. Luse	Teaching	200.00
Edith Long	Mathematics	240.00
Chas. H. Meyerholz	Government	350.00
Anna E. McGovern	Education	270.00
Bertha Martin	English	250.00
B. W. Merrill	Orchestral Music	200.00
Alma L. McMahon	Manual Arts	200.00
Clara Nolte	German	150.00
G. W. Newton	Natural Science	350.00
H. J. Peterson	Government	200.00
G. W. Sanson	Education	350.00
Hulda Stenwall	Music	210.00
Mayne Strasser	Commercial Education	100.00
R. F. Seymour	Physical Education	310.00
G. W. Walters	Education	350.00
D. S. Wright	Mathematics	350.00
Mrs. Marion McFarland		
Walker	Dean of Women	200.00
		\$ 11,000.00

Summer Contingent Fund

Edna Allen	Mathematics	\$ 166.67
L. Begeman	Physics and Chemistry	383.33
Perry A. Bond	Physics and Chemistry	233.33
Chas. H. Bailey	Manual Arts	200.00
Clark H. Brown	Manual Arts	200.00
Ira S. Condit	Mathematics	353.33
Florence Correll	History	166.67
H. C. Cummins	Commercial	250.00
W. H. Davis	Natural Science	233.33
Florence Freer	Home Economics	125.00
Ida Pesenbeck	English	200.00
John Ross Frampton	Music	30.00
O. A. Fullerton	Music	283.33
R. W. Getchell	Physics and Chemistry	233.33
Grace Gail Giberson	Music	183.33
J. B. Knoepfler	German	353.33
S. A. Lynch	English	191.67
Mabel J. Lodge	English	166.67
Lew McDonald	Government	166.67
Geo. H. Mount	Education	266.67
F. I. Merchant	Latin	333.33
Reuben McKilrick	Economics	200.00
Margaret Oliver	English	183.33
Bertha L. Patt	Art	250.00
Sara M. Riggs	History	250.00
Sara Findlay Rice	History	250.00
Effie Schuneman	Art	166.67
Monica Wild	Physical Education	116.67
		6,649.99

Total salaries \$ 17,649.99

LIBRARIANS' SALARY FUND, 1913-14.

Anne S. Duncan, librarian	\$ 1,519.99
Mary Dunham, librarian	80.00
Ruth Woolman, cataloger	880.00
Ruby Charlton, assistant librarian	703.00
Hazel Askey, assistant cataloger	650.00
Ethel L. Arey, assistant in library	664.00
Mary E. Burton, assistant in library	715.00
Mary E. Martin, assistant in library	400.00
Mattie Fargo, assistant cataloger	304.00

LIBRARIANS' SALARY FUND, 1913-1914—Continued

Anna M. Baxter, assistant in library.....	146.25
Florence Elser, assistant in library.....	278.25
Nelson Hersey, assistant in library.....	104.57
Floyd Walsh, assistant in library.....	144.55
Gladys Elser, assistant in library.....	49.65
Mina Schorpf, assistant in library.....	191.54
Harold Shoemaker, assistant in library.....	177.31
Pearl Allen, assistant in library.....	126.06
Floris Minkler, assistant in library.....	103.50
Gertrude Scherr, assistant in library.....	47.51
Samuel Hersey, assistant in library.....	32.98
Nina Board, assistant in library.....	50.77
Laura Darby, assistant in library.....	15.35
Lillian Lincoln, assistant in library.....	13.50
Ruth Lotts, assistant in library.....	32.17
F. E. Sharp, assistant in library.....	30.69
Cecil Knox, assistant in library.....	32.19
Wayne Martin, assistant in library.....	41.40
J. H. Cummins, assistant in library.....	24.02
Kenneth Cotton, assistant in library.....	45.30
Nell McIntosh, assistant in library.....	20.85
Dorothy Waters, assistant in library.....	3.15
Ethel Jorgensen, assistant in library.....	3.00
Anna Linter, assistant in library.....	3.82
Ivan Mast, assistant in library.....	12.52
J. E. Partington, assistant in library.....	5.60
Winifred Wherry, assistant in library.....	15.37
Nellie Watson, assistant in library.....	2.55
W. J. Waters, janitor.....	726.00
C. A. Bozarth, janitor.....	726.00
	\$ 9,200.51

SALARIES PAID EMPLOYEES, YEAR 1913-14.

Contingent Fund—

Lillian G. Goodwin, secretary.....	\$ 1,500.00
Anna R. Wild, executive secretary.....	1,500.00
Beatrice Wilbur, assistant registrar.....	900.00
Hazel E. Brown, stenographer.....	750.00
Genevieve Burling, record clerk.....	520.00
Evelyn Morton, stenographer.....	720.00
Roxana Wellman, stenographer.....	525.00
Both Wellman, stenographer.....	170.00
Pearl V. Brown, stenographer.....	300.00
Edna Sanford, stenographer.....	300.00
Ruth Daubenberger, clerk.....	300.00
Emma Deines, clerk.....	120.00
J. E. Robinson, superintendent.....	2,100.00
J. F. Swope, electrician and assistant superintendent.....	1,410.00
Hans Rasmussen, engineer.....	900.00
A. P. Christensen, carpenter.....	900.00
H. C. Hansen, carpenter.....	900.00
Ward Pierce, fireman.....	840.00
Henry Barnes, fireman.....	840.00
T. N. Justice, janitor.....	720.00
H. L. Stech, janitor.....	720.00
John McLain, janitor.....	720.00
Philip Seltenrich, janitor.....	720.00
H. C. Harmon, janitor.....	720.00
J. W. Bangs, janitor.....	720.00
William Stevenson, janitor.....	720.00
W. B. Roats, janitor.....	90.00
A. M. Cleveland, night watchman.....	720.00
Robert Billings, yardman.....	720.00
William Wallace, fireman.....	710.00
S. B. Dryden, janitor.....	586.00
Elmer Maxson, janitor.....	720.00
Clarence Cuning, janitor.....	433.00

Contingent Fund—Continued

William McChane, janitor.....	120.00
A. B. Lewis, janitor.....	110.00
S. J. Smith, fireman.....	400.00
William Orvis, fireman.....	476.00
Mrs. T. N. Justice, matron gymnasium.....	230.00
Mrs. Anna Putney, laboratory maid, Home Economics.....	400.00
Jesse Shedd, janitor.....	80.00
Harry Shedd, janitor.....	30.00
	\$ 26,820.00

Millage Fund—

M. T. Coleman, plumber.....	\$ 1,140.00
G. E. Palmer, steam fitter.....	1,080.00
	\$ 2,220.00

Hospital Fund—

Mrs. A. M. Potter, matron.....	\$ 600.00
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ITEMIZED EXPENDITURES, 1913-14.

Millage Fund—

Training School.....	\$ 39,060.40
Repairs.....	5,335.48
Library.....	504.04
Power house.....	16,543.40
Dormitory.....	401.05

Teachers' Fund—

Salaries of teachers.....	129,500.00
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Librarians' Salary Fund—

Salaries of library employees.....	9,900.81
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Library Fund—

Books and supplies.....	6,965.61
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Hospital Fund—

Expenses running hospital.....	1,644.33
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Pipe Organ Fund—

Practice organ.....	647.74
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Paving, Walks and Improvement Fund—

For paving, walks and grading.....	549.19
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Summer Term Fund—

Salaries of teachers.....	11,000.00
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Summer Contingent Fund—

Summer term lectures.....	285.00
Salaries of teachers.....	6,754.99

Furniture Fund—

Furniture.....	2,077.04
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Students' Contingent Fund—

Refunds of fees.....	5.00
Study center per diem.....	270.00
Balance teachers' salaries for year.....	188.97

Commencement Contingent Fund—

Commencement expenses.....	833.76
English department prizes.....	150.00

Contingent Fund—

Salaries, superintendent's department.....	18,997.56
Salaries, office employees.....	7,823.00
Fuel.....	10,881.06
Superintendent's department.....	7,908.81
Printing.....	2,664.29

Contingent Fund—Continued.

Office expenses.....	1,904.26
Advertising.....	1,501.23
General use of departments.....	2,711.80
Home Economics.....	3,044.45
Physics and Chemistry.....	1,496.11
Training School.....	2,070.79
Natural Science.....	1,087.24
Manual Training.....	388.05
Music.....	2,011.91
Orchestral Music.....	626.16
Telephone and Telegraph.....	316.53
Physical Training.....	342.78
Commercial.....	163.54
Mathematics.....	16.78
Art.....	28.00
Rural Education.....	102.16
Latin.....	10.00
Education.....	8.74
Government.....	39.00
History.....	54.40
	\$ 228,808.65

RECAPITULATION OF RECEIPTS AND DISBURSEMENTS.

For the Biennial Period July 1, 1912, to June 30, 1914.

Funds—	Dis- bursements	Receipts	Credit Balances
Teachers' fund.....	\$250,100.00	\$250,100.00	
Contingent fund.....	122,076.15	131,309.28	\$ 9,233.13
Summer term.....	27,821.64	32,821.64	5,000.00
Library.....	11,006.13	14,770.05	3,764.92
Librarian's salary.....	15,831.85	19,301.73	3,469.88
Hospital.....	3,159.17	3,224.95	65.78
Millage.....	137,497.62	148,640.54	11,142.92
Paving, Walks and Improvement.....	804.11	1,154.92	350.81
Pipe Organ.....	11,837.66	11,857.66	
*Students' contingent.....	11,800.01	37,669.77	25,779.76
Summer contingent.....	15,150.29	18,429.46	3,279.17
Commencement contingent.....	2,008.79	3,029.81	1,021.02
General fund.....		3,630.85	3,630.85
Furniture.....	2,077.04	2,500.00	422.96
	\$611,322.37	\$678,540.65	\$ 67,218.28

*To be used in Study Center work for teachers in service during 1914-15.

Note: The following orders were issued by the Secretary during this biennial period but were not paid by the Treasurer until after July 1, 1914:

Teachers' Fund—			
5728.....	\$	100.00	
5738.....		170.00	
5754.....		90.00	
5760.....		140.00	
5766.....		120.00	
5780.....		150.00	
5788.....		200.00	\$ 970.00
Librarian's Salary—			
5459.....	\$	20.10	
5614.....		17.89	37.99
			\$ 1,007.99

Respectfully submitted,
LILIAN G. GOODWIN,
Secretary.

BIENNIAL REPORT

OF THE TREASURER OF THE IOWA STATE TEACHERS' COL-
LEGE TO THE STATE BOARD OF EDUCATION FOR
THE BIENNIUM 1912-1914—JULY 1, 1914

June 1912	30...	Balance on hand.....	\$ 30,640.01
Received in Contingent Fund (Old)—			
July	15...	Interest.....	\$ 51.09
August	6...	Independent District Cedar Falls.....	1,953.06
August	19...	Interest.....	56.06
September	9...	I. S. T. C.....	257.28
September	20...	Interest.....	48.47
September	29...	Warrant No. 7785.....	8,500.00
September	29...	Warrant No. 7786.....	1,500.00
September	29...	Warrant No. 7787.....	2,000.00
October	16...	Interest.....	69.51
November	13...	I. S. T. C.....	1,475.02
November	15...	Interest.....	74.55
November	29...	I. S. T. C.....	676.10
December	1...	I. S. T. C.....	72.40
December	18...	Interest.....	47.29
December	30...	I. S. T. C.....	38.16

January 1913	2...	Warrant No. 12617.....	8,500.00
January	2...	Warrant No. 12618.....	1,500.00
January	2...	Warrant No. 12619.....	2,000.00
January	15...	Interest.....	89.94
January	16...	Independent School District.....	1,000.00
February	24...	Interest.....	67.73
March	15...	Interest.....	52.65
March	18...	I. S. T. C.....	269.22
April	2...	Warrant No. 18089.....	8,500.00
April	2...	Warrant No. 18090.....	1,500.00
April	2...	Warrant No. 18091.....	2,000.00
April	16...	Interest.....	69.83
May	15...	Interest.....	75.71
June	12...	I. S. T. C.....	176.05
June	16...	Independent School District.....	2,063.47
June	16...	Interest.....	77.29
July	1...	Warrant No. 24173.....	8,500.00
July	1...	Warrant No. 24174.....	1,500.00
July	15...	Warrant No. 24175.....	2,000.00
July	15...	School District No. 5.....	502.56
July	17...	Interest.....	62.41
July	22...	School District No. 5.....	32.12
			\$ 57,803.77

Received in Contingent Fund (New)—			
August 1913	1...	Warrant No. 29041.....	\$ 2,833.33
August	1...	Warrant No. 29042.....	500.00
August	1...	Warrant No. 29043.....	666.66
August	1...	Warrant No. 29044.....	1,250.00
September	2...	Warrant No. 29068.....	2,833.33
September	2...	Warrant No. 29069.....	500.00
September	2...	Warrant No. 29070.....	666.66
September	2...	Warrant No. 29071.....	1,250.00
October	2...	Warrant No. 30252.....	2,833.33
October	2...	Warrant No. 30253.....	500.00
October	2...	Warrant No. 30254.....	666.66
October	2...	Warrant No. 30255.....	1,250.00
November	14...	Warrant No. 32365.....	2,833.33
November	14...	Warrant No. 32366.....	500.00
November	14...	Warrant No. 32367.....	666.66
November	14...	Warrant No. 32368.....	1,250.00
December	1...	Warrant No. 34015.....	2,833.33
December	1...	Warrant No. 34016.....	500.00
December	1...	Warrant No. 34017.....	666.66
December	1...	Warrant No. 34018.....	1,250.00

REPORT OF TREASURER—Continued.

1914			
January	16	Warrant No. 35941	2,833.35
January	16	Warrant No. 35942	500.00
January	16	Warrant No. 35943	666.70
January	16	Warrant No. 35944	1,250.00
February	1	Warrant No. 37231	2,833.33
February	1	Warrant No. 37232	500.00
February	1	Warrant No. 37233	666.66
February	1	Warrant No. 37234	1,250.00
February	13	Independent School District	1,000.00
March	2	Warrant No. 39158	2,833.33
March	2	Warrant No. 39159	500.00
March	2	Warrant No. 39160	666.66
March	2	Warrant No. 39161	1,250.00
April	3	Warrant No. 924	2,833.33
April	3	Warrant No. 925	500.00
April	3	Warrant No. 926	666.66
April	3	Warrant No. 927	1,250.00
May	4	Warrant No. 2467	2,833.33
May	4	Warrant No. 2468	500.00
May	4	Warrant No. 2469	666.66
May	4	Warrant No. 2470	1,250.00
June	1	Warrant No. 4359	2,833.33
June	1	Warrant No. 4360	500.00
June	1	Warrant No. 4361	666.66
June	1	Warrant No. 4362	1,250.00
June	19	Independent School District	2,150.64
June	30	Warrant No. 6278	2,833.35
June	30	Warrant No. 6279	500.00
June	30	Warrant No. 6280	666.70
June	30	Warrant No. 6281	1,250.00
			\$ 66,159.64

Received in Commencement Contingent Fund—

1912			
June	30	I. S. T. C.	\$ 119.00
November	29	I. S. T. C.	68.00

1913			
March	18	I. S. T. C.	40.00
June	12	I. S. T. C.	488.00
August	12	I. S. T. C.	164.00
December	1	I. S. T. C.	67.75

1914			
January	8	I. S. T. C.	331.83
March	12	I. S. T. C.	21.00
June	11	I. S. T. C.	427.00
			\$ 1,757.58

Received in Furniture Fund—

1913			
August	1	Warrant No. 26049	\$ 2,500.00

Received in General Fund—

1913			
August	12	I. S. T. C.	\$ 839.75
August	15	Interest	56.84
September	16	Interest	121.51
October	3	I. S. T. C.	450.00
October	15	Interest	142.30
October	18	I. S. T. C.	101.00
November	17	Interest	122.88
November	26	I. S. T. C.	186.77
December	12	I. S. T. C.	65.00
December	16	Interest	115.94
1914			
January	15	Interest	119.82
February	16	Interest	108.83
March	12	I. S. T. C.	141.42
March	13	I. S. T. C.	185.70
March	16	Interest	108.75
April	15	Interest	106.84
April	28	I. S. T. C.	172.00
May	15	Interest	119.78
June	11	I. S. T. C.	255.46
June	15	Interest	110.26

\$ 3,830.85

REPORT OF TREASURER—Continued.

Received in Hospital Fund (Old)—

1912			
July	11	I. S. T. C.	\$ 40.00
July	11	I. S. T. C.	24.05
July	23	I. S. T. C.	6.00
September	13	I. S. T. C.	10.50
September	28	Warrant No. 7790	\$12.50
November	29	I. S. T. C.	91.90
1913			
January	2	Warrant No. 12622	\$12.50
February	18	I. S. T. C.	170.00
March	18	I. S. T. C.	39.50
April	2	Warrant No. 18994	\$12.50
May	10	I. S. T. C.	192.50
June	11	I. S. T. C.	129.80
July	13	Warrant No. 24178	\$12.50

\$ 1,954.85

Received in Hospital Fund (New)—

1913			
August	1	Warrant No. 29047	\$ 104.16
September	2	Warrant No. 29074	104.16
October	2	Warrant No. 30258	104.16
December	13	Warrant No. 34019	208.32

1914			
January	16	Warrant No. 35945	104.20
February	4	Warrant No. 37237	104.16
March	4	Warrant No. 39164	104.16
April	3	Warrant No. 930	104.16
May	4	Warrant No. 2473	104.16
June	1	Warrant No. 4365	104.16
June	30	Warrant No. 6284	104.20

\$ 1,250.00

Received in Library Fund (Old)—

1912			
August	2	I. S. T. C.	\$ 13.50
September	28	Warrant No. 7788	1,250.00
November	29	I. S. T. C.	18.98

1913			
January	2	Warrant No. 12620	1,250.00
March	18	I. S. T. C.	28.45
April	2	Warrant No. 18992	1,250.00
July	1	Warrant No. 24176	1,250.00

\$ 5,000.93

Received in Library Fund (New)—

1913			
August	1	Warrant No. 29045	\$ 416.66
September	2	Warrant No. 29072	416.66
October	2	Warrant No. 30256	416.66

1914			
February	16	Warrant No. 37235	416.66
February	16	Warrant No. 39809	1,250.02
March	4	Warrant No. 39162	416.66
April	3	Warrant No. 928	416.66
May	4	Warrant No. 2471	416.66
June	1	Warrant No. 4363	416.66
June	30	Warrant No. 6282	416.70

Received in Librarian's Salary Fund (Old)—

1912			
September	28	Warrant No. 7789	\$ 1,750.00

1913			
January	2	Warrant No. 12621	1,750.00
April	2	Warrant No. 18993	1,750.00
July	1	Warrant No. 24177	1,750.00

\$ 7,000.00

THIRD BIENNIAL REPORT

REPORT OF TREASURER—Continued.

Received in Librarian's Salary Fund (New)—

1913				
August	1...	Warrant No. 29046	583.33	
August	1...	Warrant No. 29073	583.33	
August	1...	Warrant No. 30257	583.33	
August	4...	Warrant No. 37396	583.33	
August	4...	Warrant No. 30838	1,750.01	
1914				
March	4...	Warrant No. 39163	583.33	
April	3...	Warrant No. 929	583.33	
May	4...	Warrant No. 2472	583.33	
June	1...	Warrant No. 4364	583.33	
June	30...	Warrant No. 6083	583.35	

Received in Millage Fund—

1912				
July	18...	Warrant No. 114	5,000.00	
August	12...	Warrant No. 115	16,000.00	
October	11...	Warrant No. 116	10,000.00	
November	19...	Warrant No. 117	10,000.00	
December	3...	Warrant No. 118	10,000.00	

1913				
February	15...	Warrant No. 119	10,000.00	
April	18...	Warrant No. 120	10,000.00	
May	15...	Warrant No. 121	10,000.00	
July	16...	Warrant No. 122	10,000.00	
August	25...	Warrant No. 123	7,691.18	
September	16...	Warrant No. 124	10,000.00	
November	14...	Warrant No. 125	6,000.00	
December	13...	Warrant No. 126	11,500.00	

1914				
February	20...	Warrant No. 127	10,000.00	
April	21...	Warrant No. 128	10,000.00	
April	24...	Furniture fund	228.60	

Received in Paving Fund (New)—

1913				
August	1...	Warrant No. 26048	900.00	

Received in Pipe Organ Fund—

1912				
July	16...	Warrant No. 4014	3,125.00	
October	12...	Warrant No. 8816	625.00	
November	12...	I. S. T. C.	5,043.85	
November		From savings account	324.40	

1913				
January	4...	Warrant No. 12089	625.00	
April	2...	Warrant No. 18095	625.00	
November	2...	I. S. T. C.	1,250.00	
November	18...	I. S. T. C.	45.41	
September	20...	I. S. T. C.	192.00	

Received in Students' Contingent Fund—

1912				
September	4...			
November	23...	I. S. T. C.	5,125.00	
November	23...	I. S. T. C.	725.00	
November	26...	I. S. T. C.	1,620.00	
November	29...	I. S. T. C.	1,700.00	
December	4...	I. S. T. C.	1,242.05	
December	7...	I. S. T. C.	1,365.00	
December	11...	I. S. T. C.	104.50	

1913				
February	18...	I. S. T. C.	86.70	
March	1...	I. S. T. C.	1,500.00	
March	5...	I. S. T. C.	1,275.00	
March	5...	I. S. T. C.	692.00	
March	18...	I. S. T. C.	2,505.00	
March	19...	I. S. T. C.	223.80	
March	22...	I. S. T. C.	745.00	
March	27...	I. S. T. C.	485.00	
April	12...	I. S. T. C.	220.55	

REPORT OF TREASURER—Continued.

June	12...	From Pipe Organ Fund	1,250.00	
November	26...	I. S. T. C.	123.95	
December	3...	I. S. T. C.	126.00	
December	16...	I. S. T. C.	3,900.00	
September	2...	I. S. T. C.	64.99	
September	4...	I. S. T. C.	4,235.00	
September	8...	I. S. T. C.	300.00	
September	12...	I. S. T. C.	150.25	
October	3...	I. S. T. C.	600.00	
October	24...	I. S. T. C.	300.00	
December	6...	I. S. T. C.	530.98	
December			447.78	

1914				
January	16...	I. S. T. C.	400.00	
March	19...	I. S. T. C.	2,855.00	
March	23...	I. S. T. C.	206.42	
March	27...	I. S. T. C.	165.39	
April	3...	I. S. T. C.	553.85	
April	28...	I. S. T. C.	227.46	
June	11...	I. S. T. C.	164.13	

Received in Summer Contingent Fund—

1912				
August	2...	I. S. T. C.	658.85	
June	16...	I. S. T. C.	2,126.00	
June	17...	I. S. T. C.	1,502.15	
July	1...	I. S. T. C.	2,648.00	

1913				
July	30...	I. S. T. C.	920.25	
August	2...	I. S. T. C.	316.25	
August	12...	I. S. T. C.	40.00	

1914				
June	15...	I. S. T. C.	900.00	
June	16...	I. S. T. C.	1,580.00	
June	18...	I. S. T. C.	300.00	

Received in Summer Term Fund (Old)—

1912				
July	11...	Warrant No. 4015	3,000.00	
July	11...	Summer Contingent Fund	5,821.64	
July	16...	Warrant No. 4016	8,000.00	

1913				
July	16...	Warrant No. 25027	5,000.00	
July	16...	Warrant No. 25028	5,000.00	

Received in Summer Term Fund (New)—

1913				
August	1...	Warrant No. 29168	5,000.00	

Received in Teachers Fund—

1912				
September	28...	Warrant No. 7783	\$19,375.00	
September	28...	Warrant No. 7783	2,500.00	
September	28...	Warrant No. 7784	5,000.00	
November	22...	I. S. T. C.	8,500.00	

1913				
January	2...	Warrant No. 12614	19,375.00	
January	2...	Warrant No. 12615	2,500.00	
January	2...	Warrant No. 12616	5,000.00	
April	2...	Warrant No. 18086	19,375.00	
April	2...	Warrant No. 18087	2,500.00	
April	2...	Warrant No. 18088	5,000.00	
June	10...	Students Contingent Fund	1,086.04	
July	1...	Warrant No. 24170	19,375.00	
July	1...	Warrant No. 24171	2,500.00	
July	1...	Warrant No. 24172	5,000.00	
August	1...	Warrant No. 25037	6,458.23	
August	1...	Warrant No. 25038	533.33	
August	1...	Warrant No. 25039	1,823.33	
August	1...	Warrant No. 25040	1,696.66	
September	3...	Warrant No. 25064	6,458.23	

THIRD BIENNIAL REPORT

REPORT OF TREASURER—Continued.

September	3...	Warrant No. 28065	833.33
September	3...	Warrant No. 28066	1,833.33
September	3...	Warrant No. 28067	1,666.66
October	2...	Warrant No. 30248	6,458.33
October	2...	Warrant No. 30249	833.33
October	2...	Warrant No. 30250	1,833.33
October	2...	Warrant No. 30251	1,666.66
November	14...	Warrant No. 32361	6,458.33
November	14...	Warrant No. 32362	833.33
November	14...	Warrant No. 32363	1,833.33
December	12...	Warrant No. 32364	1,666.66
November	14...	Warrant No. 34011	6,458.33
December	12...	Warrant No. 34012	833.33
December	12...	Warrant No. 34013	1,833.33
December	12...	Warrant No. 34014	1,666.66

1914

January	16...	Warrant No. 35087	6,458.33
January	16...	Warrant No. 35088	833.33
January	16...	Warrant No. 35089	1,833.33
January	16...	Warrant No. 35090	1,666.70

1914

February	4...	Warrant No. 37227	6,458.33
February	4...	Warrant No. 37228	833.33
February	4...	Warrant No. 37229	1,833.33
February	4...	Warrant No. 37230	1,666.66
March	4...	Warrant No. 39154	6,458.33
March	4...	Warrant No. 39155	833.33
March	4...	Warrant No. 39156	1,833.33
March	4...	Warrant No. 39157	1,666.66
April	3...	Warrant No. 920	6,458.33
April	3...	Warrant No. 921	833.33
April	3...	Warrant No. 922	1,833.33
April	3...	Warrant No. 923	1,666.66
May	4...	Warrant No. 2463	6,458.33
May	4...	Warrant No. 2464	833.33
May	4...	Warrant No. 2465	1,833.33
May	4...	Warrant No. 2466	1,666.66
June	1...	Warrant No. 4355	6,458.33
June	1...	Warrant No. 4356	833.33
June	1...	Warrant No. 4357	1,833.33
June	1...	Warrant No. 4358	1,666.66
June	30...	Warrant No. 6274	6,458.33
June	30...	Warrant No. 6275	833.33
June	30...	Warrant No. 6276	1,833.33
June	30...	Warrant No. 6277	1,666.70

Total receipts \$ 249,126.04

\$ 678,540.05

DISBURSEMENTS.

Orders paid on Contingent Fund (Old)	\$ 65,149.64
Orders paid on Contingent Fund (New)	56,696.51
Orders paid on Commencement Contingent Fund	2,008.79
Orders paid on Furniture Fund	2,077.04
Orders paid on Hospital Fund (Old)	1,974.95
Orders paid on Hospital Fund (New)	1,124.22
Orders paid on Library Fund (Old)	9,770.05
Orders paid on Library Fund (New)	1,235.68
Orders paid on Librarian's Salary Fund (Old)	12,361.72
Orders paid on Librarian's Salary Fund (New)	3,432.14
Orders paid on Millage Fund	137,497.62
Orders paid on Paving Fund	804.11
Orders paid on Pipe Organ Fund	11,857.66
Orders paid on Students Contingent Fund	11,701.04
Orders paid on Summer Contingent Fund	15,193.20
Orders paid on Summer Term Fund (Old)	27,821.64
Orders paid on Teachers Fund	249,130.00
Leaving cash on hand	\$ 68,685.24

REPORT OF TREASURER—Continued.

Divided into funds as follows:	
Contingent Fund (New)	\$ 9,463.13
Commencement Contingent Fund	1,021.02
Furniture Fund	422.96
General Fund	3,630.85
Hospital Fund (New)	115.78
Library Fund (New)	3,764.92
Librarian's Salary Fund (New)	3,567.86
Millage Fund	11,182.92
Paving Fund	804.11
Students Contingent Fund	25,405.73
Summer Contingent Fund	3,256.36
Summer Term Fund (New)	5,140.00
Teachers	970.00
	\$ 68,685.24

Respectfully submitted,

H. N. SILLIMAN,
Treasurer.