

<i>Unexpended Trust Funds, State University—Continued</i>	
University Extension Fund, State University.....	38, 39, 40, 41, 54, 104, 105, 138, 142, 147, 149, 150, 151, 152
University of Iowa, The State	
Report regarding	7
Urban and Rural Distribution of Pupils, School for the Deaf	
Table showing	305

V

Vacation Courses Funds, Iowa State College.....	158, 164, 170, 176, 239, 248
Veterinary Anatomy, Iowa State College	
Names and salaries of members of staff.....	191, 220
Veterinary Dean, Iowa State College	
Names and salaries of staff.....	191, 220
Veterinary Investigations, Iowa State College	
Names of members of staff, and their salaries.....	198, 227
Veterinary Pathology, Iowa State College	
Names and salaries of faculty members.....	191, 220
Veterinary Physiology, Iowa State College	
Names and salaries of faculty members	191, 220
Veterinary Practitioners' Course, Iowa State College	
Names of members of staff, and their salaries.....	194, 223
Veterinary Surgery, Iowa State College	
Names and salaries of members of staff.....	191, 221
Vocational Education, Iowa State College	
Names and salaries of members of staff.....	191, 221

W

Walte, Lowry Gifford Memorial Fund, State University.....	66, 67, 140, 146, 148, 152, 153, 154
Walte, Lowry, Gifford Memorial Interest Fund, State University....	144
Water Pump and Filter, State University.....	150 151

Z

Zoology, Department of, State University	
Faculty members and salaries	80, 90, 125, 135
Zoology and Entomology Department, Iowa State College	
Names and salaries of faculty.....	192, 221

State of Iowa 1924

REPORT OF THE Department of Public Instruction

For the Biennial Period Ending June 30, 1924

MAY E. FRANCIS
Superintendent of Public Instruction

Published by
THE STATE OF IOWA
Des Moines

REPORT OF THE
Department of Public Instruction

LETTER OF TRANSMITTAL.

HONORABLE N. E. KENDALL, *Governor of Iowa.*

Sir: In accordance with the provisions of the law I have the honor to submit herewith the forty-second biennial report of the Department of Public Instruction for the period beginning July 1, 1922, and ending June 30, 1924.

MAY E. FRANCIS,
Superintendent of Public Instruction.

July 1, 1924.

INTRODUCTION

During the school year 1923-24, an aggregate sum of \$56,974,904.71 was spent for maintaining the public schools of the state of Iowa. This figure is taken from the annual reports submitted by county superintendents of schools.

With this vast amount of money expended, great results of efficiency, economy, and real educational opportunity should be expected. The public school system of this state is on a sound basis. The public schools of Iowa rank well, because the men and women of Iowa want good schools, and because the teachers and public school officials, as a whole, are earnestly striving in a business-like way to maintain high educational standards without waste and extravagance.

During the past biennium bulletins on the subjects of physical education and the teaching of the constitution have been prepared and published under the direction of the Superintendent of Public Instruction to comply with the law requiring the teaching of these subjects in the public schools. An educational directory for the school year 1922-23 and 1923-24, a classified list of high schools in Iowa for each year of the biennium, as well as various circular letters and bulletins from the different departments have been prepared and distributed. Several bulletins on the subjects of normal training, standardization, course of study, book list, building requirements, English, etc., are being revised and prepared at the present time. The 1924 code provides that an issue of school laws shall be prepared and distributed during the months of June and July, 1925. Plans are now being made to comply with the law in this respect.

The Superintendent of Public Instruction and the entire staff in the department have earnestly striven to keep up the standard of teacher qualification throughout the state. It is not our purpose or desire to interfere with any teacher now employed who is doing successful work in the school room. In all fairness to the children who are receiving instruction in the public school, to the taxpayer who is paying the up-keep of the public school, to the rural school district which is paying in most cases twelve dollars per month per child for high school tuition, a high type of teacher is all-important.

The real efficiency of the school is tested by the value to society of the graduate of the school. Staunch character, stability, thrift, industry, in short, good citizenship, is the true aim of the public school of today. This aim can be realized not primarily through the school building and the equipment in the school, though both are necessary, but through the right kind of teaching force.

It is not the purpose of the department of public instruction under this administration to force a building program in any school district, or to force upon school patrons in any district any one type of school organization. All schools supported by public tax from the smallest rural school to the city high school financially able to offer an elaborate course of study go to make up our state system of public education of which Iowa is justly proud. We believe in local control of school matters, with certain state standards, and in the administration of school affairs by local school officials. The patrons of the local school support and maintain the local school. It should, therefore, be the privilege of the patrons and supporters of the school to determine the type of organization to be maintained. The successful carrying-on of a real, efficient, progressive educational program depends upon the cooperation of every official and every individual connected directly or indirectly with the public school system—the teacher, the patron, the taxpayer, the school board member, the county superintendent of schools, and the superintendent of public instruction.

The department of public instruction under this administration pledges its support and cooperation in every truly educational project in public school work.

MAY E. FRANCIS,
Superintendent of Public Instruction.

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION

DEPARTMENT OF PUBLIC INSTRUCTION

May E. Francis, State Superintendent of Public Instruction.
Thelma Nelson, Deputy State Superintendent of Public Instruction.
Avis C. Grawe, Inspector Normal Training High Schools.
H. E. Stone, Inspector Consolidated Schools.
Winogene Hobbs, Inspector Mining Camp Schools.
Inspector Rural Schools.
George W. Samson, Director Teachers Placement Bureau.
H. C. Hollingsworth, Chief Clerk.

THE CONSOLIDATED SCHOOL

The three hundred and eighty-eight consolidated schools of Iowa are distributed over ninety counties. In these schools approximately eighty-one thousand pupils are enrolled, fifty-nine thousand of whom are in the grades and twenty-two thousand are in the high school. Approximately two thousand grade teachers and seventeen hundred high school teachers are employed in these schools at an average salary of one hundred five dollars and fifty-five cents (\$105.55) for grade teachers and one hundred forty-eight dollars and three cents (\$148.03) for high school teachers, exclusive of superintendents. The average monthly salary of the consolidated school superintendents is two hundred thirty-nine dollars and three cents (\$239.03.)

A study of the uniform annual reports submitted by the consolidated schools of Iowa for the school year 1923-1924 shows the following regarding the institutions at which the high school teachers, including superintendents, received the major portion of their college training:

Colleges	No. of Teachers
Iowa State College, Ames.....	216
State Teachers College, Cedar Falls.....	203
State University, Iowa City.....	152
Other Iowa Colleges.....	624
Institutions Outside the State of Iowa.....	282

Approximately forty-six thousand of the consolidated school pupils are furnished free transportation to and from school. For this work seventeen hundred horse busses and one thousand motor busses are used. One hundred forty-five schools reported using horse busses exclusively and eighty-six schools reported using motor

busses exclusively. The cost of transportation cannot be determined accurately from school records submitted, as in many instances the drivers' salaries alone were figured in determining costs with no accounting for depreciation and up-keep of equipment. On the basis of the figures submitted the average cost per pupil per year for each pupil transported was thirty-six dollars (\$36.00) or a total of one million four hundred seventy-six thousand dollars (\$1,476,000.00).

The average mill levy reported from the consolidated school districts for the school year 1923-1924 was fifty-six and forty-eight hundredths mills, the lowest levy being twenty mills and the highest one hundred twenty-six and two-tenths mills.

For the school year 1922-1923 there were three consolidated schools that received equipment aid and two hundred ninety-seven that received annual state aid under Section 2794-g of the Compiled Code of Iowa, 1919 (Section 4184 of the Code of Iowa, 1924). For the school year 1923-1924 nine received equipment aid and three hundred twenty-nine the annual state aid.

Twenty-four of the consolidated schools maintain approved normal training high schools and forty-five are giving vocational instruction under the Smith-Hughes plan.

For the school year 1923-1924 three hundred fifty-four of the consolidated schools maintained approved four year high schools.

In the spring of 1923 two hundred seventy-two of Iowa's consolidated schools graduated two thousand four hundred thirty-two pupils from the four year high school course. The average graduating class was eight and nine-tenths pupils. For the year following these pupils took up occupations as follows:

College Work	1,033
Farming	574
Miscellaneous	825

On account of economic conditions many Iowa farm communities have felt the consolidated school tax to be a burden. By recommending and approving the combination of certain classes in the smaller consolidated schools and the offering of many subjects in alternate years, the Department of Public Instruction has assisted consolidated school boards in materially reducing high school teaching costs. We have recommended the elimination of surplus teachers rather than the lowering of teaching standards.

It is the desire of the Department of Public Instruction under this administration to cooperate to the fullest extent with all con-

solidated school boards in the solving of their problems. It is our desire to assist in the service to patrons, in a business-like management of their schools, and in giving to the eighty-one thousand pupils in these consolidated schools the best there is in that education that builds for character and fits for useful citizenship.

THE STANDARDIZED RURAL SCHOOL

The standardized rural school law passed by the 38th General Assembly marked a turning point in Iowa's educational policy, for it was the first time that the General Assembly had recognized the necessity and the desirability of extending direct financial aid and encouragement to the one-room rural school. The appropriation of \$200,000 made at that time is the first money ever sent back from the state treasury to the schools of the farmers of Iowa—the one-room rural schools.

Of the hundreds of millions that the farmer has paid into the state treasury for the support of education in general in the state of Iowa this is the first attempt to give his school some direct benefit from it.

The 38th General Assembly, like its predecessors, wisely appropriated millions of dollars for the support of the University, State Agricultural College and State Teachers College, and made appropriations for vocational education largely in city schools, for aid to consolidated schools and mining camp schools, and provided for normal training in the city and town high schools. It also provided that the rural district should pay \$12.00 per month tuition to the town high school for each pupil attending said school from said district, and also for the first time in the history of Iowa it appropriated for the support and encouragement of the more than ten thousand one-room rural schools, with their more than 200,000 pupils this sum of \$200,000 under the standardized rural school law.

While our colleges and high schools are open to all in theory, the fact yet remains that more than one-fourth of all the children of the state get all their schooling in these one-room rural schools and this state of affairs will continue for many years to come. It is unthinkable that anyone with the welfare of the people of Iowa in mind would seriously propose to withhold the first and only appropriation our lawmakers have ever made directly to the farmers' schools.

The plan of standardization has been invaluable in raising the standard of the rural schools of the state as it has improved the

type of building. Instead of the unattractive, inefficient box model, the new buildings have modern plans employing in most cases finished basements, modern light, heating and ventilating systems, and often chemical toilets. The standardized school law provides as follows:

1. The law applies to any school located in a district other than a city, independent, or consolidated district not maintaining a high school course.

2. The standardized school must have eight months of school each year.

3. It must have suitable grounds, building and out-houses kept in good repair. The building must be properly heated and ventilated and suitably furnished and equipped.

4. The teacher must have a first-grade certificate or its equivalent and must be engaged to teach throughout the entire term. The average daily attendance must be ten or more pupils.

5. The district receives \$6.00 for each pupil who attended the school, during the year. One-half of this money is added to the teacher's salary which allows the country school to offer at least ONE other inducement in its attempt to keep some of the best teachers in the rural schools instead of allowing the towns to take them all. Under the law the teacher of a standard school must have superior qualifications, and greater effort and more work is expected of her. Recognizing this fact the framers of the law originally provided that one-half of the money received should be added to the teacher's salary.

The state of California appropriates annually \$30.00 out of the state treasury for every school child in the state. The state of Washington appropriates \$20.00 annually for every pupil. In Missouri one-third of all the state's revenue goes to the support of the public schools. A score of such illustrations might be given. Shall Iowa withdraw the first small aid and encouragement she has ever given to the farmers of the state who are nobly aspiring to make out of their little rural schools the very best institutions of that type possible? The one-room country school is here—10,000 of them and more—here to stay for generations yet. This type of school has been here from the beginning and has contributed largely in making Iowa what our great state is today. No other institution has contributed more to progress.

There is no appropriation made in Iowa for education which has yielded greater returns in giving better school privileges to as large

a number of pupils as the money set aside for standardizing the rural schools. For the school year 1923-24 the fund was not large enough to care for all schools meeting the standards established by law.

I am therefore recommending that the Forty-first General Assembly increase this amount to \$150,000 annually for the furtherance of this work.

A statistical report of the standardized rural schools follows:

REPORT ON IOWA STANDARD SCHOOLS

County	Number Standard Schools	Total No. Belonging for 6 Months	Average No. Pupils per school	Aver. Salary
1 Adair	11	162	15	\$ 91.15
2 Adams	2	28	14	80.00
3 Allamakee	16	285	17	80.00
4 Appanoose	5	81	16	81.00
5 Audubon	3	54	18	90.00
6 Benton	10	166	17	87.00
7 Black Hawk	4	72	18	95.00
8 Boone	10	165	17	90.50
9 Bremer	16	243	15	84.68
10 Buchanan	3	59	20	86.66
11 Buena Vista	7	104	15	94.32
12 Butler	19	365	19	85.41
13 Calhoun	10	201	20	90.00
14 Carroll	6	109	18	99.50
15 Cass	5	84	17	83.00
16 Cedar	11	248	23	100.90
17 Cerro Gordo	24	374	16	102.29
18 Cherokee	11	147	13	99.69
19 Chickasaw	30	701	23	85.33
20 Clarke	1	37	37	80.00
21 Clay	4	61	16	92.75
22 Clayton	8	132	15	100.71
23 Clinton	23	485	19	83.33
24 Crawford	27	477	18	91.92
25 Dallas	12	297	17	91.75
26 Davis	3	28	14	85.62
27 Decatur	6	191	17	79.95
28 Delaware	9	132	15	91.66
29 Des Moines	4	85	21	85.93
30 Dickinson	6	79	12	88.91
31 Dubuque	9	295	23	89.39
32 Emmet	21	401	19	97.20
33 Fayette	4	77	19	83.33
34 Floyd	21	355	16	86.33
35 Franklin	11	149	14	97.41
36 Fremont	9	158	18	96.11
37 Greene	14	195	14	92.43
38 Grundy	6	92	15	88.66
39 Guthrie	6	124	21	90.83
40 Hamilton	11	198	18	86.50
41 Hancock	8	141	18	85.87
42 Hardin	17	340	20	94.79
43 Harrison	9	161	18	90.83
44 Henry	9	206	23	87.77
45 Howard	7	130	19	90.62
46 Humboldt	9	191	21	98.33
47 Ida	14	201	14	100.71
48 Iowa	6	109	18	97.50
49 Jackson	5	80	16	77.00
50 Jasper	41	723	15	95.79
51 Jefferson	17	287	17	83.12
52 Johnson	9	137	15	94.44
53 Jones	4	73	18	87.50
54 Keokuk	1	28	28	85.26
55 Kosciusko	2	47	24	95.00
56 Lee	23	231	11	88.34
57 Linn	29	745	26	

58	Lucas	7	132	19	80.00
59	Lyon	9	202	22	98.75
60	Madison	17	343	20	90.00
61	Mahaska	14	276	20	95.71
62	Marion	12	241	20	90.00
63	Marshall	1	22	22	110.00
64	Mitchell	8	182	23	92.14
65	Monroe	6	120	20	80.83
66	Montgomery	6	91	15	86.66
67	Muscatine	13	291	22	93.84
68	O'Brien	5	65	13	94.00
69	Oceola	11	214	19	89.64
70	Page	12	187	16	88.63
71	Palo Alto	15	235	16	96.33
72	Plymouth	4	72	18	100.00
73	Pocahontas	4	58	15	88.75
74	Polk	37	681	18	112.63
75	Pottawattamie	75	1418	19	90.25
76	Poweshiek	21	361	17	91.85
77	Sac	6	78	13	93.33
78	Scott	12	232	19	104.58
79	Shelby	10	145	15	89.00
80	Sioux	12	234	21	94.28
81	Story	13	228	18	92.46
82	Tama	11	170	15	91.25
83	Taylor	5	62	12	80.40
84	Union	2	35	18	85.00
85	Van Buren	3	53	18	81.66
86	Wapello	13	232	18	94.23
87	Warren	18	369	21	93.11
88	Washington	11	216	20	94.09
89	Wayne	3	50	17	83.33
90	Webster	19	350	18	94.34
91	Winnebago	19	381	20	89.57
92	Winneshek	9	156	18	95.11
93	Woodbury	3	46	15	95.33
94	Worth	24	348	15	87.28
95	Wright	13	227	17	97.69

1,134 19,727

The average attendance per standard school was 17.
The average salary per teacher in these schools was \$90.07.

During the school year 1923-24, 1,134 rural schools located in ninety-four counties were standardized.

THE NORMAL TRAINING HIGH SCHOOL

The training of teachers in the high schools of Iowa has been in operation since 1911. The Thirty-fourth General Assembly passed a law which gives the high schools of the state the opportunity of maintaining normal training courses for the purpose of training teachers for the rural schools.

The first year, 1911 and 1912, forty schools were designated as normal training high schools. Six hundred and twenty-four students were enrolled for the normal training work in that school year. The work has grown until now there are 196 normal training high schools where 5,790 students are being trained annually for teaching in the rural schools.

One hundred and fifty thousand dollars (\$150,000) is appropriated annually for this work.

The Fortieth General Assembly amended the law relative to state aid for consolidated schools maintaining the normal training course

—Section 4185, 1924 Code of Iowa. This change made it necessary that all consolidated schools receive the same amount of state aid as other normal training high schools. There was not a sufficient fund to give all normal training high schools, including the consolidated schools offering the normal training work, the seven hundred and fifty dollars each as provided by law. According to the opinion of the Attorney General the second semester's apportionment of state aid for 1923-1924 was prorated after expenses necessarily incurred under the chapter relating to state aid for normal training high schools had been deducted.

JUNE 30, 1922, to June 30, 1923

One hundred ninety-two Normal Training High Schools. One school was added in April, 1923, making a total of 193 schools.

Students enrolled—Girls..... 5,151
Boys..... 401

Total..... 5,552
Average number of students per school..... 28
Number of students taking normal training examinations in January, 1923..... 5,570
Number of examination papers graded January, 1923..... 11,198
Number of certificates issued in January, 1923..... 76
Number of students taking normal training examinations in May, 1923..... 5,118
Number of examination papers graded, May, 1923..... 10,742
Number of certificates issued in May, 1923..... 1,973
Number of certificates issued in July, 1923..... 212
Total certificates issued for 1922-23..... 2,261
Normal training certificates renewed..... 346
Teachers employed in the state of Iowa, holding normal training certificates..... 4,572

JUNE 30, 1923, TO JUNE 30, 1924

195 Normal Training High Schools.
Students enrolled..... 5,790
Students taking the normal training examination in January, 1924..... 5,588
Number of papers graded in January, 1924..... 11,139
Number of certificates issued in January, 1924..... 73
Students taking the normal training examination in May, 1924..... 5,461
Number of papers graded in May, 1924..... 11,835
Number of certificates issued in May, 1924..... 2,124
Number of students taking the normal training examination in July, 1924..... 171
Number of certificates issued in July, 1924..... 126
Total number of certificates issued for 1923-1924..... 2,323
Normal training certificates renewed, 1923-1924..... 388
Teachers employed in the state of Iowa, holding normal training certificates..... 4,955

JUNE 30, 1922, TO JUNE 30, 1923

First semester—

181 schools received normal training aid (\$375.00)..... \$ 67,875.00
(11 consolidated schools maintaining normal training course received consolidated aid.)

Second semester—	
132 schools received normal training aid (\$375.00).....	68,250.00
(11 consolidated schools maintaining normal training course received consolidated aid.)	
Stenographers	1,100.80
Clerical help and readers	437.79

\$137,663.59

JUNE 30, 1923, TO JUNE 30, 1924

First semester—	
171 schools received normal training aid (\$375.00).....	\$ 64,125.00
24 consolidated schools maintaining normal training course and received normal training aid (\$375.00).....	9,000.00
Second semester—	
195 schools received normal training aid (\$369.96).....	72,143.73
Stenographer	1,200.00
Clerical help and readers	3,531.27

\$150,000.00

A study of the normal training course in the different high schools of the state shows that the greater share of the time is devoted to every-day subject matter, such as must be taught in a well-organized elementary school. Each subject is emphasized both from the academic and professional point of view.

All the schools have observation work and practice teaching. This work is especially emphasized in reading and the subjects which are ordinarily poorly taught in the country school.

The observation and practice teaching in the grades of the local school is done under the supervision of the superintendent of schools and the critic teacher. When the observation is done in the rural schools it must come under the direction of the county superintendent since the law vests in the county superintendent the supervision of the rural schools.

There appears to be a greater need than ever before for the normal training high school if we are to judge from the number of applications on file for the establishing of this department in high schools throughout the state.

The state is rendering an inestimable service to the people of Iowa in providing teacher training courses under the supervision of the Department of Public Instruction in the normal training high schools.

It is the purpose under this administration to steadily increase the value and standard of the work done in teacher training department in public high schools in Iowa.

THE GRADED AND HIGH SCHOOL

The following table will give some idea of the status of the town

and city school (not including consolidated) maintaining a high school course:

1922-1923	
Schools approved for four years.....	254
Schools approved for three years.....	31
Schools approved for two years.....	41
Schools approved for one year.....	7
Total.....	333

1923-1924	
Schools approved for four years.....	260
Schools approved for three years.....	31
Schools approved for two years.....	46
Schools approved for one year.....	4
Total.....	341

During the greater part of the past biennium no inspector for the approved graded and high schools has been provided. The checking for approval for tuition purposes has been done largely from the annual report cards filed by the officials and teachers of each local school. Personal inspection of this type of school has been practically impossible, except when the superintendent, the deputy superintendent, or the inspector in some other department has found it possible to make such inspection in connection with his other duties.

The standards for approval for tuition purposes of the graded and high school are the same as those for approval for tuition purposes of the consolidated school. All schools are checked according to the same standards. Each school approved by the Superintendent of Public Instruction for tuition purposes receives an annual certificate of approval.

THE MINING CAMP SCHOOL

The Fortieth General Assembly appropriated the sum of \$50,000.00 per annum to be expended by the Superintendent of Public Instruction, with the approval of the Executive Council, for improving the school conditions in the mining camps of Iowa.

About fifty camps have been given aid from this fund. It has been our aim to expend this money for the schools where the conditions were most deplorable, rather than where the tax levies were the highest; to give the aid for the benefit of the children in the communities where the school facilities were the poorest.

The money has been used for the erection of buildings and additions; for the purchase of school room furniture such as desks, teachers' desks and chairs, bookcases, etc.; for the painting of school rooms; for supplies and equipment such as charts, maps,

books, etc.; for the payment of teachers' salaries; for the payment of tuition; and for the purchase of heating plants.

The following statement shows the disposition of that part of the mining camp fund which has gone into permanent buildings, repairs, and equipment for the last biennium, January 1, 1923, to January 1, 1925.

APPANOOSE COUNTY		\$ 16,375.25
Numa, to apply on building	\$8,782.30	
Exline, seats and painting	700.00	
Sunshine, chairs and charts	40.46	
No. 30, building	1,500.00	
Clarkdale, desk and chair	32.50	
Brazil, blackboard, desk, etc.	115.30	
Diamond, blackboard	32.76	
Streepy, desks, repairs	152.00	
Rathbun, furnace, excavation	2,500.00	
Masters, furnace, excavation	497.00	
New Liberty, globe, supplies	22.93	
Mystic, furnace, excavation, etc.	2,000.00	16,375.25
DALLAS COUNTY		\$ 13,401.83
Highbridge, addition	\$5,000.00	
Moran, building, lot, furniture	4,579.81	
Snider, addition, repairs	2,069.52	
Zookspur, addition, furniture	1,752.50	13,401.83
LUCAS COUNTY		\$ 6,941.21
Lucas, repairing building and furnace	\$3,941.21	
Olmitz, addition and repairs	2,000.00	
Tipperary, furnace and cistern	1,000.00	6,941.21
MARION COUNTY		\$ 7,431.50
Flagler, repairs on building	\$ 485.50	
Pershing, addition and repairs	5,454.00	
Victory, bus for school	350.00	
Melcher, applied on building	800.00	
Hamilton, repairs and furniture	167.90	
Marysville, repairs, maps	174.10	7,431.50
MONROE COUNTY		\$ 8,731.50
Rexfield No. 5, repairs	\$1,055.17	
Buxton No. 20, repairs	1,500.00	
Avery, desk and chair	37.50	
Rex No. 4, teacher's desk and repairs	74.47	
Maple, repairs on building	381.20	
Bucknell, building and furniture	5,493.20	
Lockman, repairs	190.40	8,731.54
POLK COUNTY		\$ 5,663.97
Carney, repairs	\$ 663.97	
Woodside, new building	5,000.00	5,663.97
WARREN COUNTY		\$ 278.00
Cummings, furnace and repairs	\$ 278.00	278.00

This gives to these camps permanent improvements in the amount of \$57,888.20, which will last many years and probably will not have to be duplicated during the life of the camp.

The balance of the fund, to wit, \$42,111.80, has been used for the schools in all the counties containing mining camps for payment of teachers' salary, tuition, equipment, supplies, supervision, and miscellaneous expenses.

This state aid to the mining camps has been a great help as an emergency fund in making it possible to secure proper housing, heating, ventilation, school furnishing, equipment and teachers. There should be a continuation of this fund, as many districts are not financially able to hire the necessary teaching force, care for high school tuition, purchase equipment which is consumed each year, and meet the emergency when camps are opened after the levy is made, as is often the case.

TEACHERS' PLACEMENT BUREAU

The Thirty-Eighth General Assembly created a Teachers' Placement Bureau in the Department of Public Instruction and made an appropriation of \$2,500.00 annually to pay for the necessary clerical work. The services of the Bureau are absolutely free to Iowa teachers and school boards.

It was a surprise to discover how rapidly knowledge of the existence of the Bureau spread to neighboring states as evidenced by our correspondence, hundreds of non-resident teachers indicating their desire to come to Iowa. Hence a nominal two-dollar enrollment fee was placed against non-residents because "Iowa teachers preferred, other things being equal," is a statement that needs no comment. Notwithstanding the two-dollar bar, thirty-one sister states are represented among non-resident enrollments. The fees from this source for the biennial period amount to \$544.00. The fees collected from non-resident enrollments is turned over to the Treasurer of State periodically and credited to the general revenue fund.

Our correspondence shows gratifying evidence of the popularity of the Bureau with both boards and teachers. More demands have been made upon the Bureau for thoroughly prepared teachers in high schools and grades than we could supply. Many teachers have enrolled who were not qualified under present standards for the work they desire.

The Bureau does not seek vacancies as the commercial agencies

do. We circularize school boards, school officials, superintendents and principals in order that the existence and work of the Bureau may be generally known without great expense for advertising. We collect accurate data concerning teachers by a system of enrollment blanks that enable us to know specifically for what work each teacher is fitted. Boards and superintendents know that this information is promptly obtainable by mail or wire; and many directors and superintendents come to the office to make selection of teachers from records on file.

The following table will give some idea of the work of the Bureau for the biennial period:

JULY 1, 1922 TO JULY 1, 1923	
Requests for teachers.....	727
Nominations to School Boards.....	2,409
School Boards requesting teachers.....	436
Enrollments, (approximately).....	582
JULY 1, 1923 TO JULY 1, 1924	
Requests for teachers.....	1,376
Nominations to School Boards.....	3,231
School Boards requesting teachers.....	731
Enrollments, (approximately).....	2,100

The one weak point in the operation of the Bureau is the fact that teachers do not report promptly, and we have no means of knowing just how many have been placed. This is because our clerical force is not sufficient to enable us to carry on detailed correspondence with our enrolled members. We need to keep in closer vital touch with teachers enrolled with us to render the most efficient service.

It is impossible to know just how many teachers have been placed, but giving a very reasonable estimate on the number, as five hundred, and estimating the salary at \$1,000.00 per annum, which is a low estimate, it is entirely proper to say that approximately \$25,000.00 in commissions on a 5% basis has been saved to the teachers, school boards, and taxpayers of Iowa at an expense to the state of \$2,500.00 for maintaining this bureau.

In addition to the work of teacher placement, the Bureau collects data for the Iowa Educational Directory each year from the more than one thousand graded schools, edits and prepares the same for the printer. Eight thousand copies were published last year; the same number the present year. This directory is apparently the most popular document issued by the Department as shown by constant requests for it from boards, teachers and institutions throughout the state and from every state in the union.

It shall be the constant endeavor of the Department under this administration to render more and better service to the schools and all connected with them in the two directions above marked out.

CERTIFICATION OF TEACHERS

BOARD OF EDUCATIONAL EXAMINERS

MAY E. FRANCIS, Superintendent of Public Instruction, <i>ex officio</i> , President.....	Des Moines
WALTER A. JESSUP, President of the State University of Iowa, <i>ex officio</i>	Iowa City
HOMER H. SEERLEY, President of Iowa State Teacher College, <i>ex officio</i>	Cedar Falls
RAYMOND A. PEARSON, President of Iowa State College of Agriculture and Mechanic Arts, <i>ex officio</i>	Ames
JENETTE LEWIS, County Superintendent of Schools.....	Jefferson
WILLIAM F. BARR, Dean, College of Education, Drake University.....	Des Moines
C. F. GARRETT, Superintendent of Schools.....	Fairfield
VIOLA H. SCHELL, Secretary.....	Des Moines

The Board of Educational Examiners consists of the Superintendent of Public Instruction, president and executive officer of the Board, president of the State University of Iowa, president of the Iowa State Teachers College, president of the Iowa State College of Agriculture and Mechanics Arts, and three persons appointed by the governor, one of whom shall be a woman and one of whom shall be a representative of the privately endowed colleges of the state maintaining teachers' training courses.

Two series of certificates are issued:

UNIFORM COUNTY CERTIFICATES

The law providing for uniform county examination and certification of teachers by the Board of Educational Examiners was passed by the Thirty-first General Assembly and took effect October 1, 1906. A statute requiring twelve weeks of normal training for admission to the uniform county certificate examination and one adding agriculture, domestic science and manual training to the uniform county certificate subjects took effect July 1, 1915. The Fortieth General Assembly passed a law authorizing graduates of an approved four-year high school to submit in lieu of an examination in any one or more of the subjects of economics, physics and algebra, grades in any one or more of the subjects of rural school management, rural sociology and rural school methods, earned in any collegiate institution approved by the State Board of Educational Examiners.

Under the directions of this Board examinations for teachers'

certificates are held in every county in the state on the last Friday and the Wednesday and Thursday preceding in the months of January, June, July and October, conducted by the County Superintendent, with such assistance as may be necessary.

On the last Friday in August and the Wednesday and Thursday preceding an examination is held for such persons only as file certificates of attendance during the summer immediately preceding at a summer school approved for twelve weeks of normal training.

The questions for the examinations are prepared under the direction of the Board, and the readers of manuscripts are selected from such persons as have the necessary qualifications and experience for doing this kind of work. At the close of each examination certificates are issued to such persons as are found qualified as follows:

Third grade certificates good for one year. Second grade certificates good for two years. First grade certificates good for three years. Special certificates good for three years.

Certificates are renewed repeatedly without further examination on evidence of success in teaching and professional reading. The entire expense of taking care of the examinations is provided for by statute and the funds for the purpose consist of examination fees and fees for the different kinds of certificates issued and renewed. No part of the expense comes from the general taxes.

All examinations are conducted in accordance with rules adopted by the Board of Educational Examiners, and all expenditures authorized by the Board are certified by the Superintendent of Public Instruction to the State Board of Audit before warrants are issued on the State Treasurer, but warrants cannot exceed the fees paid into the Treasury by the Board and County Superintendents.

The law makes provision for the life renewal of first and second grade and special uniform county certificates. Such certificates, however, lapse by reason of non-use for a period of five successive years.

The number of teachers employed during the biennial period ending June 30, 1924, holding uniform county certificates follows:

1922-1923		1923-1924	
First grade	5,154	First grade	5,898
Second grade	6,104	Second grade	5,192
Third grade	453	Third grade	205
Provisional	417	Provisional	180

STATE CERTIFICATES

The present statute providing for state certificates on examination was passed by the 19th General Assembly. The 32nd General Assembly passed the law providing for the granting of state certificates upon graduation from accredited Iowa colleges under the regulations of the Board of Educational Examiners, also the law providing for giving recognition to state certificates of other states. The granting of state certificates upon graduation from schools of other states and proofs of two years' successful teaching was authorized by the 35th General Assembly. The 40th General Assembly removed the requirement of two years' teaching experience.

The examination for state certificates is held on the uniform county certificate examination dates in January, June, July, August and October.

All state certificates are originally issued for a five-year period and are subject to renewal for a five-year period or for life. The fee for a five-year certificate is \$2.00; for the life certificate \$5.00. All fees are deposited with the State Treasurer.

For the biennial period state certificates have been issued as follows:

JULY 1, 1922-JUNE 30, 1923			
Examination—			
Original	37		
Renewal	44		
Life Validation	20		101
Graduation from Iowa Schools—			
Original	1,833		
Renewal	356		
Life Validation	288		2,477
Graduation from schools of other states—			
Original	145		
Renewal	10		
Life Validation	22		177
Certificates of other states—			
Original	428		
Renewal	23		
Life Validation	23		474
Fifteen years' teaching experience	36		36
Total	3,265		3,265
JULY 1, 1923-JUNE 30, 1924			
Examination—			
Original	33		
Two years of training and ten semester hours in psychology and education in an accredited Iowa college accepted in lieu of an examination	519		
Renewal	56		
Life Validation	34		642
Graduation from Iowa schools—			
Original	2,396		

Renewal	374	
Life Validation	301	3,071
Graduation from schools of other states—		
Original	152	
Renewal	15	
Life Validation	21	188
Certificates of other states—		
Original	551	
Renewal	28	
Life Validation	25	604
Fifteen years' teaching experience to holders of first grade uniform county certificates	128	128
Total	4,633	4,633

VOCATIONAL EDUCATION

BOARD FOR VOCATIONAL EDUCATION

May E. Francis, Superintendent of Public Instruction, Chairman.
D. D. Murphy, President State Board of Education, Elkader.
A. L. Urlick, Commissioner of Labor, Des Moines.

DEPARTMENT OF VOCATIONAL EDUCATION

S. C. Sonnichsen, Director Vocational Education.
Willis W. Grant, Supervisor Industrial Rehabilitation.
Grace Salisbury, Assistant Industrial Rehabilitation.
Andrew Mortensen, Assistant Industrial Rehabilitation.
Louis Wermelskirchen, Supervisor Agricultural Education.
Fern Stover, Supervisor Home Making Education.
Harvey L. Freeland, Supervisor, Trade and Industrial Education.

It is with pleasure that I submit the report for the Iowa State Board for Vocational Education. There was allotted from the Smith-Hughes appropriation to the state of Iowa for the year ending June 30, 1923, for Vocational Education, the sum of \$103,315.00; for the year ending June 30, 1924, \$114,814.00. For both years the state legislature made an appropriation of \$20,000.00 in order to enable the State Board for Vocational Education to carry out the administrative duties of the Acceptance Act.

The work of Vocational Education is progressing very rapidly in the state of Iowa. The various school districts are fast taking advantage of the provisions of the Smith-Hughes act. The Smith-Hughes act concerns itself with three types of instruction: 1—Vocational Agriculture; 2—Vocational Trade and Industrial Education; 3—Vocational Home Making Education. Permit me to give a brief report of these three types of work.

S. C. SONNICHSEN,
State Director of Vocational Education.

VOCATIONAL AGRICULTURE

Prior to the enactment of the Smith-Hughes law Federally aided instruction in agriculture was available only to students at the land grant colleges or to adult farmers that were reached through the agricultural workers of the state extension service.

Statistics show that only a small per cent of the pupils who graduate from high school ever go to college. With this fact in mind the Smith-Hughes law or vocational education act was proposed

and enacted. This law provides reimbursement or federal aid to help schools extend practical instruction in agriculture to pupils of high school age. This plan offers technical and practical instruction to students who are unable to go on to college, enabling them to go at once upon completion of the high school course into the productive occupation of farming.

The state funds that are appropriated are used for administration purposes only. No part of this fund is reimbursed to the school districts. The federal funds used for reimbursement to the districts are matched dollar for dollar by the funds of the local district.

The intent of the law is carried out as follows:

First. By training teachers for this special type of agricultural teaching.

Second. By the district conducting the work in agriculture in a more practical and useful manner, and over a period of two years rather than from one half to one year. This intent of the law is further carried out by the district offering a course in practical farm shop work instead of the prevailing type of manual training work which consists largely of cabinet work and furniture making. The results obtained are three-fold.

PREVOCATIONAL WORK

Through contact with the pupils of the grades the teacher of agriculture can bring before these pupils the thought of taking up the work in vocational agriculture when they enter upon the high school work. Much excellent prevocational work can be done.

VITALIZING AGRICULTURE TEACHING

While teaching the classes of farm shop and agriculture the teacher can give his pupils a vision of the useful and practical side of farming. The students realize that farm work is something more than drudgery and are able to see that it is a vastly interesting field of work. The best way to study any subject is to actually perform the details of that operation. The project that the pupil carries and the practical farm problems that arise afford an excellent opportunity for the instructor to put his teaching on a "doing basis." The carrying out of the project offers an opportunity to study the many different phases of farming and to develop an interest in that work.

COMMUNITY SERVICE

The third field of service for the teacher of vocational agriculture is that of community service. In each school where agriculture is

taught it is very desirable and essential to have the moral support of the rural patrons. Our teacher of agriculture can render service to the adults through giving assistance in the practical farm problems, and through serving as a leader in community meetings and organizations.

In the two years of the biennium the number of day schools have increased from 44 to 53 and to 74, respectively. Over the same period of time the total enrollment for all types of work in agriculture has ranged from 1,243 to 1,211 and to 1,873, respectively.

TRADE AND INDUSTRIAL EDUCATION

The law places the responsibility upon the State Board for Vocational Education to co-operate with the Federal Board for Vocational Education and local school boards in organizing and maintaining vocational schools or classes. The Smith-Hughes act which appropriates the federal money for vocational education provides that it may be used in promoting progress of education and training for—

1. Persons employed in the skilled trade and other industrial occupations.
2. Young men and women still in school who wish to prepare themselves for profitable employment in industry.
3. Teachers of trade and industrial classes.

Two principal types of classes have been developed for meeting the needs of persons employed in industrial pursuits; namely, the evening school and the part-time school.

The evening school serves those who are employed during the day in trade or industrial pursuits, and gives instruction which is supplemental to the daily employment and is designed to prepare the workers for advancement or better service. During the last biennium night schools were conducted at Albia, Atlantic, Bettendorf, Boone, Bucknell, Cedar Rapids, Chariton, Cherokee, Centerville, Cincinnati, Clinton, Des Moines, Davenport, Dubuque, Estherville, Fort Dodge, Hampton, Hitean, Hocking, Mason City, Marshalltown, Muscatine, Mystic, Newton, Oelwein, Oskaloosa, Ottumwa, Rexfield, Sioux City, Valley Junction, Waterloo and Washington.

The following courses taken from those taught in these schools is indicative of the range of the service; mine ventilation, mine law, mine mathematics, boiler makers' drawing, machinists' drawing, carpenters' blue print reading, show card writing, nurses' dietetics, foremanship, electrical laws, and mathematics, interior decorating,

telegraphy, machine shop practice, slide rule operation, foundry technology, and plastering.

EVENING SCHOOL STATISTICS

Enrollment	Male	Female	Total
1922-1923	808	426	1,234
1923-1924	1,443	287	1,730
Total for Biennium.....	2,251	713	2,964

The part-time school is intended to serve groups of young workers, over 14 years of age, who have for various reasons severed their connections with regular schools and gone to work. Under the provisions of the vocational act and the state plan for vocational education, any subject may be taught in the part-time school intended to increase civic or vocational intelligence. The principal objective of the school is to give the boy or girl what he or she needs most, at any given period. This need may be trade preparatory or training for citizenship and vocational adjustment. Part-time schools were conducted in Burlington, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Fort Madison, Keokuk, Muscatine, Marshalltown, Ottumwa, Sioux City, Waterloo, East and Waterloo, West.

Besides these schools, short courses were conducted for bakers at Ames and for decorators at Marshalltown and Cedar Rapids.

PART TIME SCHOOL STATISTICS

Enrollment	Male	Female	Total
1922-1923	685	598	1,284
1923-1924	620	513	1,133
Total for Biennium.....	1,305	1,112	2,417

The full time day school is intended to serve in part as a substitute for apprenticeship in the skilled trades. It is not intended to be the full equivalent of apprenticeship, but to prepare the student for entrance into a skilled trade as an advanced learner. In these courses instruction has been given in the following trades; carpentry, cabinet making and mill work, machine shop, sheet metal work, and pattern making.

DAY TIME SCHOOL STATISTICS

Enrollment	Male	Female	Total
1922-1923	200	...	200
1923-1924	187	...	187
Total for Biennium.....	387	...	387

The trade and industrial educational program has shown a healthy, steady growth. For the first year of the biennium the total enrollment increase was 11.4% over the preceding year, while 1923-1924 showed an increase of 11.6% over 1922-1923.

Seventy-seven men and 29 women were enrolled in the classes for the training industrial teachers in 1922-1923, and 79 men and 25 women in 1923-1924.

VOCATIONAL HOME MAKING

Vocational homemaking has been taught in the state of Iowa since 1918. In this length of time the work has increased from the four schools in which it was introduced to the thirty-eight we had at the end of the period 1922-1924.

The federal allotment for homemaking is very small since it is only 20% of the amount originally given to trade and industry. Since 1923 we have had no state funds for reimbursement, so the federal reimbursement for each school has had to be cut materially. Some of the schools are not reimbursed at all, but are putting on the work under the supervision of the State Board for Vocational Education because it is the type of work much needed in the community.

There are three types of homemaking education which may be supported in part from state and federal funds.

1. Day Schools.

The day school program is designed to meet the needs of girls 14 years of age or over. In the vocational schools one-half of each school day is given over to home economics or home economics and related science or art. The combination of vocational work which the girl should take in high school depends upon the ability and inclination of the student, the spirit of the community in which she lives, and the prospects concerning her future work. If this type of work is given in a community where the girls are dropping out of school and marrying early in life they should have an intensive course in homemaking. If the girls are finishing high school and going to college, the course they take should be made up of home economics and related science or art, or both.

The board feels that the ideal course of study for Iowa is one of two years in which home economics and related science make up the first year and home economics and related art the second.

The day school type of vocational work is a part of the regular high school curriculum and is accredited for high school graduation.

The other half of the school day is given over to general high school subjects.

Vocational homemaking work calls for the closest co-operation between the schools and the home, since part of the work is done with the home as a laboratory, under the supervision of the mother. Home work is required, as is also home project work. The first is nearly a repetition at home of work done at school, but the project work builds upon the information received in class and requires added information for its completion which is secured independently by the pupil.

After a girl has completed a course of this kind she has developed skill and judgment which will function in her life and the life of the community in which she lives.

II. Part-Time School Classes.

These classes are designed to meet the needs of the girl or woman over fourteen years of age without an upper age limit and are offered for a minimum of 144 hours of instruction during the year.

The classes are organized to give instruction during the hours of usual employment either as housekeeper, house daughter, or in some wage earning occupation.

In this way we find the girls much more interested in the work. When it is possible for them to leave school after attaining the upper school age limit according to law we find them still attending part-time school, because they can immediately apply the information given them at school. These girls do not intend to finish high school or go to college, so it is fair to assume that all the training they ever will receive in homemaking is given in this way.

III. Evening School Classes.

This work is designed to meet the needs of girls or women over 16 years of age. The course of study is adapted to local conditions and the special needs of the class members. Evening school work as part time school work is arranged in short units. In evening school work, however, women enter only for the unit or units in which they are particularly interested.

Instruction in evening school classes is given outside the regular hours of employment at the time of leisure of the class members.

FINANCIAL REPORT—BOARD FOR VOCATIONAL EDUCATION Biennium July 1, 1924, to June 30, 1923

	EXPENDITURES			APPROPRIATION	
	Local	State	Federal	State	Federal
ADMINISTRATION				\$20,000.00	*Matched funds shown under Teacher Training Appropriation.
Salary of Director	None	\$ 2,700.00	\$ 540.00		
" of Supr. of Agriculture . . .		2,700.00	2,700.00		
" " Trades & Ind.		3,000.00	3,000.00		
" " Home Making		2,250.84	2,250.83		
" of Stenographers		1,190.92	1,190.90		
Travel Exp. of Director		230.00	58.44		
" " Agr'l Supr.		755.42	755.26		
" " Trade & Ind.		686.92	685.91		
" " Home making		584.19	584.09		
" " Advisory Com.		77.78	none		
Printing		170.94	320.28		
Supplies		617.47	29.05		
Total	None	\$14,963.32	\$12,116.46	\$20,000.00	
REIMBURSEMENT					
School Districts—					
(Agriculture)	\$ 68,247.41	\$27,135.27	\$ 90,968.84		\$ 96,641.48
(Trade & Ind.)	27,820.55	39,652.95	42,155.54	\$110,000.00	
(Home Making)	24,932.28	27,486.92	10,563.88		52,819.42
*Teacher Training Institutions	30,016.46	none	28,807.22		45,672.10
Total	\$151,016.70	\$94,275.14	\$172,495.48	\$110,000.00	\$195,133.00

Year July 1, 1923-June 30, 1924

	EXPENDITURES			APPROPRIATIONS	
	Local	State	Federal	State	Federal
ADMINISTRATION				\$10,000.00	*Matched funds shown under Teacher Training Appropriation.
Salary of Director	None	\$2,160.00	None		
" Supr. of Agrl.		1,350.00	\$1,350.00		
" " Trade & Ind.		1,500.00	1,500.00		
" " Home Mkg.		1,350.00	1,249.96		
" Stenographers		642.55	642.52		
Travel Exp. of Director		458.42	None		
" " Supr. Agrl.		435.89	435.83		
" " T. & I.		447.66	447.56		
" " Home Mak'g.		328.51	328.44		
" " Advisory Com.		62.84	None		
Printing		184.48	187.84		
Supplies		341.05	324.64		
Total	None	\$9,165.64	\$6,466.79	\$10,000.00	
REIMBURSEMENT					
School Districts (Agriculture)	\$38,242.15	None	\$38,242.15	None	\$ 59,471.68
School Districts (Trade & Ind.)	51,572.46	"	25,786.22	"	32,504.26
School Districts (Home Making)	41,960.71	"	6,500.85	"	
*Teacher Training Institutions	26,906.94	"	16,272.07	"	22,738.86
Total	\$158,382.26	None	\$86,801.29	None	\$114,714.80

REHABILITATION

The fundamental purpose of the rehabilitation law is to conserve for society the ability of disabled persons to contribute to the extent of their powers. That this is humane and in keeping with their desire will not be questioned. Every normal-minded person wants to be independent and to earn his own way. Even if a man has a physical impairment, it frequently happens that he has remaining abilities which if properly directed may make him

as useful to the world as if he were physically whole. It is to help such persons to become independent that this service was established.

One unacquainted with the situation would be inclined to think of this service primarily for the hopeless cripples and beggars seen on the streets. On the contrary there are a large number of the victims of accidents and disabling diseases who are intelligent and can hope to qualify for any position within the limits of their physical condition. It is obvious that physical impairment becomes of lesser importance as one advances in intellectual attainments provided the education is properly directed. All over the state we are learning of ambitious boys and girls who are finishing high school with credit. This group presents a problem of vocational guidance and training that is difficult but most promising. Some of this younger group will be on our records for years without action or expense while completing public school and living at home. On the other hand, the mature victims of accidents or disease may either become quickly adjusted to their new condition or be so limited by circumstances that self-support is impossible. This wide variety of problems should be considered as the statistics are examined.

CASE REPORT

	June 30, 1922		June 30, 1924	
Registered Pending Investigation.....	80		339	
Rendered Service.....	73		296	
In School Training.....	30		141	
In Employment Training.....	0		5	
Total Live Roll.....	183		741	
Rehabilitated.....	8		101	
By Placement.....	4		51	
After School Training.....	3		45	
After Employment Training.....	1		5	
Closed After Investigation.....	41		202	
Total Closures.....	49		303	
Total Registered Cases on File.....			232	1,104
Male.....			842	
Female.....			202	
Closed Prior.....			0	73
Total Registered Cases.....			232	1,177

FINANCIAL REPORT—BOARD FOR VOCATIONAL EDUCATION
CIVILIAN REHABILITATION SERVICE

Biennium July 1, 1921, June 30, 1923

	State	Expenditures Federal	State	Appropriation Federal
Administration.....				
Salary of Director.....	\$ 555.00	\$ 555.00	\$46,211.25	\$45,672.10
" " Supervisor.....	3,193.58	3,290.00		
" " Asst. Supervisor.....	1,098.34	1,098.34		
" " ".....	200.00	200.00		
" " ".....	175.00	175.00		
" " Stenographer.....	1,111.67	1,111.66		
" " Bookkeeper.....	250.00	250.00		
Furniture.....	286.35	None		
Printing.....	204.07	292.82		
Supplies.....	486.93	52.68		
Traveling expense of Director.....	71.17	71.18		
" " " Supr.....	689.98	689.93		
" " " Asst. Supr.....	382.64	382.59		
" " " ".....	76.83	76.81		
" " " ".....	82.43	82.43		
Training Expenses.....				
Instructional Supplies.....	\$ 1,690.49	\$ 1,689.79		
Artificial Appliances.....	1,625.00	1,625.00		
Institutional Tuition.....	3,134.71	3,134.68		
Placement Training.....	31.25	31.25		
Tutorial Instruction.....	344.54	344.54		
Correspondence Schools.....	186.05	186.02		
Surveys, Rental of Tools, Medical Examinations, etc.....	58.60	58.60		
Total.....	\$15,850.98	\$15,218.32	\$46,211.25	\$45,672.10

FINANCIAL REPORT—CIVILIAN REHABILITATION SERVICE

Year July 1, 1923, June 30, 1924

	State	Expenditures Federal	State	Appropriation Federal
Administration.....				
Salary of Director.....	\$ 720.00	\$ 720.00	\$23,336.45	\$22,836.05
" " Supervisor.....	1,600.02	1,599.98		
" " Rehabilitation Asst.....	1,041.68	1,041.66		
" " ".....	1,200.00	1,200.00		
" " ".....	1,050.00	1,050.00		
" " Stenographer.....	693.75	693.75		
" " Bookkeeper.....	750.00	750.00		
Furniture.....	420.50	None		
Printing.....	213.84	213.80		
Supplies.....	84.82	84.82		
Traveling Expense of Director.....	63.63	63.63		
" " " Supervisor.....	442.39	442.23		
" " " Rehab. Asst.....	442.40	442.24		
" " " ".....	442.26	442.22		
" " " ".....	442.41	442.25		
Training Expenses.....				
Instructional Supplies.....	\$ 2,326.90	\$ 2,326.22		
Artificial Appliances.....	2,897.50	2,897.50		
Institutional Tuition.....	5,451.09	5,450.98		
Placement Training.....	270.63	270.62		
Tutorial Instruction.....	1,209.88	1,209.88		
Correspondence Schools.....	622.67	622.25		
Surveys, Rental of Tools, Medical Examinations, etc.....	34.10	34.08		
Total.....	\$22,420.59	\$21,998.51	\$23,336.45	\$22,836.05

INSTITUTIONS, ETC., IN WHICH TRAINING IS GIVEN

Collegiate Schools	
University of Nebraska	Western Union College of Commerce
State University of Iowa	Iowa State College
Des Moines University	Drake University
Morningside College	University of South Dakota
Simpson College	

Commercial Schools

Brown's Business College, Davenport	Ottumwa Commercial College
Brown's Business College, Muscatine	Puryear School of Business
Cedar Rapids Business College	Hamilton University of Commerce
National Business Training School	Gates Business College
Iowa Success School	Centerville Commercial College
Clinton Business College	Bayless Business College
Penn School of Commerce	College of Commerce
Boyles Iowa College	Van Sant School of Business
Capital City Commercial College	Tobin College
United Business Institute	

Correspondence Schools

La Salle Extension University	American School of Poultry Husbandry
International Correspondence Schools	National Salesmen's Training Association.
American Show Card System	

Employment Training

Morris Sanford Co.	Pittsburg, Des Moines Steel Co.
Capital Battery and Electric Co.	Bartholomew Bros.
Grubel Battery Co.	The Farley Gazette
Boyson Mfg. Co.	The Farnhamville Index

Other School Facilities

Good Will Industries	Edgewood School of Dressmaking
Des Moines Industrial Society for the Blind	Sioux City Beauty School
Waterloo Independent School District	Parisian Hair Shop
Harlan Independent School District	Iowa Barber College
Des Moines School of Lip Reading	Western Union Telegraph Co.
Kessler School for Deaf	Postal Telegraph Co.
Bradley Polytechnic Institute	Coyne Electrical School
Queen City College of Dressmaking	Midland Linotype School
	Union Guaranty Co.

SCHOOL ATTENDANCE

1923-1924

County	Enumera- tion	Enroll- ment	Adv. Daily Att.	County	Enumera- tion	Enroll- ment	Adv. Daily Att.
Adair	4,331	3,506	2,339.2	Johnson	7,367	4,983	4,072
Adams	3,089	2,744	2,085	Jones	4,944	4,136	3,346
Allamakee	4,913	3,682	2,853	Keokuk	6,210	4,973	4,082
Appanoose	9,571	8,962	6,246	Kossuth	8,216	5,716	4,422.1
Audubon	3,712	2,773	2,407	Lee	10,279	7,210	5,916
Benton	6,810	5,819	4,480	Linn	23,185	16,173	13,565.54
Black Hawk	11,583	9,786	3,517	Louisia	3,217	3,256	2,713
Boone	9,459	7,095	5,809	Lucas	4,994	4,285	3,562.3
Bremer	5,249	3,825	2,974	Lyon	4,951	3,873	3,065
Buchanan	5,430	4,787	3,871	Madison	4,308	3,861	3,050
Buena Vista	5,685	4,480	3,716	Mahaska	7,482	6,103	4,788
Butler	5,464	4,741	3,751	Marion	7,441	6,616	5,146
Calhoun	5,117	4,161	3,337	Marshall	9,369	7,846	6,610.8
Carroll	6,543	3,656	2,943	Mills	4,108	2,617	2,824
Cass	5,360	4,779	3,965	Mitchell	4,103	3,390	2,786
Cedar	4,831	4,032	3,341	Monona	5,852	4,714	3,631
Cerro Gordo	10,741	8,555	6,925	Monroe	6,681	6,037	4,683
Cherokee	4,839	3,700	3,057.87	Montgomery	4,650	4,604	3,632
Chickasaw	4,296	3,226	2,535.3	Muscatine	5,953	4,980	3,980
Clarke	2,919	2,684	2,025	O'Brien	5,459	4,266	3,578
Clay	4,627	4,063	3,300.73	Osceola	3,156	2,509	1,965
Clayton	7,613	5,556	4,432	Page	6,929	5,845	4,863
Clinton	12,830	8,892	7,330.26	Palo Alto	4,472	3,876	2,986
Crawford	6,213	4,449	3,568	Plymouth	7,414	5,417	4,214
Dallas	4,773	3,773	3,483	Pocahontas	3,541	2,665	2,466
Davis	3,537	3,203	2,399.11	Polk	48,098	35,788	28,244
Decatur	4,954	4,749	3,653	Pott'w't'mie	19,075	15,582	12,423
Delaware	5,301	3,777	3,235.7	Poweshiek	5,324	4,723	3,782
Des Moines	5,673	7,825	6,184	Ringgold	3,952	3,630	2,823
Dickinson	5,406	2,851	2,395	Sac	5,019	4,151	3,461
Dubuque	17,877	6,884	5,249.52	Scott	18,000	13,641	10,496
Emmet	3,996	3,479	2,774.7	Shelby	5,139	3,690	2,878
Fayette	9,206	6,615	5,413	Sioux	8,767	5,416	4,386
Floyd	4,935	4,037	3,441	Story	8,412	7,116	5,922
Franklin	4,986	3,930	3,258	Tama	6,667	5,262	4,316.3
Fremont	9,111	6,210	3,440	Taylor	4,982	3,987	3,087
Greene	4,783	4,420	3,468	Union	5,040	4,457	3,570.24
Grundy	4,612	3,665	3,084	Van Buren	4,159	3,601	3,014
Guthrie	5,145	4,990	3,912	Wapello	11,737	9,607	7,811
Hamilton	5,914	5,102	4,186	Warren	5,324	4,974	3,848
Hancock	4,734	3,535	3,151	Washington	6,670	4,867	3,971
Hardin	4,447	5,845	4,808	Wayne	4,411	3,908	3,129
Harrison	7,652	6,388	5,091	Webster	11,605	10,564	6,477
Henry	4,586	4,252	3,413	Winneshiek	4,247	3,528	2,904
Howard	4,130	2,690	2,154	Winneshiek	6,329	3,971	2,927.8
Humboldt	4,076	3,561	2,895	Woodbury	28,085	20,146	16,580
Ia	3,281	2,800	2,241	Worth	2,761	2,253	2,253
Iowa	3,232	4,280	3,526	Wright	6,378	5,489	4,526
Jackson	5,375	4,122	3,328				
Jasper	8,500	7,100	5,705.2				
Jefferson	4,385	4,361	3,709				
				Total	710,858	561,873	449,391.67

1922-1923

County	Enumera- tion	Enroll- ment	Adv. Daily Att.	County	Enumera- tion	Enroll- ment	Adv. Daily Att.
Adair	4,266	3,570	2,872.2	Cherokee	4,718	3,599	2,934
Adams	3,033	2,688	2,069.6	Chickasaw	4,771	3,182	2,719
Allamakee	4,904	3,708	2,764	Clarke	2,979	2,647	2,010
Appanoose	10,052	3,960	6,610	Clay	4,616	2,934	3,228.28
Audubon	3,811	2,576	2,067	Clayton	7,595	5,532	4,366
Benton	6,850	5,805	4,723	Clinton	12,772	8,492	6,570.91
Black Hawk	15,419	11,308	9,384.8	Crawford	6,453	4,486	3,621
Boone	9,203	7,163	5,845.1	Dallas	7,614	6,891	6,488
Bremer	5,144	4,717	3,711	Davis	4,647	2,154	3,418
Buchanan	5,566	4,804	3,777	Decatur	4,958	4,727	3,565.17
Buena Vista	5,635	4,386	3,556	Delaware	5,231	2,977	3,241
Butler	5,414	4,781	3,568	Des Moines	9,329	7,086	5,815
Calhoun	5,009	4,188	3,464	Dickinson	3,480	2,875	2,327
Carroll	6,329	4,594	3,818	Dubuque	6,594	6,761	5,254
Cass	4,499	4,732	3,889	Emmet	3,292	2,484	2,862
Cedar	4,872	3,897	3,264	Fayette	9,111	6,570	5,331
Cerro Gordo	10,567	8,791	6,664	Floyd	5,003	4,299	3,585

Franklin ...	5,238	4,905	2,976	Montgomery ...	4,822	4,773	3,648
Fremont ...	5,225	4,217	3,427	Muscatine ...	7,399	5,911	4,837
Greene ...	4,915	4,429	3,507	O'Brien ...	5,613	4,470	3,709
Grundy ...	4,532	3,624	3,023	Osceola ...	3,139	2,490	1,968
Guthrie ...	5,121	5,016	3,951	Page ...	6,772	5,310	4,625
Hamilton ...	5,768	5,162	3,937	Palo Alto ...	4,846	3,828	2,983
Hancock ...	4,729	2,591	3,959	Plymouth ...	7,757	5,371	4,092
Hardin ...	4,433	5,786	4,747	Pocahontas ...	4,691	3,468	2,782
Harrison ...	7,440	6,546	5,080	Polk ...	46,075	34,209	26,844
Henry ...	4,798	4,331	3,523	Pott'w't'mie ...	18,741	15,017	11,837
Howard ...	4,291	2,733	2,147	Poweshiek ...	5,448	4,341	3,897
Humboldt ...	4,956	3,467	2,859.2	Ringgold ...	4,043	3,585	2,862
Ida ...	3,349	2,768	2,176	Sac ...	5,023	4,151	3,361
Iowa ...	5,363	4,253	3,324.6	Scott ...	17,743	13,640	10,381
Jackson ...	5,501	4,028	2,200	Shelby ...	5,118	3,640	2,975
Jasper ...	8,198	6,929	5,444.3	Sioux ...	8,932	5,343	4,427.6
Jefferson ...	4,684	4,258	3,541	Story ...	8,151	7,100	5,840
Johnson ...	7,142	5,110	4,014	Tama ...	6,915	5,210	4,178
Jones ...	4,568	4,948	3,241	Taylor ...	4,447	3,958	3,185.2
Keokuk ...	6,288	5,053	4,055	Union ...	4,912	4,334	3,493
Kossuth ...	5,340	5,795	4,476.4	Van Buren ...	4,208	3,721	3,112.3
Lee ...	10,070	7,065	5,034	Wapello ...	11,467	9,429	7,507
Linn ...	23,026	16,242	13,222.6	Warren ...	5,301	4,685	3,531
Louisia ...	3,596	3,344	2,790	Washington ...	6,100	4,913	4,026
Lucas ...	4,993	4,454	3,576	Wayne ...	4,559	3,970	3,208
Lyon ...	4,940	3,832	2,992	Webster ...	11,457	11,000	6,629
Madison ...	4,374	3,932	3,089.5	Winnebago ...	4,205	3,541	2,836
Mahaska ...	7,646	6,209	4,761	Winnebago ...	4,205	3,541	2,836
Marion ...	7,394	6,643	5,123	Woodbury ...	27,011	19,722	16,187
Marshall ...	9,412	7,840	6,563.5	Worth ...	2,689	2,781	2,218
Mills ...	4,474	3,579	2,811	Wright ...	6,344	5,287	4,413
Mitchell ...	4,667	3,419	2,686				
Monona ...	5,449	4,560	3,448				
Monroe ...	7,349	5,981	4,816				
				Total ...	710,009	556,590	441,827.45

SUMMARY

1923-1924

Number of Consolidated School Districts.....	388
Number of Graded Public Schools (Not consolidated).....	565
Number of Rural Schools.....	9,647
Total number of schoolhouses.....	11,885
Total value of schoolhouses.....	\$97,383,457.36
Total bonded indebtedness.....	53,639,617.93
Aggregate cost of maintenance.....	56,947,904.71

1922-1923

Number of Consolidated School Districts.....	391
Number of Graded Public Schools (Not consolidated).....	595
Number of Rural Schools.....	9,610
Total number of schoolhouses.....	11,885
Total value of schoolhouses.....	\$90,927,117.60
Total bonded indebtedness.....	54,126,973.91
Aggregate cost of maintenance.....	57,645,651.52

29.5% of the population of Iowa is of school age (5-21).
 21.3% of public school enrollment is in high school grades.
 78% of public school enrollment is in elementary grades.
 33.1% of public school enrollment is in rural schools.
 15.8% of total school enrollment is in private, denominational, and institutions of higher learning.

State of Iowa

1924

SECOND BIENNIAL REPORT

OF THE

Rehabilitation Department

OF THE

STATE BOARD FOR

VOCATIONAL EDUCATION

For the Period Ending June 30, 1924