



FOURTEENTH BIENNIAL REPORT

OF THE

IOWA STATE NORMAL SCHOOL

AT

CEDAR FALLS, IOWA.

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SCHOOL YEARS 1900-1901 AND 1902-1903.

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PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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DES MOINES:  
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1903.

LETTER OF TRANSMITTAL

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*The Governor of Iowa:*

As required by Section 2680, of the Code of Iowa, the Board of Trustees of the Iowa State Normal School, at Cedar Falls, herewith transmits its report for the biennial period ending June 30, 1903.

A. GRUNDY,  
*Secretary.*

## IOWA STATE NORMAL SCHOOL.

### STATE BOARD OF CONTROL.

JOHN COWNIE, South Amara.....Term expires 1904  
G. S. ROBINSON, Sioux City.....Term expires 1906  
L. G. KINNE, Des Moines.....Term expires 1908

### BOARD OF TRUSTEES.

RICHARD C. BARRETT, *Ex officio*, Des Moines, Superintendent of Public Instruction.  
W. W. MONTGOMERY, Red Oak.....} Term expires  
\*B. F. OSBORN, Rippey.....} May 1, 1904.  
I. J. McDUFFIE, Le Mars.....} Term expires  
ROGER LEAVITT, Cedar Falls.....} May 1, 1906.  
W. A. MCINTIRE, Ottumwa.....} Term expires  
C. H. McNIDER, Mason City.....} May 1, 1908.

### OFFICERS OF THE BOARD, 1902-1904.

RICHARD C. BARRETT, *ex officio*, Des Moines.....*President*  
HOMER N. SILLIMAN, Cedar Falls.....*Treasurer*  
ALFRED GRUNDY, Cedar Falls.....*Secretary*

### STANDING COMMITTEES, 1902-1904.

*Executive Committee.*—I. J. McDuffie, B. F. Osborn, W. A. McIntire.  
*Finance Committee.*—C. H. McNider, W. W. Montgomery, Roger Leavitt.  
*Building Committee.*—I. J. McDuffie, W. W. Montgomery, Roger Leavitt.

\*Appointed by the Governor, January 27, 1902.

## REPORT OF BOARD OF TRUSTEES.

TEACHERS EMPLOYED AND COMPENSATION OF EACH PAID DURING  
BIENNIAL PERIOD FOR THE REGULAR SCHOOL YEAR,  
FALL, WINTER, AND SPRING TERMS.

	1902.	1903.	1904.
Homer H. Seerley, President.....	\$ 3,500.00	\$ 5,000	\$ 5,000
Moses W. Bartlett, English.....	1,200.00	1,200	1,200
David S. Wright, Mathematics.....	1,600.00	1,800	1,800
Anna E. McGovern, Methods.....	1,200.00	1,200	1,200
Sara M. Riggs, History.....	1,100.00	1,200	1,200
Julia E. Curtiss, Music.....		250	250
Abbott C. Page, Chemistry.....	1,600.00	1,800	1,800
Melvin F. Arey, Natural Science.....	1,600.00	1,800	1,800
Leonard W. Parish, Political Science.....	1,600.00	1,800	1,800
Mary E. Simmons, English.....	1,200.00	1,300	1,300
George W. Samson, Psychology.....	1,600.00	1,800	1,800
Arthur W. Rich, Mathematics.....	1,800.00	1,800	1,800
Etta Suplee, Training School.....	1,100.00	1,200	1,200
G. W. Walters, Didactics.....	1,600.00	1,900	1,800
Henrietta Thornton, Drawing.....	1,100.00	1,200	1,200
Myra E. Call, Latin.....	1,000.00	1,100	1,100
Bertha L. Patt, Drawing.....	900.00	1,000	1,000
Eva L. Gregg, English.....	800.00	1,000	1,000
C. P. Colgrove, Psychology.....	1,600.00	1,800	1,800
F. A. Fitz Gerald, Instrumental Music.....	750.00	800	800
Wilbur H. Bender, Training School.....	1,600.00	1,800	1,800
Edith C. Buck, Methods.....	1,000.00	1,100	1,100
Laura Falkler, Elocution and Reading.....	800.00	900	900
George W. Newton, Natural Science.....	1,400.00	1,600	1,600
C. A. Fullerton, Vocal Music.....	1,200.00	1,600	1,600
Enola Pearl Pierce, Elocution.....		1,000	1,200
Stella Satterthwait, Physical Training.....	800.00	900	
Sara F. Rice, History.....	1,000.00	1,100	1,100
Harry C. Cummins, Penmanship.....	1,000.00	1,100	1,100
F. C. Eastman, Latin.....	1,600.00	1,800	1,800
Ira S. Condit, Mathematics.....	1,400.00	1,600	1,600
Jennie G. Hutchison, Latin.....	750.00	850	850
Elizabeth Hughes, Training School.....		850	850

	1902.	1903.	1904.
Laura Seals, Mathematics	750.00	850	850
Louis Begeman, Physics	1,400.00	1,800	1,800
Jennette Carpenter, English	900.00	1,100	1,100
Carrie B. Parker, English	765.00	850	
Maud Humphrey, Geography	304.05		
Ruth Adsit, Training School	600.00	700	
S. F. Hersey, Physics	1,100.00	1,300	1,300
Mamie F. Hearst, English	750.00	850	850
W. W. Gist, English	1,600.00	1,800	1,800
Karl F. Geiser, Political Science	1,400.00	1,600	1,600
J. B. Knoepfler, German	1,400.00	1,600	1,600
Ida Fesenbeck, Training School	700.00	800	800
Mary Ethel Waller, Training School	630.00		
Bertha L. Marsh, Geography	356.75	700	700
G. B. Affleck, Physical Training	1,200.00	1,200	1,200
Grace W. Knudsen, Physiography	1,000.00	1,100	1,100
Margaret Oliver, Elocution	900.00	600	600
Robert Fullerton, Vocal Music	600.00	600	600
J. A. Olmsted, Military Science	600.00	600	600
Louise Moyer, Training School	180.00	360	
Laura Bowman, Training School	122.00		
Nellie Dority, Training School	50.00		
Geo. D. Eaton, Training School	50.00		
Emma Lambert, Mathematics	600.00	700	
Chas. Pell, Physical Training		300	900
Christine Thoene, Training School		360	
Mae Cresswell, Training School		360	
Alta Mathews, Training School		360	
Amy F. Arey, Training School			600
Clara Tilton, Physical Training			900
Alison Aitchison, Training School			360
Emily Gardner, Training School			360
Esta Ross, Training School			360
Mabel Christian, Training School			360
Lillian Chantry, English			700
Sarah Quigley, Mathematics			700
Total	\$57,257.80	\$67,540	\$68,090

## SUMMER TERM SALARIES.

	1902.	1903.
David S. Wright, Mathematics	\$ 320.00	\$320.00
Anna E. McGovern, Methods	240.00	240.00
Sara M. Riggs, History	220.00	240.00
Julia E. Curtiss, Music		40.00
Abbott C. Page, Chemistry	320.00	320.00
Melvin F. Arey, Natural Science	320.00	320.00
Leonard W. Parish, Political Science	320.00	320.00
Mary E. Simmons, English	240.00	250.00

	1902.	1903.
George W. Samson, Psychology	320.00	
Arthur W. Rich, Mathematics	320.00	320.00
Etta Suplee, Training School	250.00	250.00
G. W. Walters, Didactics	320.00	320.00
Henrietta Thornton, Drawing	220.00	240.00
Myra E. Call, Latin	200.00	210.00
Bertha L. Patt, Drawing		190.00
Eva L. Gregg, English	180.00	
C. P. Colgrove, Psychology		320.00
F. A. Fitz Gerald, Instrumental Music	100.00	120.00
Wilbur H. Bender, Training School	106.65	320.00
George W. Newton, Natural Science	280.00	280.00
C. A. Fullerton, Vocal Music	240.00	140.00
Stella Satterthwait, Physical Training	160.00	
Sara F. Rice, History	200.00	210.00
Harry C. Cummins, Penmanship	200.00	210.00
F. C. Eastman, Latin	320.00	320.00
Ira S. Condit, Mathematics	280.00	280.00
Jennie G. Hutchison, Latin		150.00
Laura Seals, Mathematics	150.00	150.00
Louis Begeman, Physics	280.00	320.00
S. F. Hersey, Physics	220.00	
W. W. Gist, English	320.00	320.00
Karl F. Geiser, Political Science	280.00	280.00
J. B. Knoepfler, German	280.00	280.00
Ida Fesenbeck, Training School	140.00	140.00
Bertha L. Marsh, Geography	120.00	
G. B. Affleck, Physical Training	240.00	
Grace W. Knudsen, Physiography	200.00	210.00
Margaret Oliver, Elocution		180.00
Robert Fullerton, Vocal Music	120.00	140.00
Matilda Harrington, Latin	125.00	
Lucy Kuehne, Vocal Music	50.00	85.00
John Sogard, Methods	100.00	
George S. Dick, Methods	100.00	
Adelaide Davis, Drawing	40.00	
Johanna Hansen, Drawing	30.00	75.00
Clementine Otto, Drawing	90.00	
Ralph Rigby, Vocal Music	125.00	140.00
Charles B. Stein, Vocal Music	75.00	
Dennis M. Kelly, Methods		300.00
Nellie B. Wallbank, English		150.00
Clinton O. Bates, Physics		220.00
Maude Humphrey Palmer, Geography		150.00
Emma Dahlin Ingalls, Drawing		150.00
Ethel Lovitt, Vocal Music		40.00
Fannie Dickey, Vocal Music		75.00
Mrs. Frances E. Clark, Vocal Music		140.00
N. E. Sanders, Physical Training		220.00

	1902.	1903.
Anna M. Baker, Library Work .....	100.00	115.00
Ethel L. Arey, Library Work .....	83.33	90.00
Clara A. Drenning, Library Work .....	90.00	100.00
	<u>\$9,034.99</u>	<u>\$10,000.00</u>

## SALARIES PAID OTHER EMPLOYES SINCE JUNE 30, 1901.

	1902.	1903.
Anna R. Wild, president's secretary.....\$	812.50	\$ 766.50
Lilian G. Goodwin, financial secretary .....	337.50	872.25
Jennie Landis, stenographer .....	655.00	252.00
Millicent Warriner, stenographer .....	487.92	500.00
Kathryn Blachart, stenographer .....		280.00
Jessie Magee, clerk .....	33.00	55.00
R. M. Arey, clerk .....	128.00	87.50
Charles Gist, clerk .....	40.00	
Amy Arey, clerk .....		30.00
Miss Wilson, clerk .....		10.00
Supt. of buildings and grounds, with residence....	1,200.00	1,200.00
G. E. Palmer, engineer.....	591.67	542.45
Chas. G. Wiler, janitor .....	600.00	580.78
John Phelps, janitor .....	525.00	540.00
James Justice, janitor.....	410.67	530.00
T. N. Justice, janitor.....	280.00	530.00
I. G. Long, janitor .....	264.70	531.75
Fletcher Wiler, janitor .....	200.00	480.00
J. M. Messinger, janitor .....	189.33	
W. P. Orvis, janitor.....	196.66	
R. C. Hemsworth, janitor.....	66.75	
J. C. Burnett, engineer and fireman .....	563.86	295.00
Wm. Y. McAllister, fireman .....	272.00	534.78
R. Cleveland, fireman .....	59.30	7.74
A. M. Cleveland, fireman and yardman .....	209.55	480.00
R. Harmon, fireman .....	28.55	
W. C. Olson, fireman .....		13.05
Wm. Wallace, fireman and yardman .....		2 2.18
S. Lindsley, fireman .....		12.90
James Shields, night watchman .....	500.00	600.00
Peter Christensen, carpenter .....	240.00	600.00
J. C. Cook, electrician and engineer .....		749.97
Anna M. Baker, librarian .....	600.00	700.00
Ethel L. Arey, assistant librarian .....	500.00	609.25
Clara A. Drenning, cataloguer .....	573.12	690.75
Total .....	<u>\$10,565.08</u>	<u>\$13,293.85</u>

## ANNUAL SALARIES CONTRACTED TO BE PAID OTHER EMPLOYEES THAN TEACHERS FOR THE YEAR 1903-4.

	Contingent Fund.
Anna R. Wild, president's secretary.....	\$ 900.00
Lilian G. Goodwin, financial secretary.....	900.00
Millicent Warriner, stenographer.....	600.00
Kathryn Blachart, stenographer.....	600.00
Superintendent of buildings and grounds.....	1,200.00
Charles Wiler, janitor.....	600.00
G. E. Palmer, assistant engineer .....	660.00
John Phelps, janitor.....	600.00
James Justice, janitor.....	600.00
T. N. Justice, janitor.....	600.00
I. G. Long, janitor.....	600.00
Fletcher Wiler, janitor.....	540.00
Wm. Y. McAllister, fireman.....	600.00
A. M. Cleveland, fireman and yardman.....	540.00
Wm. Wallace, yardman.....	480.00
Jas. Shields, night watchman.....	660.00
Peter Christensen, carpenter.....	660.00
J. C. Cook, electrician and engineer.....	1,000.00
Total.....	<u>\$12,340.00</u>
	Librarian's Salary Fund.
Anna M. Baker, librarian.....	\$ 700.00
Ethel L. Arey, assistant.....	600.00
Clara A. Drenning, cataloguer.....	700.00
Total to be paid other employees .....	<u>\$ 2,000.00</u>
	<u>\$14,340.00</u>

## SUPPORT OF SCHOOL FOR BIENNIAL PERIOD.

1902-1904.

## APPROPRIATIONS, 1902-1904.

Teachers' fund, permanent.....	\$ 105,000.00
Contingent fund, permanent.....	38,000.00
Millage fund.....one-tenth mill tax	
Repair fund.....	3,000.00
Library fund.....	3,000.00
Librarian fund.....	4,000.00
Military instruction fund.....	1,600.00
Summer term fund.....	14,000.00
Roofing fund.....	3,000.00
Grading fund.....	500.00
Paving fund.....	3,000.00
Emergency funds, as follows:	
Heating fund.....	7,073.29
Fire protection fund.....	1,096.06
Furnishing fund.....	10,000.00
Fuel, janitor and fireman fund.....	2,000.00
Additional boiler fund.....	7,000.00
Total.....	\$ 202,269.35

## RECEIPTS FROM OTHER SOURCES.

Students' contingent fund—fees collected.....	\$ 29,533.00
Library fund—fines, lectures and books lost.....	432.56
Summer contingent fund—fees collected.....	13,478.75
Building fund—refunds from bills.....	124.29
Contingent fund—books sold and lab-fees.....	703.19
Commencement contingent fund—fees paid.....	348.00
	44,619.79
Independent School District of Cedar Falls, paid for teaching in training school.....	4,724.00
Independent District No. 5, Cedar Falls township, paid for teaching in training school.....	704.52— 5,428.52
Total receipts from all sources.....	\$ 252,317.66

## IOWA STATE NORMAL SCHOOL.

## CLASSIFICATION AND NUMBER OF STUDENTS 1902.

## REGULAR COURSES.

	Gentlemen	Ladies	TOTAL
Professional.....	5	2	7
Fourth year class.....	40	30	70
Third year class.....	39	55	94
Second year class.....	70	105	175
Second year special primary class.....		31	31
First year special primary class.....		94	94
First year class.....	128	360	488
Unclassified summer term students.....	43	464	507
Special students.....	9	30	39

## HIGH SCHOOL GRADUATE COURSES.

Third year class.....	30	21	51
Second year class.....	34	141	175
First year class.....	48	286	334
Total normal students.....	446	1,619	2,065

## TRAINING DEPARTMENT.

	Boys	Girls	TOTAL
Preparatory pupils.....	82	125	207
Grammar school pupils.....	62	77	139
Primary pupils.....	24	29	53
Total.....	168	231	399
Grand total.....	614	1,850	2,464

## IOWA STATE NORMAL SCHOOL.

## CLASSIFICATION AND NUMBER OF STUDENTS, 1903.

## REGULAR COURSES.

	Gentle- men	Ladies	TOTAL.
Professional .....	3	1	4
Fourth year class .....	20	23	43
Third year class .....	50	55	105
Second year class .....	67	110	177
Second year special primary class .....		41	41
First year special primary class .....		92	92
First year class .....	120	376	496
Unclassified summer term students .....	42	405	447
Special students .....	11	57	68

## HIGH SCHOOL GRADUATE COURSES.

Third year class .....	16	36	52
Second year class .....	38	175	213
First year class .....	35	315	350
Total normal students .....	402	1,686	2,088

## TRAINING DEPARTMENT.

	Boys.	Girls	TOTAL.
Preparatory pupils .....	90	62	152
Grammar school pupils .....	74	84	158
Primary pupils .....	34	28	62
Total .....	198	174	372
Grand total .....	600	1,860	2,460

The reports of the secretary and treasurer of the Normal school showing receipts and expenditures during the biennial period ending June 30, 1903, are submitted with and as a part of this report.

It has been the custom of President Seerley, at the close of each biennial period, to submit to the board of trustees a report, containing to some extent, his views relating to the work and development of the Normal school during the next biennial period. The large experience, conspicuous ability, and devotion of President Seerley to the Normal school give great force to his recommendations, and his report is herewith submitted.

In its thirteenth biennial report the Board of Trustees asked for an additional annual appropriation of \$15,000 for the payment of teachers' salaries, and for an additional annual appropriation of \$10,000 for the payment of contingent expenses. The term, contingent expenses, as here used embraces all expenses of maintaining the school not provided in special appropriations. Only one half of the amount asked for each fund was granted, and on that account the Board has not been able to employ a sufficient number of teachers, and to procure necessary supplies and materials for the school. The map of Iowa submitted as a part of this report shows the number of students who attend the Normal school from each county during the respective school years of 1902 and 1903. A small increase in the salaries of teachers and other employes of the school has been made during this biennial period. The increase so made is reasonable and just, on account of the increase in necessary living expenses, and as a reward for faithful and efficient service.

The fact that the Twenty-ninth General Assembly did not make adequate appropriations for the payment of teachers and contingent expenses, and the fact that the number of students who will attend the Normal school during the next biennial period is reasonably certain to be much greater than heretofore, explains the necessity for the request made in this report for a large increase in the appropriations for the payment of teachers and contingent expenses.

Some progress has been made during this biennial period in the development of the department of physical training. The Board has not been able to do as much as ought to have been done owing to a lack of the necessary funds. A large percentage of the students who come to the Normal school have received but little instruction with regard to the laws of life and health.

Unknown to themselves they suffer from constitutional defects, which, unless overcome, as they often may be by proper exercise and training, will greatly impair their happiness and impede their success in life. The Board desires to so organize the department of physical training that each student who enters the regular courses of the school may be required to take a physical examination, thorough enough to disclose any physical defect from which he suffers; that the result of this examination be made known to him, and that he be required to take under competent teachers such a course of training and exercise as will, so far as may be possible, alleviate or remedy his defects. To aid in this work the Board is now building a gymnasium for both sexes, from the use of which good results are expected.

There is a growing sentiment among the people of Iowa in favor of teaching manual training in the public schools. The complaint is frequently made that the students in the high schools graduate, or leave school, without having learned anything more than the ordinary school books contain, tending in any manner to qualify them to enter upon the discharge of the practical duties of life and to become producers or wage earners.

President Seerley has received many applications from school boards in Iowa who desire to employ teachers capable to give manual training, but as no attention has yet been given to this matter at the Normal school such teachers cannot be supplied. At the present time all of the teachers employed in schools in which manual training is being taught have been trained in other states. The Board desires to establish a department of manual training at the normal school in order that the students may thus qualify themselves to supply the increasing demand for this kind of instruction, and because the Board believes that more good will come from instruction in manual training in the public schools of Iowa than from any other single subject. The Board refers to advance pages of Chapter 2 of biennial report, 1903, of Superintendent of Public Instruction, wherein Hon. R. C. Barrett has discussed this subject with great force and clearness.

It gives the Board great pleasure to be able to report that good feeling and harmony exists between the students, teachers and officers of the Normal school. The Board also desires to express its grateful appreciation of the kindness and liberality of the Twenty-ninth General Assembly as shown by its generous appropriations for the Normal school.

The Board asks for the following appropriations for the support of the Normal school during the next biennial period:

For teachers' fund, annually—additional .....	\$20,000.00
For contingent fund, annually—additional .....	15,000.00
For librarian fund, annually for two years .....	2,500.00
For library fund, annually for two years .....	2,500.00
For grading and improving school grounds .....	3,000.00
For military fund, annually for two years .....	800.00

Respectfully submitted.

The Board of Trustees of the Iowa State Normal School, by its committee:

I. J. McDUFFIE.

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REPORT OF THE PRESIDENT

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IOWA STATE NORMAL SCHOOL.

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REPORT OF THE PRESIDENT.

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*To the Board of Trustees, Iowa State Normal School:*

GENTLEMEN—I have the honor to present herewith the fourteenth biennial report of the State Normal school for the period ending June 30, 1903.

HOMER H. SEERLEY,  
*President.*

Cedar Falls, Iowa, July 1, 1903.

#### SPECIFIC COMMENTS UPON THE STATISTICS.

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In the tabular statements presented elsewhere there is an attempt to briefly set out in figures such summaries as the law requires, and also show comparatively, as nearly as possible, the work that is being accomplished. It should be easy to recognize that the Normal school is giving to the state a large and immediate service in the education, training and preparation of public school teachers. The regular expansion of the work and of the enrollment is a natural consequence of more room, more facilities, more instructors and more variety in the different courses that the greater liberality of the state has made possible. A large attendance permits the school to provide many things that are specially essential to an education, and also give such education without delay, but which could not for business reasons be granted by a small school. The enrollment at the State Normal school has enabled an organization to be perfected which confers the following unusual privileges:

1. An opportunity to organize beginning classes in the majority of the branches of study every term, so that students can enter at the opening of any term and find just the work for which they are well prepared. This is almost essential in a teachers' school where continued attendance is in most cases impossible because of the necessity to secure means for continuation of the course.

2. The chance to specialize is increased since a large school can offer much differentiation of work to fit more closely individual needs and can secure enough students in advanced lines to make the conduct of such work economical and expedient. Hence, the program of studies is always richer and more varied in a large school without detracting in any way from any kind of work that is regarded as essential in all schools.

3. Such a plan is possible to be evolved that there can be much specialization in the work of the members of the faculty. Such a plan permits the best work with the least expenditure

of time and effort, and guarantees definite and accurate instruction such as students desiring to specialize in any line must have.

4. As a result a class graduates from the school four times a year and thus avoids any delay of a student in completing a course beyond that absolutely necessary, and yet enables a student to be always detained sufficient time to fully and satisfactorily complete the course.

5. There is also by such an enrollment a possibility to maintain lecture and entertainment courses that are superior in grade of standard, extraordinary in expense as to total amount expended, and yet be able to be sold to students at an unusually small price as a result of co-operation by many persons. This privilege is a very great one in its effect upon educational opportunities offered by schools that can afford to secure the talent necessary.

6. The differentiation possible enables the faculty to organize graded glee clubs, choral societies, cornet bands, orchestras, and other kinds of societies of all kinds, since the numbers enrolled always guarantee the grouping of people of varied attainments so as to care for the beginner as well as the advanced.

7. There is much need for a wide arrangement of courses to grant to teachers the kind of preparation that is needed for the different phases of public school work. Such an arrangement that gives all these kinds is only possible where the attendance is large and such studies are able to secure patronage.

#### THE WORK OF THE SCHOOL IN THE STATE.

Attention is also called to the following facts regarding the students of the school and their work in the state:

1. There is a marked increase in the enrollment of high school graduates as compared with the total enrollment, indicating that the high school graduates are more and more becoming the teachers of the state in cities and towns. This is due also to the fact that such persons more easily secure employment when they are graduates of the Normal school, as school boards are gradually insisting upon some professional preparation beyond the course given by the high school.

2. The patronage of the Normal school is state-wide, every county in the state having its representatives in attendance during the biennial period. Even during the summer

terms the same result obtains, as the school register shows. The original residence of students has very little relation to the after location of teachers, because they accept employment wherever there is a special demand for their services. Black Hawk county has the largest enrollment of residents, but after all most of such students do their educational work as teachers elsewhere than in that county.

3. Seventy per cent of the students enrolled have had experience as teachers in the public schools of the state. An examination of the annual catalogue shows that many of them have had large experience. This delay in the completion of their courses of study is due in many cases to the smallness of their annual incomes, and since they depend upon their incomes to advance their education and professional standing, they necessarily spend a decade in completing their professional training. Such a method of progress may be necessary, but it is neither economical to the state nor to the teacher.

4. Elementary educational work in Iowa is gradually, but surely, passing entirely into the hands of women outside of such positions as require heavy executive work, such as superintendencies and high school principalships, and even in this kind of situations the men are getting fewer and fewer from year to year. The enrollment at the Normal school naturally shows a response to this condition, the number of women increasing from year to year while the number of men has practically remained almost the same for several years. Public school teaching is a permanent vocation for only a few men, because the financial condition of the business in most localities drives many would-be men teachers into other callings, even where they are specially qualified by nature, experience and training for the work required. It is therefore a question of economics that decides the calling, and not one of fitness or success. Since women are willing to accept smaller wages for the same work their services are becoming generally preferred, and the men gradually give up the business. The salary question is more or less a deciding factor in determining the careers of the majority of students who plan by education to enter upon a career as a permanent business.

## THE TEACHING VOCATION.

The status of teaching in the business world is not attractive as a permanent vocation for either men or women as a class. Such conditions as exist cause a constant depletion in the ranks without regard to sex, because of the better actual promise of many other callings. The normal-school problem and the teacher-supply problem are but slightly related because there must be a good market for talent, training and successful executive ability before such capabilities as well educated people possess are to be placed in service in the school room. The trouble with the teacher problem is, that the inducements offered in the market to-day are not reasonably commensurate with the high qualifications demanded. It is not, therefore, a question of sentiment, but a question of business that must be investigated by statesmen and philanthropists. This status shows itself in several lines that belong to the people as problems more than to the school officers or the teachers. These may be briefly mentioned as follows:

1. Teachers as a class are transient and temporary residents of communities they serve. The only variation is that of original residents with local influence, who hold subordinate places. This fact imposes upon a vocation extraordinary expenses, since its representatives are employed but nine months of the twelve, and their employment is subject to change at almost any time without any professional reason. As a consequence the great majority are open candidates for places rather than seekers for increased capability by putting their time and strength into superior work where they are employed with the expectation of remaining permanently in the service of a community. The chief aim in such life becomes then the finding of a new situation where salary is larger, the work less exacting, or the future promise more encouraging. Such a status must be always unfortunate for all concerned, because teachers are thus compelled to waste their earnings in the professional struggle, and the public service is kept uncertain and unreliable.

2. The system of employment required by law obstructs progress and destroys a hope for permanency. Most school boards know that the number of applications for service under their supervision is many times more than they need. This sometimes gives them the impression that the supply of

teachers is greatly beyond the present demand, when the fact is, that many of these applicants have their names as candidates before scores of school boards at the same time, and thus duplicate the possible candidates many times. This is specially true if the salary paid by any school district is apparently larger than the average. In such cities as there are special inducements in salary or reputation, the number of applicants is very large indeed, because teachers are always ready to accept work in such favorable locations, producing an unrest which is actual and also discouraging, because it does not better conditions through dissatisfaction. The total of the necessary expenditures of teachers in thus candidating for new locations is alone enough to impoverish the profession if there were not other essential contingencies to be met in keeping pace with public demand.

3. The temporary license system has the effect of limiting a teacher's province and usefulness. The plan of thus localizing authority and opportunity to a county or to a state develops a kind of supervision which does not mean progress nor development in the vocation. This short term system permanently limits the service of the vast majority to a small territory, thus degrading the vocation. Such a system is popular with the general public because it is regarded as a source of revenue, but after all it is wrong in principle, as it taxes a very poorly paid class of workers without returning an equivalent in protection or endorsement, and in addition keeps up a kind of servitude that weakens the spirit and deprives the workers of the necessary freedom that is absolutely essential to the best success as educators. The system as organized and conducted also harrasses the competent, successful teacher almost as much as it does the incompetent teacher, actually preventing the advent of the professional teacher of a high grade of competency. There should be real business methods about conferring the authority to teach. There should be a reasonable standard of qualifications that are regarded as sufficient to make one worthy of permanent service. There should be some such a system as recognition of scholarship and professional preparation which would license once for all, the same as is done in law, medicine and other supervised vocations. There should be an end to examinations and re-examinations among competent, successful teachers if the realities of educational work are to be secured. This is not a fancy nor reckless criticism.

Massachusetts is certainly a notable state educationally, and yet there are no licenses to teach in public schools required in that commonwealth, and the Iowa experience of endeavoring to raise the standard by an examination system has proven that it is possible to substitute the machine in education for that true freedom of the scholar and the man which is specially essential to the best professional work.

4. There is no proper inducement to those who take the trouble to study in our best and most modern educational institutions to enter the teaching vocation. Their honors, diplomas, degrees and professional studies are not recognized nor regarded as evidences of training, competency or development in the educational business, when they are the real elements that finally decide the actual status of the scholar and the student. The present teacher's certificate was planned on the theory that it would in some way protect the people by keeping out the incompetent. It was supposed to be the salvation of the vocation, but it is now antiquated and formal and is no real means to a guarantee of either competency or fitness. School boards that are careful in selecting teachers do not depend upon certificates; they investigate in an entirely different way. The examiners are not responsible for the condition except in part, as they are required to accomplish an impossibility. There should be an entire revision of subjects in our examinations for certificates, if the plan is still to be kept, and other things should be factors besides the stock questions now considered as a searching and thorough examination. Recognition for scholarship obtained in good schools should be a possibility, and every inducement should be made to get the bright, scholarly, intelligent young men and women into our public schools where they are so sadly needed.

#### THE ENROLLMENT AND THE AVERAGE ATTENDANCE OF THE NORMAL SCHOOL.

The conditions that surround teaching in the state gives the Normal school a much larger annual enrollment than a regular average attendance, because many of the students are earning the means for their expenses by this temporary teaching service, and hence come to school from term to term as circumstances permit until they finally succeed in completing their education. The number of students that can annually be expected depends upon the demand of the market for their ser-

vices, and not upon the services that the public really needs. While the enrollment and attendance continually grow, yet there has been no time in the past two years when the school could not have received three hundred more than were then in attendance and given proper instruction and care by securing a few additional necessary teachers. Many requests for trained teachers in a variety of kinds have been necessarily declined during the biennial period because the salary proposed was not such as would have given a comfortable support for such teacher had a contract been made at the terms mentioned.

#### THE SALARIES OF NORMAL SCHOOL GRADUATES.

1. *The Woman's Side of the Problem.* Careful investigation has been made regarding the salaries and the expense of Normal school graduates who are known to be successful and who have responsible appointments in city schools. One hundred and thirteen women teachers of such standing, who are known to be enterprising, ambitious and capable, give reports from their private experience for the benefit of an inquiring public. They are working in prosperous towns, they are well prepared, and they are sensible and economical in their personal business affairs. Of these one hundred and thirteen teachers only eight had saved from their earnings two hundred dollars a year, most of them saving less than one hundred dollars a year. The average expense for their preparation varied from \$450.00 to \$900.00 in each individual case, while the general average was \$650.00. Those who saved two hundred dollars a year either lived at home or received unusually good salaries. The estimate of what they regarded as a reasonable salary for a teacher to live as she should, contribute from her means to the general welfare of the community and save two hundred dollars a year, varied from \$550.00 in the smaller towns to \$900.00 in the larger towns. Teachers should do many things that cost private expenditure if they are to really accomplish well the public work they undertake. They need special supplies and opportunities, which, if they are unable to procure, compel them to perform a less valuable and a more uncertain service for the public than they should. The salaries received should also be large enough to provide for the months of vacation in which there are expenses and no income. The majority of these reporting spent all their vacations with friends and relatives, and had no board to pay during such time.

Further investigation was made to ascertain the financial condition of a corps of teachers in one of the progressive and enterprising cities of Iowa. There were forty experienced teachers in the primary and grammar schools, the average length of time that they had taught being eight and one-half years. Their average salaries for all these years had been \$225.70, while their annual average savings were approximately \$40.00 a year. This is not an exaggerated case. Every city in Iowa would tell almost the same story if the actual facts could be obtained. The assistance in support given to teachers from their parents and their homes is quite remarkable, as the multitude are thus dependent in the long summer vacation for the meeting of their necessary expenses.

2. *The Man's Side of the Problem.* For most men, educational work in public schools cannot be attractive or encouraging as a business because (1) there are few locations that pay such a salary as guarantees such an income as will properly support a family, (2) the chances for promotion and improvement in the business are very rare, while (3) the struggle for place and power is very severe and exacting with little assurance for the future. Iowa had 187 places in public school work in 1902 that paid \$1,000 or more, forty-four places that paid \$1,500 or more. These places being the best in support as to salary are much desired by the ambitious for success and prominence in the profession, and, as a consequence their meager incomes are continually depleted and wasted by contributions to movements which are presumed may advance personal professional power and influence by arousing public sentiment to a more generous consideration of the work of the schools. Iowa may not be worse than other states, and the same conditions as to teachers may exist in all parts of the best educated sections of the country, yet Iowa cannot afford to be satisfied with being as good as others even if that were true, because the most progressive state should set a premium upon its educational system and should also regard the status of the teachers of the children as worthy of being also of such a kind as guarantees helpfulness of spirit and hopefulness of outlook.



ably surprised the Faculty in regard to their extraordinary applications to work, and many of them are returning from year to year to complete courses. Since an increasing attendance at the summer session is positively assured in the future, it is positively necessary to give still more of the special and the practical. What this session may yet become depends entirely upon the encouragement given by the state, as it can yet be made a greater means of doing large good to the actual teacher recognized as successful in the public service. Experts and specialists of extraordinary efficiency and helpfulness ought to be added the next biennial period to properly care for the needs of the large and growing enrollment. Since the service required is more exhaustive and severe upon the Faculty than that of the regular terms of the year, it is necessary to pay larger salaries in proportion than are required during the regular terms. This is fair and reasonable, and it is also an actual necessity if the right kind of instruction is to be given.

*Necessity to Increase the Faculty.* The next biennial period will require an increase in the membership of the Faculty to provide for the increase in attendance. Some of the departments should have assistance before the opening of the period, but that is impossible with present support funds. To meet the early demand the following will be asked:

1. An additional woman as associate physical director.
2. An assistant professor in mathematics.
3. An assistant professor in German.
4. An instructor in vocal music.
5. An associate teacher in penmanship and bookkeeping.
6. An assistant professor in history and civics.
7. An associate teacher in drawing.
8. A manual training director.
9. Three assistant instructors in manual training.
10. A director of the kindergarten.
11. An additional critic teacher in the training school.
12. A number of experts and specialists for the summer session.

#### THE RURAL SCHOOL TEACHER.

Graduates of the Normal school commonly seek service and receive employment in cities and towns because of the longer school year and the better apparent salary. There is also a chance in a graded system to be assigned work according to special capability or tastes. The under-graduates of the school who are much more numerous as teachers than the graduates,

are divided among the cities and towns and the rural communities. Many teachers would prefer to do work in the rural schools where the salaries and the conditions such that they could make a successful career. There is no prejudice against the rural school as is sometimes assumed, but it is impossible to make it anything more than a temporary work for beginning teachers, since successful and well educated persons can do better in a business way in almost any other occupation. The rural school problem is one of adjustment to the changes that modern society and progress impose, and there is no way to escape the recognition of this fact. There can be no improvement so long as the plans and methods of management are not in conformity with modern methods as found in business and other lines. Progress must be made a possibility by such changes as will allow adjustment.

#### THE NORMAL SCHOOL AND THE STATE.

It is the policy of these reports to make them constructive and helpful to those who devote time and thought to educational problems. All these matters are frankly stated for the benefit of those who are authorized to make due efforts to solve these problems. It is too frequently assumed that it is wise to let well enough alone, but the people of Iowa really want the superior condition, and they are willing to unite for what is best if those who lead are able to point out the way. It is necessary to conduct public institutions on a high grade of efficiency to make them satisfy public demand, and it is with this object in view that the public school teacher problems have been so plainly discussed. The time for bestowing compliments is passed. If there is a better way or a more economical system of management it should be found out and put into action. At no time in these reports have the Normal school's needs and imperative demands been exaggerated. At no time has there been an effort to get money that could not have made the school's work more creditable and properly efficient. Some things like fuel, light, water, firemen, janitors, teachers, etc., must be secured in accordance with demand, even if they compel an indebtedness to exist. It is conceded by all that whatever other things may be omitted, these are essentials. It is sometimes overlooked that there is necessity also for other things to be granted, like library books, periodicals, scientific apparatus and other equip-

ment, if the tools for the work are actually provided. For the past few years these vital needs have not been met as fully as would be prudent under good business management, because the grants made the institution by the general assemblies were not sufficient to allow the equipment to keep pace with the expansion in numbers or in work. For these reasons the following statements are made to explain the situation.

1. *Employes and Contingent Expenses.* The new buildings will require more employes, more fuel and more contingent expenses. The new gymnasium building will require two men and one woman, as custodians and janitors, and an additional fireman in the boiler room. The new physical science building will need one janitor. The playgrounds and campus will require an additional workman to keep them in actual serviceable condition, as the entire grounds must be kept in proper order for the work. These expenses have not been provided for by any appropriations of the past.

2. *Faculty and Salaries.* There is no need to disguise the fact that larger salaries must be paid the members of the Faculty if the present standard of scholarship, skill and experience is to be maintained. The introduction of cheap and inferior teachers as changes and additions are made would be very detrimental to the work of the school. The Board of Trustees must be able to go into the market and secure the best, as nothing less will do for an efficient Normal school. The very conditions exact more qualifications and more capability of a normal teacher than is naturally required of the faculties of other kinds of schools. The teaching of teachers is a more difficult task than other educational work and must receive more careful attention, or else the interests of the people are not rightly regarded. There must be real superiority in the Faculty as regards personality, spirit, skill, education and character, and true economic management will insist upon the maintenance of this high standard, since the strength and efficiency of the school depends upon the Faculty.

3. *Library and Equipment.* There is constant need for much improvement in the library and equipment. There has been no laudable progress in these directions the past two years because the money granted did not permit even all the necessities to be given. Libraries, laboratories and museums are necessary factors in modern educational work, and schools that do not have them are defective and incompetent. The life of a

student is too valuable, his future prospects too great, to not give him the opportunities for full and complete preparation. There must be an improvement in these directions if the school is to be what it ought to be in these particulars.

4. *The Future of Teacher Education.* The outlook for the Normal school is encouraging if its support funds are made commensurate to its absolute needs. A policy of nurture and encouragement is necessary to grant a chance to make the work good and efficient as the new buildings are completed and opened for service. There is danger of forgetting that the school must grow in every department and that the demand that will come upon the management will be very great. It will not do to simply grant the support that has been necessary in the last biennial period, because there will be a great difference between the work done in 1902 and the work to do in 1906, which must now be provided for by the next General Assembly. The policy of the state is rightly to be interpreted as favorable to the making of a notable school for public school teachers; with wisdom, prudence and liberality, this can be fully realized.

With thanks to the friends of public elementary education, who have freely given their sympathy and their votes to advance the interests and secure the development of the Normal school, this report is

Respectfully submitted,

HOMER H. SEERLEY,

*President.*

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REPORT OF THE SECRETARY

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*To the Board of Trustees of the Iowa State Normal School:*

GENTLEMEN,—I herewith submit a summary of the orders issued by me on the several funds for the biennial period ending June 30, 1903:

TEACHERS' FUND.

Orders issued during 1901-02.....	\$ 56,355.80	
Orders issued during 1902-03.....	66,940.00	
Total.....		\$ 123,295.80

CONTINGENT FUND.

Orders issued during 1901-02 .....	\$ 28,420.93	
Orders issued during 1902-03 .....	25,101.52	
Total.....		\$ 53,522.45

BOILER FUND.

Orders issued during 1902-03 .....	\$ 7,073.29	
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ADDITIONAL BOILER FUND.

Orders issued during 1902-03.....	6,767.73	
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LIBRARY FUND.

Orders issued during 1901-02.....	\$ 1,699.40	
Orders issued during 1902-03.....	1,911.17	
Total.....		\$ 3,610.57

MILITARY INSTRUCTION FUND.

Orders issued during 1901-02.....	\$ 752.83	
Orders issued during 1902-03.....	748.12	
Total.....		\$ 1,500.95

STUDENTS' CONTINGENT FUND.

Orders issued during 1901-02.....	\$ 14,672.50	
Orders issued during 1902-03.....	14,846.50	
Total.....		\$ 29,519.00

## ROOFING FUND.

Orders issued during 1902-03 .....\$ 2,804.10

## GRADING FUND.

Orders issued during 1902-03 .....\$ 253.38

## PAVING FUND.

Orders issued during 1902-03 ..... None.

## LIBRARIAN'S SALARY FUND.

Orders issued during 1901-02 .....\$ 1,100.00

Orders issued during 1902-03 ..... 2,000.00

Total .....\$ 3,100.00

## COMMENCEMENT CONTINGENT FUND.

Orders issued 1901-02 .....\$ 297.14

Orders issued 1902-03 ..... 263.40

Total .....\$ 560.54

## REPAIR FUND.

Orders issued during 1901-02 .....\$ 3,296.86

Orders issued during 1902-03 ..... 2,583.99

Total .....\$ 5,880.85

## FIRE PROTECTION FUND.

Orders issued during 1902 .....\$ 1,096.06

## SUMMER TERM FUND.

Orders issued during 1901-02 .....\$ 7,406.55

Orders issued during 1902-03 ..... 8,934.99

Total .....\$ 16,341.54

## LITERARY SOCIETY FUND.

Orders issued during 1901-02 .....\$ 226.30

## FURNITURE FUND.

Orders issued during 1901-2 .....\$ 4,443.60

Orders issued during 1902-3 ..... 3,706.26

Total .....\$ 8,149.86

## SUMMER CONTINGENT FUND.

Orders issued during 1901-02 .....\$ 4,161.82

Orders issued during 1902-03 ..... 3,793.18

Total .....\$ 7,955.00

## BUILDING FUND.

Orders issued during 1901-02 .....\$ 51,036.70

Orders issued during 1902-03 ..... 10,557.14

Total .....\$ 61,593.84

## MILLAGE FUND.

Orders issued during 1902-03 .....\$ 13,224.07

## JANITORS' FIREMEN AND FUEL FUND.

Orders issued during 1901-02 .....\$ 2,000.00

## GENERAL BENEFIT FUND.

Orders issued during 1901-02 .....\$ 3,000.00

## SUMMARY OF ORDERS ISSUED.

Teachers' fund .....	\$ 123,295.80
Contingent fund .....	53,522.45
Boiler fund .....	7,073.29
Additional boiler fund .....	6,767.73
Library fund .....	3,610.57
Military instruction fund .....	1,500.95
Students' contingent fund .....	29,519.00
Roofing fund .....	2,804.10
Grading fund .....	253.38
Paving fund .....	None.
Librarians' salary fund .....	3,100.00
Commencement contingent fund .....	560.54
Repair fund .....	5,880.85
Fire protection fund .....	1,096.06
Summer term fund .....	16,341.54
Literary society fund .....	226.30
Furniture fund .....	8,149.86
Summer contingent fund .....	7,955.00
Building fund .....	61,593.84
Millage fund .....	13,224.07
Janitors', firemen and fuel fund .....	2,000.00
General benefit fund .....	3,000.00

Total .....\$ 351,475.33

Respectfully submitted,

A. G. GRUNDY,  
Secretary.

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REPORT OF THE TREASURER

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## REPORT OF TREASURER.

*To the Board of Trustees of the Iowa State Normal School:*

GENTLEMEN,—I have the honor to report as follows, as treasurer of the Iowa State Normal School, for biennial period ending June 30, 1903:

1901.		
July	1. Balance on hand.....	\$12,836.86

### RECEIVED IN ADDITIONAL BOILER FUND.

1902.		
July	5. State warrant.....	\$ 5,000.00
Sept.	12. State warrant.....	2,000.00
		\$ 7,000.00

Total..... \$ 7,000.00

### RECEIVED IN BOILER FUND.

1902.		
April	23. State warrant.....	\$ 7,073.29 \$ 7,073.29

### RECEIVED IN BUILDING FUND.

1901.		
Nov.	19. State warrant.....	\$ 15,000.00
Nov.	25. State warrant.....	15,000.00
Nov.	26. State warrant.....	15,000.00
1902.		
Feb.	5. State warrant.....	5,000.00
Feb.	28. Returned by J. E. Robinson, error in voucher 83.....	83.43
March	18. Error bill, Wise & Sons, Jan. 21, 1902.....	2.00
March	22. Order No. 574, from repair fund.....	6.12
March	24. Error in bill Oct. 25, 1901.....	3.00
April	2. Error in bill for labor.....	34.00
April	25. From general benefit fund.....	3,000.00
April	25. From furnishing fund.....	302.40
May	10. J. E. Robinson.....	1.86

1903.		
June	17. Order No. 11, millage fund.....	10,426.67

Total..... \$ 63,859.48

## RECEIVED IN CONTINGENT FUND.

1901.		
August 10.	H. H. Seerley.....	\$ 28.76
Sept. 5.	State warrant.....	3,500.00
Oct. 1.	Order No. 435, summer cont'gt fund	2,302.75
Nov. 27.	H. H. Seerley.....	109.07
Dec. 5.	State warrant.....	4,500.00
Dec. 5.	Correction error order No. 709	13.50
Dec. 7.	H. H. Seerley.....	128.62
1902.		
Jan. 11.	From students' contingent fund.....	3,556.56
March 3.	State warrant.....	2,250.00
March 7.	H. H. Seerley, deposited by.....	81.83
April 2.	Errors in bill for labor.....	3.06
April 17.	State warrant.....	1,500.00
April 25.	From fire protection fund.....	1,096.06
April 25.	From furniture fund.....	189.45
April 25.	From boiler fund.....	878.76
June 7.	H. H. Seerley.....	55.24
June 9.	State warrant.....	22.50
June 23.	Cedar Falls School District.....	2,390.53
June 25.	From military drill fund.....	152.83
June 25.	From janitor and fireman fund.....	2,000.00
June 30.	H. H. Seerley.....	27.92
June 30.	School District No. 5.....	292.17
July 29.	H. H. Seerley.....	130.38
Sept. 5.	State warrant.....	2,250.00
Sept. 5.	State warrant.....	1,250.00
Oct. 11.	State warrant.....	1,250.00
Nov. 28.	H. H. Seerley.....	84.37
Nov. 29.	From summer contingent fund.....	1,169.59
Nov. 29.	From teachers' fund.....	144.00
Dec. 1.	State warrant.....	1,250.00
Dec. 1.	State warrant.....	2,250.00
1903.		
Jan. 7.	State warrant.....	1,250.00
Jan. 15.	Trans. from repair fund, error in order 1,139.....	155.00
March 3.	State warrant.....	2,250.00
March 3.	State warrant.....	1,250.00
March 12.	H. H. Seerley.....	36.00
April 9.	State warrant.....	1,250.00
May 5.	State warrant.....	1,250.00
May 5.	State warrant.....	2,250.00
June 8.	H. H. Seerley.....	17.87
June 16.	State warrant.....	1,250.00
June 17.	From students' contingent fund, order No. 936.....	356.50
June 17.	From millage fund, order No. 12	303.72

June 22.	Cedar Falls School District.....	\$ 2,333.47
June 30.	School District No. 5.....	412.35

Total..... \$ 51,450.36

## RECEIVED IN COMMENCEMENT CONTINGENT FUND.

1902.		
April 19.	H. H. Seerley.....	\$ 20.00
June 7.	H. H. Seerley.....	42.00
June 25.	From students' contingent fund.....	242.00
June 30.	H. H. Seerley.....	12.00
July 29.	H. H. Seerley.....	12.00
Sept. 5.	H. H. Seerley.....	106.00
Nov. 28.	H. H. Seerley.....	76.00
M'ch 12-03	H. H. Seerley.....	16.00
June 8.	H. H. Seerley.....	18.00
June 30.	H. H. Seerley.....	16.00

Total..... \$ 590.00

## RECEIVED IN FURNITURE FUND.

1902.		
April 23.	State warrant.....	\$ 10,000.00 \$ 10,000.00

## RECEIVED IN FIRE PROTECTION FUND.

1902.		
April 23.	State warrant.....	\$ 1,096.06 \$ 1,096.06

## RECEIVED IN GENERAL BENEFIT FUND.

1901.		
Sept. 25.	State warrant.....	\$ 2,250.00
1902.		
March 3.	State warrant.....	750.00
Total.....		\$ 3,000.00

## RECEIVED IN GRADING FUND.

1902.		
July 5.	State warrant.....	\$ 250.00
1903.		
May 5.	State warrant.....	250.00
Total.....		\$ 500.00

## RECEIVED IN JANITOR, FIREMEN AND FUEL FUND.

1902.		
May 13.	State warrant.....	\$ 2,000.00 \$ 2,000.00

## RECEIVED IN LIBRARY FUND.

1901.		
Aug. 10.	H. H. Seerley.....	\$ 4.15
Nov. 27.	H. H. Seerley.....	14.75
Dec. 3.	State warrant.....	750.00
1902.		
March 7.	From H. H. Seerley.....	11.35
May 12.	State warrant.....	750.00
June 7.	H. H. Seerley.....	335.68
July 29.	H. H. Seerley.....	4.74
Aug. 3.	State warrant.....	750.00
Nov. 28.	H. H. Seerley.....	11.35
1903.		
March 3.	State warrant.....	750.00
March 12.	H. H. Seerley.....	13.95
June 8.	H. H. Seerley.....	36.58
Total .....		\$ 3,432.55

## RECEIVED IN LIBRARIAN'S SALARY FUND.

1901.		
Sept. 5.	State warrant.....	\$ 275.00
Dec. 3.	State warrant.....	275.00
1902.		
March 3.	State warrant.....	275.00
April 17.	State warrant.....	275.00
Sept.	State warrant.....	500.00
Dec. 1.	State warrant.....	500.00
1903.		
March 3.	State warrant.....	500.00
April 4.	State warrant.....	500.00
Total .....		\$ 3,100.00

## RECEIVED IN MILITARY DRILL FUND.

1901.		
Oct. 18.	State warrant.....	\$ 200.00
Dec. 3.	State warrant.....	200.00
1902.		
March 3.	State warrant.....	200.00
May 26.	State warrant.....	200.00
Sept. 3.	State warrant.....	200.00
Dec. 2.	State warrant.....	200.00
March 3.	State warrant.....	200.00
April 9.	State warrant.....	200.00
Total .....		\$ 1,600.00

## RECEIVED IN MILLAGE FUND.

1903.		
April 22.	State warrant.....	\$ 3,000.00
June 16.	State warrant.....	13,000.00
Total .....		\$ 16,000.00

## RECEIVED IN PAVING FUND.

1902.		
July 5.	State warrant.....	\$ 1,500.00
1903.		
June 16.	State warrant.....	1,500.00
Total .....		\$ 3,000.00

## RECEIVED IN ROOFING FUND.

July 5.	State warrant.....	\$ 1,500.00
Oct. 4.	State warrant.....	1,500.00
Total .....		\$ 3,000.00

## RECEIVED IN REPAIR FUND.

1901.		
Sept. 5.	State warrant.....	\$ 375.00
Dec. 3.	State warrant.....	375.00
1902.		
Jan. 11.	From students' contingent fund.....	554.07
Feb. 5.	State warrant.....	750.00
April 25.	From boiler fund.....	1,650.11
Sept. 3.	State warrant.....	750.00
1903.		
Jan. 7.	State warrant.....	750.00
April 9.	State warrant.....	750.00
Total .....		\$ 5,954.18

## RECEIVED IN STUDENTS' CONTINGENT FUND.

1901.		
Sept. 3.	H. H. Seerley.....	\$ 3,409.00
Sept. 4.	H. H. Seerley.....	550.00
Sept. 5.	H. H. Seerley.....	190.00
Sept. 7.	H. H. Seerley.....	115.00
Sept. 9.	H. H. Seerley.....	95.00
Sept. 21.	H. H. Seerley.....	150.30
Sept. 21.	H. H. Seerley.....	35.00
Nov. 16.	H. H. Seerley.....	40.85
Nov. 27.	H. H. Seerley.....	151.35
Dec. 3.	H. H. Seerley.....	3,535.00
Dec. 4.	H. H. Seerley.....	1,003.00
Dec. 5.	H. H. Seerley.....	135.00

Dec. 7.	H. H. Seerley	\$ 49.00
Dec. 13.	H. H. Seerley	1 5 00
1902.		
Jan. 4.	H. H. Seerley	140.00
Jan. 11.	H. H. Seerley	57.00
March 7.	H. H. Seerley	179.50
March 11.	H. H. Seerley	2,265.00
March 12.	H. H. Seerley	1,130.00
March 13.	H. H. Seerley	410.00
March 15.	H. H. Seerley	140.50
March 18.	H. H. Seerley	290.00
March 29.	H. H. Seerley	210.00
April 19.	H. H. Seerley	102.00
June 7.	H. H. Seerley	43.00
Sept. 2.	H. H. Seerley	3,550.00
Sept. 3.	H. H. Seerley	690.00
Sept. 5.	H. H. Seerley	138.50
Sept. 10.	H. H. Seerley	200.00
Oct. 14.	H. H. Seerley	90.00
Nov. 28.	H. H. Seerley	72.00
Dec. 2.	H. H. Seerley	3,400.00
Dec. 3.	H. H. Seerley	1,350.00
Dec. 4.	H. H. Seerley	212.00
Dec. 9.	H. H. Seerley	170.00
1903.		
Jan. 6.	H. H. Seerley	322.00
March 12.	H. H. Seerley	54.00
March 17.	H. H. Seerley	2,400.00
March 18.	H. H. Seerley	1,300.00
March 19.	H. H. Seerley	415.00
March 24.	H. H. Seerley	300.00
April 1.	H. H. Seerley	240.00
June 12.	H. H. Seerley	74.00
June 22.	H. H. Seerley	10.00
Total		\$ 29,533.00

## RECEIVED IN SUMMER TERM FUND.

1901.		
Aug. 9.	State warrant	\$ 6,000.00
1902.		
Jan. 11.	From students' contingent fund	1,203.97
Aug. 4.	State warrant	7,000.00
Sept. 13.	From summer term contingent fund	2,034.99
Total		\$ 16,238.96

## RECEIVED IN SUMMER CONTINGENT FUND.

1901.		
July 8.	H. H. Seerley	\$ 185.00
Aug. 10.	H. H. Seerley	122.00
1902.		
June 14.	H. H. Seerley	1,339.00
June 16.	H. H. Seerley	1,201.00
June 17.	H. H. Seerley	675.00
June 20.	H. H. Seerley	250.00
June 24.	H. H. Seerley	340.00
June 30.	H. H. Seerley	295.50
July 29.	H. H. Seerley	177.00
1903.		
June 13.	H. H. Seerley	2,105.00
June 15.	H. H. Seerley	1,585.50
June 16.	H. H. Seerley	754.25
June 19.	H. H. Seerley	322.50
June 22.	H. H. Seerley	327.75
June 26.	H. H. Seerley	205.50
June 30.	H. H. Seerley	98.25
Total		\$ 9,983.25

## RECEIVED IN TEACHERS' FUND.

1901.		
Sept. 5.	State warrant	\$ 11,250.00
Oct. 1.	Order No. 436 from summer contingent fund	1,274.75
Oct. 1.	Order No. 16 from students' contingent fund	4,264.00
Dec. 5.	State warrant	14,250.00
1902.		
March 3.	State warrant	5,250.00
March 3.	State warrant	7,125.00
April 25.	Transferred from students' contingent fund	4,821.90
June 9.	State warrant	7,175.00
June 25.	Transferred from summer contingent fund	553.90
Sept. 5.	State warrant	7,075.00
Sept. 5.	State warrant	4,125.00
Oct. 11.	State warrant	1,875.00
Sept. 13.	From summer contingent fund	50.00
Dec. 1.	From students' contingent fund	4,732.50
Dec. 2.	State warrant	4,125.00
Dec. 2.	State warrant	7,125.00
1903.		
Jan. 7.	State warrant	875.00
Jan. 9.	State warrant	1,000.00

March 3.	State warrant .....	\$ 7,125.00
March 3.	State warrant .....	4,125.00
April 30.	From students' contingent fund .....	9,757.50
May 5.	State warrant .....	4,125.00
May 5.	State warrant .....	7,125.00
April 9.	State warrant .....	1,875.00
June 19.	State warrant .....	1,875.00

Total .....

\$ 122,954.55

Total receipts .....

\$ 374,202.54

## DISBURSEMENTS.

Orders paid on additional boiler fund .....	\$ 6,767.73
Orders paid on boiler fund .....	7,073.29
Orders paid on building fund .....	70,463.50
Orders paid on contingent fund .....	53,572.45
Orders paid on commencement contingent fund .....	559.29
Orders paid on furniture fund .....	8,149.86
Orders paid on fire protection fund .....	1,096.06
Orders paid on general benefit fund .....	3,000.00
Orders paid on grading fund .....	253.38
Orders paid on janitor, fuel and fireman fund .....	2,000.00
Orders paid on library fund .....	3,610.57
Orders paid on literary society fund .....	226.30
Orders paid on librarian's salary fund .....	3,100.00
Orders paid on military drill fund .....	1,500.95
Orders paid on millage fund .....	13,224.07
Orders paid on repair fund .....	5,880.85
Orders paid on roofing fund .....	2,804.10
Orders paid on students' contingent fund .....	29,519.00
Orders paid on summer contingent fund .....	7,955.00
Orders paid on summer term fund .....	16,341.54
Orders paid on teachers fund .....	123,295.80

Total .....

\$ 360,393.83

Leaving balance cash on hand .....

\$ 13,808.71

Divided into funds as follows:

Additional boiler fund .....	\$ 232.27
Building fund .....	66.00
Commencement contingent fund .....	30.71
Furniture fund .....	1,850.14
Grading fund .....	246.62
Library fund .....	683.16
Military drill fund .....	51.88
Millage fund .....	2,775.93
Paving fund .....	3,000.00

Repair fund .....	\$ 530.15
Roofing fund .....	195.90
Students' contingent fund .....	14.00
Summer contingent fund .....	5,298.75

Total .....

\$ 14,975.51

Contingent fund overdrawn, deduct .....

1,166.80

Leaves net cash .....

\$ 13,808.71

All of which is respectfully submitted.

H. N. SILLIMAN,  
Treasurer.

Cedar Falls, Iowa, July 20, 1903.