

Twenty-second Biennial Report

OF THE

COLLEGE FOR THE BLIND

LOCATED AT

Vinton, Benton County,

TO THE

Governor of Iowa.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY

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1895.

TRUSTEES.

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C. O. HARRINGTON, <i>Treasurer</i> ,	Vinton
JACOB SPRINGER,	Blairstown
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W. M. SAWYER,	Earlville
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OFFICERS OF THE COLLEGE.

PRINCIPAL:
THOMAS F. McCUNE, A. M.

SECRETARY:
JAMES A. BROWN.

PHYSICIAN:
DR. C. C. GRIFFIN.

ENGINEER:
HENRY VERHAREN.

ASSISTANT STEWARD:
JAMES SAWYER.

LITERARY DEPARTMENT.

THOMAS F. McCUNE, A. M., *Principal*, First Teacher
MISS MARY L. SMITH, *Assistant Principal*, Second Teacher
G. W. TANNEHILL, A. M., *Professor of Mathematics*, Third Teacher
MISS LORANA MATTICE, *Fifth and Sixth Grades*, Fourth Teacher
MISS MATTIE WATSON, *Third and Fourth Grades*, Fifth Teacher
MISS DORA DONALD, *First and Second Grades*, Sixth Teacher

MUSICAL DEPARTMENT.

MISS ELLA M. PHILLIPS, Piano and Harmony
MISS JENNIE H. EVANS, Piano and Harmony
GEORGE MOODY, Vocal
J. M. MILLER, Small Instruments

INDUSTRIAL DEPARTMENT.

MISS LORANA MATTICE, Fancy Work
MISS JENNIE BERRY, Sewing
J. C. COBEAN, General Workshop

TUNING DEPARTMENT.

W. A. GOSE, Teacher

HOUSEHOLD DEPARTMENT.

MISS ALICE YATES, Housekeeper
MISS MARY E. LOY, Girls' Matron A
MISS IDA SPEAK, Boys' Matron A
MISS MARY C. LINDEMUTH, Boys' Matron B

Trustees' Report.

To the Honorable the General Assembly of the State of Iowa:

Your trustees for the Iowa College for the Blind, respectfully submit this report, covering the two years ending June 29, 1895:

The general health of the students has been good; and the progress made in all departments of the college has been of a character to reflect credit upon teachers and pupils. The population of the college has increased to such an extent as to severely tax the capacity of the buildings. An extension of the south wing will soon become a necessity. Such an extension, when made, should be of such a character as to make it uniform with the north wing. The present laundry is wholly inadequate to the pressing needs of the college. It is located upon the upper floor of the engine and boiler room, which space is needed for other purposes, and is not in capacity or locality suitable for a laundry.

We consider it absolutely necessary that a sufficient appropriation be made by the legislature that will enable your trustees to erect a suitable brick laundry building with slate roof.

We are of the opinion that it is essential to the highest good of the college that some advance be made in the matter of physical culture. Many of the best institutions of this class have finely equipped gymnasiums.

The Iowa College for the Blind, in the character of its instruction and work, ranks with the best, and we deem it our duty to maintain this position. We therefore ask you to make an appropriation for a gymnasium and thus enable your trustees to make suitable provision for the physical culture of the students.

We have in the institution a deaf, dumb, and blind girl, Linnie Haguewood, who has, by reason of the progress made and

the publicity given by the press of her needs and attainments attracted the attention and aroused the interest of the good people of Iowa. A committee of Vinton women conceived the idea of soliciting through the state press funds for the purpose of providing a special teacher for Linnie, she having advanced as far as practicable in her studies in the college without the aid of a special teacher. Your trustees are of the opinion that they have no authority to provide such special instruction at the charge of the state. The result of the appeal of the committee through their treasurer, B. Murphy, of Vinton, has, up to the present time, realized something over one thousand dollars, and the committee has made a formal request of your trustees to hire a special teacher for Linnie Haguewood at the expense of said committee. This the board has decided to do, at an expense to the committee of five hundred dollars for the ensuing school year.

The Linnie Haguewood committee feel confident that they will receive contributions sufficient to at least provide three years of special instruction for Linnie, on terms as made for the ensuing year. This case is one for which the law makes no provision, but is so deserving that your trustees feel they would be censurable if they refused to accede to the request of the committee.

For detailed information as to the condition and expenditures of the college, your attention is called to the report of the principal and treasurer, which are submitted herewith and made a part of this report.

We consider the following special appropriations necessary in order to enable your trustees to maintain the college and keep it in the high position it occupies among similar institutions:

For gymnasium and physical culture.....	\$ 8,000.00
For brick laundry with slate roof.....	5,000.00
For contingent and repairs.....	3,500.00
For bedding and furniture.....	2,500.00
For inside and outside painting.....	1,500.00
For library and school apparatus.....	500.00

Respectfully submitted,

THOMAS BELL.
C. O. HARRINGTON.
JACOB SPRINGER.
LEOP LEVY.
W. M. SAWYER.
S. M. FERRIS.

PRINCIPAL'S REPORT.

Report of the Principal.

To the Hon. FRANK D. JACKSON, Governor of Iowa:

SIR.—I herein submit a report of this institution for the biennial period commencing July 1, 1893, and closing June 30, 1895.

Generalities in a paper of this kind are not satisfactory to the reader because they give no definite information. For the same reason theories are hardly acceptable. Parents, it is true, are always desirous of learning what may be done in the school which their child attends, but they are still more desirous of knowing what *is* done there. As this report will be distributed largely among people who have blind children to educate, I would ask your permission to make it one of details.

OFFICERS.

All persons elected to their positions by the board of trustees are officers of the institution. They are as follows:

One principal at \$1,200 per annum (lives in building).....	\$ 1,200.00
One secretary of the board at \$1,200 per annum (meals).....	1,200.00
One physician at \$450 per annum.....	450.00
One assistant principal at \$45 per month for ten months (lives in building)...	450.00
One literary teacher at \$70 per month for ten months (dinner).....	700.00
Three literary teachers at \$32.50 per month each for ten months (live in building)	975.00
Two music teachers at \$40 per month each for ten months (live in building)..	800.00
One music teacher at \$40 per month for ten month (dinner).....	400.00
One music teacher at \$40 per month for ten months (dinner)....	750.00
One sewing teacher at \$20 per month for twelve months (lives in building)....	\$ 240.00
One general work teacher at \$30 per month for ten months (lives in building)	300.00
One tuning teacher at \$40 per month for ten months (lives in building).....	400.00
One house keeper at \$40 per month for twelve months (lives in building).....	480.00
Three matrons at \$25 per month each, for ten months (live in building).....	750.00
One engineer at \$70 per month for twelve months (meals).....	840.00
One assistant steward at \$45 per month for twelve months (meals).....	540.00
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Total cash amount per annum for salaries.....	\$ 10,475.00
Average cash salary of each officer per annum.....	498.80

EMPLOYEES.

The employees are all persons hired by the board, the secretary of the board, or by the principal. They are as follows:

Two girls at \$20 per month each, for twelve months.....	\$ 480.00
Four girls at \$15 per month each, for ten months.....	600.00
Three girls at \$12 per month each, for twelve months.....	432.00
One girl at \$20 per month for ten months.....	200.00
Twelve girls at \$12 per month each, for ten months.....	1,440.00
One porter at \$25 per month for twelve months.....	300.00
One fireman at \$25 per month for twelve months.....	300.00
One night watchman at \$40 per month for twelve months.....	480.00
Eight house cleaners at \$15 per month for two months.....	240.00
Total cash amount per annum for wages.....	\$ 4,472.00
Average wages of each employe per annum.....	135.51

STUDENTS.

A biennial period is divided into two school terms and two vacations. Each term begins on the first Wednesday of September and ends on the second Wednesday of June following. Each vacation begins on the second Wednesday in June, and ends on the first Wednesday of the following September.

The institution is not a hospital. It is not required by law to give special medical treatment nor to perform surgical operations. The college physician is expected to attend only to the general health of the students. Every case of serious sickness should be removed from the school as soon as possible by the friends concerned.

The institution is not a home. During vacations every student is required to return to his relatives or friends.

The institution is a school, nothing else. All blind persons of proper school age, of sound mind, of ability to attend to all personal wants, afflicted with no contagious disease, are eligible to admission. All persons of proper school age, and with sight too defective to admit of an education in a school for the seeing, may be admitted on the certificate of a physician.

The students enter the school at any time. They may retire at any time. The responsibility of the institution for them, does not begin until they have arrived in Vinton. This responsibility ends when they leave Vinton.

Parents should remember however, that the state has conferred absolute administrative power upon the board of trustees. It is the duty of the trustees to see that the well being of the school is maintained. They must place the interest of the school as an entity, before the interest of the student as an individual. Hence the principal is required by them to

exert all his influence toward securing prompt attendance at the beginning of the school term, and of sustaining that attendance through to the close.

The whole number of new students admitted during the period was 77; 40 girls, and 37 boys.

The whole number of students instructed during the period was 228; boys, 109; girls, 119.

The whole number of students graduated during the period was 11, 6 boys and 5 girls; enrollment of the first term was 180, 92 boys and 88 girls; enrollment of the second term was 197, 92 boys and 105 girls; new students admitted the first term 32, boys 22, girls 10; new students admitted the second term 45, boys 15, girls 30; students graduated the first term, none; students graduated the second term 11, 6 boys, 5 girls.

A classification of the students on the basis of age, if made on the last day of the biennial period, June 30, 1895, would give the following: Students over 21 years of age, 59; students under 10 years of age, 15; students between 10 and 18 years of age, 105; students between 18 and 21 years of age, 49; whole number for the period, 228.

The above point is worthy of attention. Neither a large nor a small number of students indicates a good school. Good school material consists of young boys and girls of normal mental and moral qualifications. In these qualifications our students will compare favorably with those attending the average public school.

Twelve students were born in foreign countries; Denmark 4, Ireland 4, Germany 2, England 1, and Scotland 1.

Two hundred and sixteen students were born in the United States; Minnesota 1, Nevada 1, New Jersey 1, South Dakota 1, Maryland 1, Connecticut 1, Michigan 2, Pennsylvania 2, Indiana 2, Tennessee 2, Missouri 3, New York 4, Wisconsin 5, Ohio 5, Kansas 6, Nebraska 6, Illinois 17, Iowa 156.

The average daily attendance for 1893 was,—July 0, August 0, September 120, October 157, November 158, December 160.

The average daily attendance for 1894 was,—January 159, February 164, March 161, April 159, May 153, June 69, July 0, August 0, September 144, October 172, November 177, December 177.

The average daily attendance for 1895 was,—January 179, February 180, March 177, April 172, May 163, June 74.

We have three pleasant sick rooms, one for males and two for females. The college physician is subject to our call at any time. One matron takes charge of all female sick persons, another matron takes charge of all male persons sick. The general health of the school is good.

There has been but one death in the period. Daisy Mitchell of Burlington, died September 28th, 1894, of brain rheumatism.

Three students contracted diphtheria. We can assign no cause for this. The sewerage so far as known is complete. In one case a special nurse was employed who took entire control of the patient. In each of the other cases, the matron in charge, as no special nurse could be secured, entered the quarantined department and remained day and night with the sick one. This was her duty and privilege. Results prove that she did her part well.

In cases of serious sickness we place ourselves absolutely under the directions of the college physician.

While skating on the ice pond, one little girl broke her arm. In a game of black man, on the play ground, an older girl broke her wrist. Several older students, both boys and girls sprained their ankles on the play ground. Another little girl fell off the front portico, a distance of perhaps twelve feet, but was not seriously hurt. Still another little girl fell down stairs, breaking her thigh. Under the skill and care of the physician and the matrons, all the injured speedily recovered. Such a list of misfortunes in the same length of time has never been equaled at the college.

The first object of the school is cleanliness. We aim to secure this in two ways; first, by the creation of a proper general sentiment; second, by the enforcement of certain fixed regulations. I have more confidence in the latter method than in the former.

Every student is required to make his own bed. Every female student is required to take care of her own room. All students are required to bathe once a week. If these duties have ever been neglected the management of the institution has been at fault. Parents should question their children closely concerning their personal habits, and in every case of neglect, on the part of either the student or an officer, should immediately notify the principal.

The college physician examines, for contagious diseases, every student entering the building at the beginning of the term.

When parents cannot furnish clothing for their children, the principal must do so at the expense of the proper county. The garments of all male students are kept in repair for them. All female students who cannot mend their own clothes or stockings, are shown the same favor. It is expected, however, that every student girl will learn to attend to all such matters herself.

We have good food well cooked and well served. A glance at the expense account will show that we live well.

The manners of the students receive unremitting attention. Our methods are both direct and indirect.

The following outline will show our aim and method in the dining room. These are in line with those employed in all departments of the school.

The housekeeper is present at every meal to see that the help serve the table quietly, deliberately, and efficiently. The principal and one matron are present to see that the students conform to established table customs. Each younger pupil must be supplied with two napkins a week. All older pupils, those about sixteen years of age or over, are expected to furnish their own napkins. The students almost universally have grown to believe these things table necessities, and cheerfully provide them. Sixteen are seated at each table and are held responsible as a whole for its appearance. If a single student allows the cloth to be stained, it is removed and for the remainder of the half week all at that table are required to eat off oil cloth. This method awakens the liveliest interest in the manners of one another. Each child finds beside its plate a small oblong piece of bread with which the location of the food may be easily found without offense. Greasy fingers are not tolerated.

The above method has secured fine results. At table the great majority of our young men and women could not be criticised anywhere.

Religious exercises are held every morning in chapel. They consist of scripture reading, responses, singing, and repeating the Lord's prayer in concert. Every fair Sabbath day each student is required to attend the church of his own or parents' selection. The matrons require each child to repeat at bed time a prayer taught at home, or by the church in which the child has been reared, or by the matron herself. Beyond this there is no official recognition of religion.

Nothing can be of more interest to the thoughtful parent than the disciplinary atmosphere in which his child lives. In a school some system of discipline is necessary.

There can be but three ways of governing a school, the direct, the indirect, and a combination of the two. The direct way consists of a system of rules and regulations enforced by the school authority through penalties of some sort. The indirect way is a system of government in which personal influence of teacher over pupil is the controlling force. No formal rules are permitted. The unwritten law of "right action," easily perceived by young and old, is the only rule of conduct. Most schools combine the two systems.

Family government should be entirely indirect. Love should be the motive force. Love is the grandest agent of discipline in this world. We are taught that it is the only agent of government in the next.

In a small private school of select children, the teacher controls by a love less intense, of course, than that of the parent, but still strong enough generally to secure good conduct. Naturally, however, we would not expect the government of a small select school of select pupils, under the best of teachers, to be as ideal as that of a family under the best and most sensible of parents.

But as a school becomes large, as complicated conditions arise, as mere sympathy and interest necessarily take the place of affection, in great measure, on the part of the teacher, love is found to be insufficient as a ruling force. Hence regulations become necessary. They become the best substitute for the ideal force, love.

That school is under perfect discipline when everybody connected with it is attending quietly, cheerfully, and contentedly to his own business. It matters not whether the rules be few or many providing they are in harmony with the natural laws which underlie human control everywhere. Every school should aim toward perfect discipline.

For many years I have been governed in the management of the school, by ten natural laws. Many others might be mentioned, or, indeed, some of these ten may be restatements of others, but as they are here expressed they suit my purpose. Every regulation of the institution is founded on one of these laws.

1. *The Law of Force.*—Young and old instinctively respect power. We admire it in the machine or in nature herself. The mere fact of power's presence has often settled many a difficult question. No rule should ever be made which the maker has not the absolute right to enforce.

2. *The Law of Stability.*—As in nature, so in the affairs of men, stability is an element of beauty, strength, success. Mankind, tutored or untutored, admires stability. A stable government secures respect even though it be an unwise government. A change of policy during a school term is always dangerous.

3. *The Law of Reason.*—Men may be led willingly by reason. They must be driven by arbitrary rule. Children as well as adults love to follow the dictates of their own judgments. Show students the reasonableness of a law and the law will be accepted.

4. *The Law of Self Control.*—Passions and appetites must be controlled by self. The teacher should inculcate this principle by example. Some magnetic teachers may accomplish much by a show at times of "righteous indignation," but to the ordinary person the best course is one of coolness and deliberation, however aggravating the circumstances. I can unhesitatingly say, that in all my school work, in every case of discipline wherein I have lost control of my temper, I have weakened my own side of the question.

5. *The Law of Self Esteem.*—I have sometimes violated this law in the hope that a stinging remark or sarcasm might awaken a student to more diligence or self respect. Occasionally this may be done with good effect, but the experiment is always full of risk. It is better never to wound the sensibilities of the student. It is better never to humiliate the boy or girl. A rule which infringes upon the sacredness of personality will invariably be a source of friction.

6. *The Law of Liberty.*—Freedom is the natural state of man. In all the tortuous path of his development he has never lost sight of, nor ceased to struggle for individual liberty. In the world at large artificial conditions are continually thwarting men in these efforts; hence, the discontent. In a school the conditions are largely what the administration makes them; hence there should be small occasion for discontent. The young should be taught to use liberty, not to abuse it. Full liberty should be given them so long as the law of reason

is not violated; and every rule restricting liberty should be based on the law of reason.

7. *The Law of Order.*—Much unhappiness results from a violation of this principle. There should be a time and a place for everything. If possible leave nothing to chance nor the discretion of the student. Not only should bells be rung as calls to duty, but warning strokes should be made before such calls that the student may have no reason for delay. Make it as easy for a student to be at his post as away from it.

8. *The Law of Silence.*—Silence is golden. As the years go by this truth becomes more firmly impressed in my mind. Advertising of defects, or mischief, or of evils within a school, to the school, by the principal or teacher, is not educative. Let the offense or the evil be silently removed. If students fail to see the reasonableness of a just law, a quiet, firm enforcement of the law will make them see it in time.

9. *The Law of Selfishness.*—It is the duty of every man to protect his own rights. The one who is jealous of his own rights generally respects the rights of others. The tendency of every rule should be to make the student study his own rights as coordinate with the rights of others.

10. *The Law of Harmony.*—Friction in a school, as everywhere, indicates a cause. If the cause is not apparent it may always be discovered by the proper interpretation of the law of harmonic relations.

In the practical application of these principles we adopt the following: Every officer of the institution is a policeman as well as a court for the trials of facts. When an officer suspects a student of misbehavior, he arrests and investigates. When he is convinced of the student's guilt, by positive proof or evidence that a reasonable mind cannot doubt, he passes judgment on the case and submits it to the principal. He has tried the student and found him guilty of a certain misdemeanor, and here his responsibility ends. As the principal requires the officer to submit his decision as to facts, he can never criticize that officer for doing so. The students are disarmed of criticism because the officer, after an investigation admitting of no uncertainty, has simply passed judgment on the truthfulness or untruthfulness of the charge. From his decision there is no appeal.

The principal administers justice. A student comes before him already condemned as guilty. The only question then is

one of correction. This he decides. He applies what in his judgment is the proper remedy.

The teacher's time is too valuable to fritter away in petty discipline. She is not before her class for that purpose. If a student should become annoying she promptly excuses him from the room for the remainder of the period. She submits the case to the principal. The question as to whether she has managed discreetly does not arise. Her manner or personality may or may not be agreeable to the student. No matter. Her wishes in the recitation room is the law there. They are her rights. Under the law of selfishness the student must learn that if he would have his own rights respected by his mates on the playground or elsewhere, he must himself respect the rights of others.

I have dwelt at some length on these matters because occasionally a parent needs enlightenment on the necessity and importance of discipline. The parent should remember that because the child fits easily into the environments of home where the law of liberty may entirely override the law of reason or self control, it need not fit so easily into the environment of the school. The object of a school is "to help the pupil to become a man who takes his place in the world as an active participator in its affairs." Parents must join hands with the school administrators or this result cannot be obtained.

The number of students requiring discipline worthy of attention rarely exceeds, in this school, five per cent of the enrollment.

We keep a careful record of statistics bearing upon heredity and kindred subjects. I will mention here a few points of the most interesting cases enrolled during the period.

No. 1. Two brothers of defective sight; seeing parents.

No. 2. Two brothers blind; seeing parents; paternal great grandfather became blind in old age; paternal grandmother is deaf; two paternal aunts are deaf; father is deaf.

No. 3. Two sisters born blind; parents sighted people, but first cousins.

No. 4. Girl of defective sight; seeing mother; father of defective sight.

No. 5. Two sisters and one brother, one sister blind, the brother and other sister of defective sight; seeing parents; father and two cousins became insane; two cousins were born blind; great uncle became a cripple from paralysis.

No. 6. Boy blind; sighted parents; one brother a cripple and insane.

No. 7. Brother and sister of defective sight; sighted parents.

No. 8. Girl blind; sighted parents; brother deaf and dumb.

No. 9. Brother and sister of defective sight; sighted parents; two cousins of defective sight.

No. 10. Boy of defective sight; sighted parents; mother scrofulous and died of consumption; paternal grandfather became blind in old age; one cousin of defective sight.

No. 11. Girl of defective sight; both parents blind; one sister of defective sight.

No. 12. Boy of defective sight; parents sighted, but first cousins.

No. 13. Brother blind, and sister of defective sight; sighted parents; weak eyes in family.

No. 14. Brother and sister blind; sighted parents; mother insane.

No. 15. Two sisters blind; sighted parents.

No. 16. Brother and sister of defective sight; sighted parents.

No. 17. Boy of defective sight; both parents blind.

No. 18. Boy blind; sighted parents; maternal aunt blind.

No. 19. Girl of defective sight; sighted parents; one sister of defective sight.

No. 20. Two brothers and one sister of defective sight; parents sighted people. The father weighs 130 pounds, is of nervous temperament and uses tobacco. While this man was engaged in farming his first child was born perfectly sound. He then began to dig coal, working very hard and using tobacco to excess. During this time the second child was born with defective sight. He then went back to farming, when third and fourth child were born perfectly sound. He then established a large general store, did a great deal of hard mental work and used tobacco excessively. During this time the fifth and sixth child were born with defective sight. He then went back to farming, during which time his seventh child was born sound.

No. 21. Boy of defective sight; sighted mother; father of defective sight.

No. 22. Two sisters blind; father blind; mother sighted.

No. 23. Girl of defective sight; weak eyes in both families.

No. 24. Two sisters of defective sight; sighted parents; maternal grandfather was blind.

A glance at the above statement of facts, gathered in a narrow field of observation, leads one to believe that more attention should be paid to human breeding. Blindness is the effect of a cause which likely exists in the blood of a brother or sister and may be transmitted by him or her as well as by the blind person himself. It seems to me that if the public would not shut their eyes to what is familiar to every stock breeder, but would allow the lessons of statistics to be taught with emphasis, a sentiment corrective of many evils would soon be created.

The total expenditures for all purposes for the past two years ending June 30, 1895, was \$72,366.35.

The whole number of individual students enrolled during the same period was 228.

Average annual cost to the state per pupil, \$158.70.

HOUSEHOLD DEPARTMENT.

The household department is divided into eight sections, all independent of one another—housekeepers' section, laundry section, sections A, B, and C—girls', and sections A, B, and C—boys'.

When a child is admitted it is placed in the proper section. This section is under the care of some one woman, who is responsible to the principal alone. She requires the children to do for themselves, but what they cannot perform she herself must do. There are no servants nor nursery governesses. She must take the place of the mother at home. The fact that the matrons have secured the confidence of the parents with few exceptions, is sufficient evidence that the children are well cared for by them.

This department is one of the most important in the school. Its aim is to inculcate a love of cleanliness, methodical living and independence. We expect that under its teachings and influence the girls, especially, will become more useful and influential in the home circle.

For administrative purposes the day is divided as follows:

Rising bell, 6; breakfast, 7; chapel, 7:45; first period, 8 to 8:40; second period, 8:40 to 9:20; third period, 9:20 to 10; recess, 10 to 10:30; fourth period, 10:30 to 11:10; fifth period, 11:10 to 11:50; students' dinner, 12; teachers' dinner, 12:30; first period, 1:20 to 2; second period, 2 to 2:40; third period, 2:40 to 3:20; recess, 3:20 to 3:30; fourth period, 3:30 to 4:10; fifth period, 4:10 to 4:50; students' tea, 5; teachers' tea, 5:30; first period, 6:20

to 7; second period, 7 to 7:30; third period, 7:30 to 8; fourth period, 8 to 8:30; fifth period, 8:30 to 9; retiring bell, 9; silence bell, 9:15.

LITERARY DEPARTMENT.

Knowledge is conception of truth, and truth is fact.

Nature comprises the world of matter and of mind.

Knowledge is obtained by a study of the phenomena of nature.

The phenomena of matter reveal a grand law of concentration running through the whole material world, and pointing unmistakably to some central truth unit of which all branches of knowledge are but partial expressions.

Energy appears to be at first a fundamental material unit, a motion of matter, a force; but on nearer approach we find it to be many forces similar yet distinct, ganglia, as it were, into which lead allied groups of truth, and from which extend converging thought lines into the unknown.

The phenomena of mind reveal the same or a similar law of concentration. To feel, is to reason; and to reason, is to will. The mind is conscious of its own existence as a unity. All moral truths are related, and they center in the right; but when we come to the right we find, as with energy, not one unit, but an aggregation of units, each one possessing some distinctive quality, and all sending out converging thought lines into the unknown.

Philosophy is not needed to teach us that the mind and the body are one organism. Physicians have learned that a well mind makes a well body; and that a well body makes a well mind. For the purposes of education we may call the mind an organ of the body, subject to development under proper food and exercise, as any other organ. As the mind passes through the different stages of curiosity, imagination, passion, realism, philosophy; so the body passes through the periods of childhood, youth, young manhood and womanhood, middle life, and old age. Laws governing mind as well as those governing matter are natural laws.

Now, as we have before us two halves which scientists are agreed constitute one organism, and as we perceive striking points of similarity between the truths of matter and the truths of mind, we are compelled to believe that the law of concentration found in the world of matter, is the same law of concentration found in the world of mind. We are also compelled to

believe one of two things: First, that for some inscrutable reason the human creature in traversing nature must go by two ways—matter and spirit—in his search for the central truth to which lead the lines from material energy on the one side, and from moral right on the other; or, to believe that there is but one way, that moral truths are forms of material energy, that right is a kind of ethereal energy, a refinement of sensibility, affinity, animal magnetism, and of other unknown connecting links in the chain of forces, at one end of which is material energy, and at the other and advanced end is right, and that from the right converge lines of unknown facts to the fundamental truth of the universe, God the Creator and Father.

We may compare the universe to a watch. Every wheel and lever is a truth. Each function fulfilled is a truth. The main-spring is the central truth on which all others depend, and without which no function would be performed. We understand the watch from a study of its parts.

The universe is the environment of the Creator. Nature is a part of the universe. Complete knowledge would be a perfect conception of the Creator. This conception, perhaps not to be realized in this life, may be obtained only by a study and mastery of the environment.

Every human being lives within his own environment, and his knowledge of the universe and the Creator must be obtained from phenomena within this environment.

The object of education is complete knowledge. That mankind has never attained it is a reason the more why we should strive for it. The student must first be brought into intimate relations to his environment. He should then be stimulated to a continual enlargement of that environment.

If a person be allowed to study only certain parts of a watch he may, by the mastery of a few related facts, arrive at true conceptions of the moving power. Likewise in education, whether the environment be great or small, the student should master it, or erroneous conceptions of the Deity will be formed.

Any system of education that stops short of the Deity as a Creator working through an intelligent plan, is unsatisfactory.

Truths existing in close relationship are formed into groups to the conception of which such terms as "branches of knowledge" are applied. All these groups have an interdependence as unchangeable as the Almighty himself. This immutable relationship, a truth arising from the nature of truth, we call a

logical relation. All branches or subject matter of knowledge, arranged in their proper and fixed place in the universe, are said to be in logical order.

Teachers now speak of content and form studies. Content studies are those which emphasize subject matter. Form studies are those which emphasize expression. History, literature and science are content studies. Language, music and drawing are form studies.

Form studies are instrumentalities or tools with which the student investigates. In the old education they held the chief place. Fifty years ago a boy, before translating a single sentence, would spend a whole year in the study of the Latin grammar; or a student of music would spend four or five years in the study of scales and exercises, before attempting the interpretation of the simplest composition. Such training is too hard and distasteful for the average mind.

In the new education the prominent place is given to the discovery of logical relations. It is only in this discovery that man can form safe conceptions of duty. This was the aim, indeed, of the old education; but the old compelled the student to wear himself out in learning to handle his tools.

We know that a study is attractive only so long as we are able to perceive the proper relation of truth to truth. Keep the curiosity of the student stimulated until he comprehends the harmony of matter and function within his environment, and he is in the way to perceive for himself the need of enlarging that environment.

Educators are now busy with the problem of correlating studies in such a way as to reveal in the simplest and clearest manner possible the logical relation of the different branches of knowledge.

Our course of study is the result of much thought on the part of the faculty. We feel that under the conditions existing in this school, it is well adapted to the development of the student. The object has been to secure a course by which any teacher can work in harmony with a general plan, and yet have free scope for the exercise of her own individuality. Hence the selection of text and method is left to the teacher.

The time allotted each study is fixed by the course. In the prescribed time the student is expected to accomplish an amount of work satisfactory to the teacher and the principal.

Each year should be complete in itself. It should form a sphere. It is not necessary, however, that the sphere or environment of one student should equal that of every other. It is the duty of the teacher to see that within the range of the student's comprehension, whether great or small, true relations are perceived.

For example, in the first year's work, the idea immediately suggested to the child by the manipulation of objects, is number. (The kindergarten feature of the first grade is to meet the wants of backward students. Most blind children at 7 years of age are mature enough to begin primary work.) Number work leads to location. This is a fascinating employment. The finest examination in geography I ever heard was on the subject of "The institution front portico," by first grade children. In localizing the teacher should see to it that the children investigate for themselves. They thus unconsciously absorb some simple truths of mineralogy, geography, geology, etc. The child itself as a part of nature should be shown, and some points of physiology given. The child is directed to find God in nature. Now, if the capable teacher will attend to all these things intelligently, the child will assimilate properly.

In the second grade, observation work is designated geography of Iowa. The children come from different parts of the state. Each one can tell something of his own section and can learn much more about it. It is discovered that streams or railroads running by the home of one child, pass by that of another. The teacher keeps a collection of seeds, grains, woods, and minerals, gathered principally by the students at their homes. And so the environment is enlarged.

In the third grade begins the work of geography seriously. After a preliminary study of the globe and some first principles, the class settle down to the study of the Western hemisphere. Mental images must now be obtained through maps, and until clear map pictures are impressed in the mind, little subject matter should be presented. For a while content must yield to form. In this, as in all the grades, the teacher is expected to place the student in the center of a well rounded environment.

Enough has been said to indicate the spirit on which the literary course of study has been based.

Latin has been introduced into the twelfth grade, for the purpose of giving the student an acquaintance with roots, endings, etc.

The literary department is divided into six sections, each comprising the sphere of a teacher: Section one, or scientific; section two, history and literature; section three, mathematics; section four, in which departmental study begins; section five, the third and fourth grades; section six, the first and second grades.

The number of students in each grade for term of 1893-4 was: First, 13; second, 16; third, 25; fourth, 14; fifth, 18; sixth, 18; seventh, 15; eighth, 16; ninth, 10; tenth, 8; eleventh, 9; irregular, 18. Total, 180.

The number of students in each grade for term of 1894-5 was: First, 12; second, 24; third, 16; fourth, 28; fifth, 21; sixth, 12; seventh, 18; eighth, 12; ninth, 15; tenth, 10; eleventh, 7; twelfth, 11; irregular, 11. Total, 197.

The number of graduates of the period was 11. All received their diplomas on June 10, 1895, as follows: Dell Fenner, Des Moines; Blanche Howard, Webster City; Ida Niesen, Sioux Falls, S. D.; Emelie Braklow, Boone; Sibyl McConnell, Guthrie Center; Robert Pool, Salem; Philip Slack, Hesper; John Burmeister, Crozier; Charles Masterson, Davenport; Hugh Menagh, Denison; Thomas Kelly, Spencer.

The following persons were awarded the Retta Rath literary prizes: June 12, 1894, Ida Niesen, Sioux Falls, S. D., first prize for essay, \$12; June 12, 1894, Robert Pool, Salem, second prize for essay, \$8; June 11, 1895, Robert Pool, Salem, first prize for essay, \$12; June 11, 1895, Charles Masterson, Davenport, second prize for essay, \$8.

COURSE OF STUDY IN THE LITERARY DEPARTMENT.

FIRST GRADE.

FIRST SEMESTER.

Kindergarten.....	9 periods a week
Language	2 periods a week
Number work.....	2 periods a week
Observation work (first step in geography).....	2 periods a week
Wait's Point.....	5 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Kindergarten.....	9 periods a week
Language	2 periods a week
Number work.....	2 periods a week
Observation work (first step in geography).....	2 periods a week
Wait's Point.....	5 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND GRADE.

FIRST SEMESTER.

Kindergarten.....	9 periods a week
Language	2 periods a week
Number work.....	2 periods a week
Geography of Iowa.....	2 periods a week
Wait's Point.....	5 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Kindergarten.....	9 periods a week
Language	2 periods a week
Number work.....	2 periods a week
Geography of Iowa.....	2 periods a week
Wait's Point.....	5 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

THIRD GRADE.

FIRST SEMESTER.

Language and spelling.....	4 periods a week
Wait's Point.....	10 periods a week
Arithmetic—add, subtract, multiply, divide.....	3 periods a week
Geography—Western hemisphere.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Language and spelling.....	4 periods a week
Wait's Point.....	10 periods a week
Arithmetic—add, subtract, multiply, divide.....	3 periods a week
Geography—Western hemisphere.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

FOURTH GRADE.

FIRST SEMESTER.

Language and spelling.....	4 periods a week
Wait's Point.....	10 periods a week
Arithmetic—addition, subtraction, multiplication, division, fractions and compound numbers.....	3 periods a week
Geography—Eastern hemisphere.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Language and spelling.....	4 periods a week
Wait's Point.....	10 periods a week
Arithmetic—addition, subtraction, multiplication, division, fractions and compound numbers.....	3 periods a week
Geography—Eastern hemisphere.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

FIFTH GRADE.

FIRST SEMESTER.

Language and spelling.....	2 periods a week
Raised print and point.....	5 periods a week
Arithmetic.....	5 periods a week
Geography, beginning the study of some text book.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Language and spelling.....	2 periods a week
Raised print and point.....	5 periods a week
Arithmetic.....	5 periods a week
Geography, completing the study of text book.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SIXTH GRADE.

FIRST SEMESTER.

Language and spelling.....	2 periods a week
Raised print and point.....	5 periods a week
Arithmetic.....	5 periods a week
Geography—The United States.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Language and spelling.....	2 periods a week
Raised print and point.....	5 periods a week
Arithmetic.....	5 periods a week
Geography—The United States.....	3 periods a week
Gymnastics.....	5 periods a week
Reading general literature.....	5 periods a week

SEVENTH GRADE.

FIRST SEMESTER.

Arithmetic.....	5 periods a week
Grammar and spelling.....	5 periods a week
United States history.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Arithmetic.....	5 periods a week
Grammar and spelling.....	5 periods a week
United States history.....	5 periods a week
Reading general literature.....	5 periods a week

EIGHTH GRADE.

FIRST SEMESTER.

Arithmetic.....	5 periods a week
Grammar and spelling.....	5 periods a week
General history.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Arithmetic.....	5 periods a week
Grammar and spelling.....	5 periods a week
General history.....	5 periods a week
Reading general literature.....	5 periods a week

NINTH GRADE.

FIRST SEMESTER.

Algebra.....	5 periods a week
General history.....	5 periods a week
Physiology.....	5 periods a week
Typewriter and spelling.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Algebra.....	5 periods a week
General history.....	5 periods a week
Physiology.....	5 periods a week
Typewriter and spelling.....	5 periods a week
Reading general literature.....	5 periods a week

TENTH GRADE.

FIRST SEMESTER.

Algebra.....	5 periods a week
Civil government.....	5 periods a week
Natural philosophy.....	5 periods a week
Rhetoric and spelling.....	5 periods a week
Reading general literature.....	5 periods a week

SECOND SEMESTER.

Algebra.....	5 periods a week
Civil government.....	5 periods a week
Natural philosophy.....	5 periods a week
Rhetoric and spelling.....	5 periods a week
Reading general literature.....	5 periods a week

ELEVENTH GRADE.

FIRST SEMESTER.

Geometry	5 periods a week
Government of Iowa	5 periods a week
English and American literature	5 periods a week
Reading general literature	5 periods a week

SECOND SEMESTER.

Geometry	5 periods a week
Physical geography	5 periods a week
English and American literature	5 periods a week
Reading general literature	5 periods a week

TWELFTH GRADE.

FIRST SEMESTER.

Latin	5 periods a week
Political economy	5 periods a week
Reading general literature	5 periods a week

SECOND SEMESTER.

Latin	5 periods a week
Political economy	5 periods a week
Reading general literature	5 periods a week

MUSICAL DEPARTMENT.

The musical department is divided into four sections: Piano section A; piano section B; vocal section; small instrument section.

When a student enters the third literary grade, he begins the study of the piano. From this time onward his advancement in music is limited only by his ability and application.

Piano and harmony sections A and B are independent of each other. Each section is responsible for the development in harmony and execution of every student assigned to it. A student from the beginning to the end of his piano and harmony course does not change his section. However, when one section feels that everything possible has been done for a student without results, that student may be transferred to the other section in the hope that the latter may reach the difficulty.

These two sections are healthy rivals of one another. Each one gives a public recital every semester. The recitals are not concerts nor entertainments, but exhibitions of the work accomplished during the semester. Under this stimulus of rivalry and with the numerous means of comparison at hand, should a teacher be so foolish as to sacrifice conscientious work for show, her inefficiency would soon become a matter of public note.

The teacher in charge of each section chooses from her pupils six of the most advanced and capable as her assistants in teaching. They are known in the school as tutors. They form a normal class, and as many of our students are sighted, these tutors have an excellent opportunity for self training in the art of educating.

Number of students in harmony, 1893-4, was 27.

Number of students studying piano, 1893-4, was 91.

Number of students in harmony, 1894-5, was 35.

Number of students in study of piano, 1894-5, was 99.

The following persons were awarded the Retta Rath musical prizes:

June 12, 1894, Robert Poor, Salem, prize for composition, \$10.

June 12, 1894, Emelie Braklow, Boone, prize for execution, \$10.

June 11, 1895, Fred Denley, Truro, prize for composition, \$10.

June 11, 1895, William Miller, Cedar Rapids, prize for execution, \$10.

It is the duty of the vocal teacher to cultivate every voice worthy of cultivation. All students are enrolled in chorus classes, from which selections are made for special voice training.

Number of students in chorus classes, 1893-4, 155.

Number of students receiving special vocal training in 1893-4, 25.

Number of students in chorus classes, 1894-5, 149.

Number of students receiving special vocal training, 1894-5, was 33.

In small instrument teaching a similar plan is observed. If a student exhibits any aptitude for small instrument study, an opportunity is provided for him.

In term of 1893-4 the students pursued this branch as follows: Violin, 42; guitar, 8; flute, 4; mandolin, 3; cornet, 2.

In 1894-5 this section enrolled in violin, 25; guitar, 10; flute, 6; mandolin, 5.

In term 1894-5 there were in violin class A, 3; in violin class B, 4; in violin class C, 5; in guitar class, 3; in mandolin and guitar class, 6.

YEARS.	CHARACTERS OF NOTATION.	LAWS OF COMPOSITION.	THE NATURE OF MUSICAL THOUGHT.	TECHNIC OR POWER TO EXECUTE.	PIANO LITERATURE.
1st.	Length. Pitch. Power of Tones.			<i>Fingers.</i> The mind and muscles. Mechanical finger work. Major scales.	
2d.	Length. Pitch. Power of Tones.			<i>Fingers.</i> Finger work with rhythmic designs. Major and harmonic minor scales. Arpeggios. One octave.	
3d.	Length. Pitch. Power of Tones.			<i>Wrist.</i> Study of wrist movement. Scales and arpeggios, with rhythmic designs. Legato study.	
4th.		Phrasing. Harmony.	Pieces bringing out the nature of Musical Thought—Physical.	<i>Wrist.</i> Study of wrist movement continued. Arpeggio study. Sonatina. Scales rhythmically treated.	Chronological study of the classic and romantic schools of music.
5th.		Phrasing. Harmony.	Ditto—Descriptive.	<i>Arm.</i> Study of arm movement. Melodic minor scales. Octave study. Scales in double thirds and sixths. Velocity exercises. Sonatina.	Ditto.
6th.		Phrasing. Harmony.	Ditto—Suggestive.	<i>Arm.</i> Study of arm movement continued. Chromatic study. Easy sonata. Velocity study of scale passages. Study and analysis of works by Mendelssohn.	Ditto.
7th.		Phrasing. Harmony.	Ditto—Intellectual.	Arpeggio of the Dominant and Seventh Chord. Modulating arpeggios. Study and analysis of the more difficult sonatas.	Ditto.
8th.		Phrasing. Harmony.	Ditto—Emotional.	Velocity, arpeggio, and scale exercises with varied designs. Study and analysis of both German and Italian composition.	Ditto.
9th.		Phrasing. Harmony.	Ditto—Poetical.	School of octave and bravura playing. Study of artistic use of pedals with compositions requiring special pedal effects. Study and analysis of Chopin.	Ditto.
10th.		Phrasing. Harmony.		Selections from standard composers.	Ditto.

TUNING DEPARTMENT.

This is one of the best occupations for a blind man.
In the term of 1893-4, two students, and in the term of 1894-5, six students completed the course in tuning.

INDUSTRIAL DEPARTMENT.

In the term of 1893-4 there was the following enrollment: Netting 89, carpet weaving 7, bead work 39, sewing 32, fancy work 43, knitting 31.

In term of 1894-5 the following were enrolled: Netting 99, carpet weaving 11, bead work 48, sewing 32, fancy work 30, knitting 27.

LINNIE HAGUEWOOD.

This girl, born October 12, 1879, is deaf, dumb, and blind. She was admitted to the institution, from Delaware, Delaware county, November 11, 1893, the county trustee paying one dollar per week for the services of an attendant.

The attendant, Janet Duff, an advanced pupil, taught her many things. Other girls becoming interested took pleasure in teaching her. Linnie soon became a favorite in the school.

I admitted the child expecting that she would pick up some knowledge in a fragmentary sort of way. Through the interest and kindness of the students my expectations were more than realized.

The first and second grade teacher, Miss Dora Donald, became much interested. Her leisure time was devoted largely to Linnie's interests. She was rewarded by the discovery of a surprising quickness and depth of mind.

Finally Mr. B. Murphy, editor of the Vinton Eagle, conceived the idea of awakening in the girl's behalf, a general interest throughout the state. No one could be better qualified for the task than he. When he had secured enough means to justify action, he contracted with the trustees for the education of Linnie for one year; assuming himself responsibility for the teacher's salary. The formal agreement was made between the trustees and the committee having charge of the Linnie Haguewood fund, Mrs. G. W. Burnham, Mrs. E. H. Avery, Mrs. James Watson, all ladies of Vinton.

In June of 1895, the board elected Miss Donald as a special teacher of the child. She will thoroughly qualify herself for the work, and in the fall will devote her whole time to it for the ensuing year. Miss Donald's success as first and second grade

teacher in this school is a sufficient guarantee that Linnie will be under the best training.

But why educate such a child? A single illustration will answer. Linnie's mother is a hard working woman, in straitened circumstances. Before the child had received any training she would cling to her mother's skirts with animal obstinacy, dumbly trying to express her wants, deaf to reason, persuasion or force, and distracting the mother, overwhelmed with household cares. Now it is Linnie's custom, when she realizes her own naughtiness, to go into a closet and sit in the most uncomfortable place until, in her judgment, the offense is expiated. Could money be spent in a better cause than in fitting this bright and sunny soul for filling an intelligent place in society?

CONCLUSION.

In the present stage of the education of the blind, all stress is laid on mental, moral and physical development, the building of character. Teach the student to recognize logical relations in both his material and spiritual life, and he will adapt himself to whatever conditions may surround him or control them to his own ends. Hence the primary object of every trade or of every employment, mental or manual, in a school for the blind, is the awakening of latent aptitudes.

There can be no success without a physical basis, and this basis can be secured in schools of such character only by scientific physical culture. The six lower grades in the college are drilled daily in light gymnastics, and dancing and out-of-door sports are encouraged among all the students, but these exercises only palliate physical imperfections. They do not cure them. The best schools are thoroughly equipped with buildings and apparatus for physical training, and they employ expert teachers for this branch. There are not two sides to the question. The college must have a gymnasium, a supply of apparatus suitable thereto, and a professional teacher of physical culture, or remain behind the best institutions for the blind in the United States.

I have the honor to be your obedient servant,

THOMAS F. McCUNE.

STATISTICS OF PUPILS ENROLLED.

STATISTICS OF PUPILS ENROLLED DURING THE PERIOD.

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Number.	NAME.	POSTOFFICE ADDRESS.	Age at admission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	How long blind at admission.	DATE OF ADMISSION.	Sex.
1	Samuel A. Anderson	Decorah	16	Winneshiek	Iowa	Retinitis pigmentosa		April 29, 1892	M
2	Christian Anderson	Decorah	14	Winneshiek	Iowa	Retinitis pigmentosa		April 29, 1892	M
3	Harvey S. Armstrong	Clarion	14	Wright	Illinois			September 7, 1892	M
4	Frank J. Armstrong	Clarion	11	Wright	Illinois			September 7, 1892	M
5	Hily Allbee	Waterloo	14	Black Hawk	Iowa	Ulcerated cornea	4 years	September 7, 1892	F
6	Mabel F. Allen	Webster City	11	Hamilton	Iowa	Accident	4 years	December 24, 1892	F
7	Lulu Ashmore	Villisca	7	Montgomery	Iowa	Congenital		March 9, 1885	F
8	Venus Ashmore	Villisca	7	Montgomery	Ohio	Congenital		September 6, 1893	F
9	Ida Appleton	Vinton	10	Benton	Iowa	Congenital		September 5, 1894	F
10	John Atkinson	Des Moines	18	Polk	Iowa	Granulation	5 years	April 8, 1890	M
11	John Burmeister	Crozier	23	Buena Vista	Germany	Measles	21 years	September 4, 1883	F
12	Minnie Bonesteel	Vinton	6	Benton	Iowa	Congenital		January 6, 1882	F
13	Amelie Braklow	Boone	8	Boone	Iowa	Accident	8 years	September 6, 1882	F
14	Charles O. Balcom	Manchester	16	Delaware	Ohio	La grippe	1 year	February 8, 1892	M
15	George Barth	Key West	26	Dubuque	Iowa		2 years	December 13, 1894	F
16	Kate Bowman	Fredonia	11	Louisa	Nebraska		11 years	September 12, 1894	F
17	Lily Brickle	Iowa City	11	Johnson	Iowa	Atrophy of optic nerve	6 years	September 17, 1889	F
18	Joanna Bergeson	Estherville	17	Emmet	Iowa	Congenital		October 20, 1887	F
19	Maud M. Brody	Urbana	11	Benton	Nebraska		1 year	November 28, 1892	F
20	Hetty Ann Brody	Urbana	11	Benton	Nebraska		1 year	April 4, 1890	F
21	Claude Brody	Urbana	11	Benton	Iowa	Fever	9 years	November 10, 1893	M
22	Gottlieb Beetschen	West Bend	8	Palo Alto	Iowa	Ophthalmia	8 years	October 18, 1892	M
23	Pearl Bratton	Garwin	17	Tama	Iowa	Paralysis of optic nerve	3 years	September 4, 1894	F
24	William E. Bordwell	Vinton	9	Guthrie	Iowa	Scarlet fever	8 years	September 5, 1894	M
25	Ada V. Bates	Wichita	5	Benton	Iowa	Accident	1/2 year	September 5, 1894	M
26	Charles J. Barrett	edar Falls	6	Black Hawk	Iowa	Sunstroke	4 years	September 5, 1890	F
27	Marcus H. Bell	Vinton	8	Benton	Iowa			September 6, 1894	F
28	Maggie M. Bare	Iowa Falls	12	Hardin	Iowa			September 12, 1894	F
29	Laura Grace Bullock	Shelby	21	Shelby	Illinois	Granulated lids		September 3, 1891	F
30	Clarence Compton	Ages	6	Story	Iowa		4 years	January 2, 1891	F
31	Luella M. Clayton	Sibley	15	Osceola	Iowa	Scrofula		September 1, 1885	F
32	Kate Chisholm	Spirit Lake	10	Dickinson	Iowa	Congenital	8 years	September 2, 1890	F
33	Charles E. Cone	Keosauqua	9	Van Buren	Connecticut		4 years	September 21, 1892	M
34	Martina A. Carter	Bangor	18	Marshall	Iowa	Inflammation		September 6, 1892	M
35	Frank Correll	Adair	15	Adair	Illinois	Accident		October 2, 1888	M
36	Irving B. Cope	Nelson	18	Guthrie	Ohio			September 5, 1893	F
37	Ida R. Carlin	Davenport	11	Scott	Iowa	Congenital			

COLLEGE FOR THE BLIND.

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38	Annie Carlson	Stanhope	9	Hamilton	Iowa		6 years	September 1, 1893	F
39	Thomas J. Cooney	Brush Creek	14	Fayette	Iowa	Accident	3 years	February 14, 1894	M
40	Lilly Colville	Reinbeck	17	Tama	Scotland	Conjunctivitis		September 4, 1894	F
41	Elizabeth S. Craven	Traer	13	Tama	Iowa	Scarlet fever	11 years	October 17, 1894	F
42	Oliver M. Cruikshank	Oakland	20	Pottawattamie	Tennessee			December 12, 1894	F
43	Martin Cullinlan	Rock Valley	7	Sioux	Ireland	Cataract		September 6, 1893	M
44	Fred Denley	Truro	15	Clarke	Iowa		6 years	September 3, 1884	M
45	William Davis	Carbonado	12	Mahaska	Ohio	Accident	1 year	September 20, 1888	M
46	Soven Degen	Vinton	12	Benton	Iowa	Accident	1 year	September 6, 1892	M
47	Fred Diebold	Manning	7	Carroll	Illinois	Congenital	7 years	September 1, 1885	M
48	Janet Duff	Volga City	14	Clayton	Iowa	Accident	8 years	September 3, 1884	F
49	Laura M. Dever	Center Point	21	Benton	Iowa	Scarlet fever	6 years	October 17, 1892	F
50	William B. Duncan	Ryan	22	Delaware	Illinois	Accident	2 years	September 6, 1893	M
51	Frank Duncan	Ryan	12	Delaware	Illinois	Accident	8 years	September 6, 1893	F
52	Carrie L. Dowell	Vinton	5	Benton	Iowa		5 years	September 18, 1894	F
53	Fay Ellis	Siourney	6	Keokuk	Iowa			October 14, 1891	M
54	Anna C. Engsborg	Linn Grove	22	Buena Vista	Denmark	Congenital		November 7, 1894	F
55	George F. Eastridge	Marengo	13	Iowa	Nebraska	Cataract	13 years	February 7, 1882	M
56	Ezra Ferrier	Sioux City	13	Woodbury	Nebraska		7 years	October 26, 1886	M
57	John P. Ford	Brooks	17	Adams	Illinois	Accident	8 years	September 19, 1888	M
58	Della Fenner	Des Moines	19	Polk	Iowa		19 years	September 6, 1892	F
59	Mary Flaherty	Dayton	9	Webster	Iowa			October 31, 1891	F
60	Ada Fairchild	Coggon	15	Linn	Iowa	Paralysis		September 14, 1877	F
61	Lulu Fitzsimmons	Urbana	18	Linn	Illinois	Measles	8 years	September 4, 184	F
62	Anna Felmet	Blairstown	10	Benton	Germany	Vaccination	9 years	March 2, 1893	F
63	Pearl Gaylord	Dunlap	13	Harrison	Kansas	Cold	13 years	September 2, 1891	F
64	Maggie Guider	Lansing	21	Allamakee	Iowa	Scarlet fever	11 years	October 27, 1882	F
65	Frank A. Guderian	Charles City	9	Floyd	Iowa	Accident	1 year	September 22, 1892	M
66	Joseph Gear	Stuart	20	Adair	Iowa	Granulation	7 years	December 1, 1890	F
67	Mary L. Grush	Thornberg	11	Keokuk	Iowa	Whooping cough	7 years	March 14, 1884	F
68	Ephraim R. Graham	Nassau	25	Mahaska	Iowa	Accident	20 years	October 7, 1893	M
69	Maggie M. Gable	Toledo	12	Tama	Iowa	Measles	8 years	September 4, 1894	F
70	Edna M. Giffelty	Liscomb	18	Marshall	Maryland	Vaccination		September 18, 1894	F
71	Clyde Allan Grippin	Osceola	9	Clarke	Nebraska	Accident	5 years	September 6, 1893	M
72	Harry C. Hollingsworth	Vinton	7	Benton	Illinois		6 years	September 7, 1892	M
73	Mary B. Howard	Webster City	11	Hamilton	Iowa	Cataract	10 years	September 12, 1878	F
74	Eric Hatland	Slater	15	Polk	Iowa	Congenital		January 2, 1891	F
75	Louis E. Howard	Oakley	13	Lucas	Iowa			March 8, 1890	M
76	Lola P. Howard	Oakley	11	Lucas	Iowa			March 8, 1890	M
77	Iola W. Horton	Glidden	23	Carroll	Iowa		16 years	November 26, 1887	F
78	Emma Hall	Ankeny	16	Polk	Illinois		14 years	September 1, 1885	F
79	Carl C. Harrison	Garrison	9	Benton	Iowa	Accident	2 years	April 6, 1891	M
80	Albert Helser	Keokuk	18	Lee	Iowa	Accident	7 years	September 12, 1893	M
81	Zella Hall	Montour	15	Emmet	Iowa	Conjunctivitis	13 years	November 15, 1893	F
82	Leslie F. Hake	Armstrong	11	Emmet	Iowa	Congenital		December 5, 1893	F
83	Bessie M. Hake	Armstrong	8	Emmet	Iowa			December 5, 1893	M
84	Harry Hughes	Stone City	10	Jones	Iowa	Lack of care at birth	10 years	April 3, 1894	M
85	Peter E. Humbert	Corning	13	Adams	Iowa		13 years	September 4, 1894	M
86	Addie Holland	Armstrong	14	Emmet	Iowa			September 6, 1894	F
87	Linnie Haguewood	Delaware	14	Delaware	Iowa	Fever	12 years	November 11, 1893	F

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STATISTICS OF PUPILS ENROLLED.

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STATISTICS OF PUPILS ENROLLED—CONTINUED.

Number.	NAME.	POSTOFFICE ADDRESS.	Age at admission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	How long blind at admission.	DATE OF ADMISSION.	Sex.
88	Emma M. Ihnen	Wiotia	7	Cass	Iowa	Brain fever	5 years	April 3, 1892	F
89	Henry Imming	Swantown	7	Butler	Iowa	Congenital	15 years	April 4, 1893	F
90	Ella P. Johnson	Waukon	16	Allamakee	Iowa	Accident	3 years	September 18, 1893	F
91	Roy F. Johnston	Briscoe	7	Adams	Iowa	Accident	4 years	September 20, 1890	F
92	Edith I. Johnson	Vinton	5	Benton	Iowa	Measles		September 9, 1891	F
93	Jennie P. Jones	Waverly	17	Bremers	Iowa	Heratilis	4 years	November 21, 1882	F
94	Ada E. Jenks	Des Moines	14	Polk	Iowa	La grippe	1 year	March 8, 1894	F
95	Ben Johnson	Knoxville	11	Marion	South Dakota	Paralysis of optic nerve	9 years	September 4, 1894	F
96	John Konechney	Volga	10	Brookings	Iowa	Smallpox	21 years	March 14, 1895	F
97	Thomas Kelly	Shueville	21	Johnson	Iowa	Granulation	6 years	September 14, 1892	F
98	Grace E. Kock	Spencer	7	Clay	New York	Congenital	6 years	September 15, 1887	F
99	Dora Kester	Lisbon	16	Linn	Iowa	Congenital	7 years	January 7, 1895	F
100	Vida King	Guthrie Center	14	Guthrie	Iowa	Brain fever	7 years	September 5, 1893	F
101	Frank F. Kuntz	Urbana	12	Benton	Iowa	Congenital	6 years	September 18, 1888	F
102	Arthur A. Kepler	Dubuque	14	Dubuque	Iowa	Measles	5 years	March 9, 1892	F
103	Lucy J. Kelly	Mt. Vernon	20	Linn	Iowa	Measles	5 years	September 6, 1892	F
104	Arthur W. Lincoln	Audubon	9	Audubon	New Jersey	Granulation	8 years	February 3, 1891	F
105	Florence M. Long	Crystal	15	Tama	Kansas	Scrofula	4 years	September 6, 1888	F
106	Reuben F. Long	Goldfield	15	Wright	Kansas	Scrofula	4 years	October 2, 1885	F
107	Minnie Litt	Cedar Rapids	13	Linn	Indiana	Accident	8 years	October 4, 1894	F
108	Sara E. Lichtenwalter	Toledo	18	Tama	Iowa	Accident	4 years	September 5, 1894	F
109	Freeman A. Libby	Toledo	9	Brule (S. D.)	Iowa	Accident	8 years	October 17, 1894	F
110	Ella Lyle	Chamberlain	13	Polk	Iowa	Measles	6 years	April 10, 1895	F
111	Malcom Miles	Des Moines	10	Jackson	Tennessee	Accident	8 years	September 14, 1885	F
112	James S. McConigly	Maquoketa	12	Pottawattamie	Iowa	Accident	1 year	September 24, 1888	F
113	Ernest L. Morris	Council Bluffs	8	Woodbury	Iowa	Ophthalmia	3 years	September 16, 1890	F
114	Melvina Millard	Sioux City	18	Linn	Iowa	Brain fever	8 years	April 29, 1889	F
115	Arthur E. McIntire	Troy Mills	9	Benton	Ohio	Whooping cough	9 years	September 3, 1890	F
116	Christie McKenzie	Vinton	12	Cass	Iowa	Congenital	6 years	January 9, 1889	F
117	Myra E. McCormick	Grissold	16	Washington	Iowa	Congenital	6 years	November 10, 1886	F
118	Sibyl McConnell	Wellman	14	Guthrie	Iowa	Congenital	6 years	October 24, 1883	F
119	Hugh Menagh	Guthrie Center	18	Crawford	Ireland	Congenital	6 years	April 14, 1886	F
120	William Miller	Dennis	7	Linn	Iowa	Congenital	6 years	September 11, 1884	F
121	Michael McConnell	Cedar Rapids	14	Shelby	Ireland	Congenital	6 years	March 7, 1885	F
122	Jacob Mauss	Irwin	15	Allamakee	Iowa	Congenital	6 years	December 31, 1892	F

COLLEGE FOR THE BLIND.

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125	Mary Mauss	French Creek	17	Allamakee	Iowa	Congenital	14 years	December 31, 1892	F
126	Charles E. Millisack	Ottumwa	11	Wapello	Kansas	Congenital	14 years	January 2, 1891	F
127	Josephine Midgelow	Clinton	15	Clinton	Kansas	Congenital	14 years	November 14, 1891	F
128	Margaret K. Mitchell	Burlington	17	Des Moines	Iowa	Scarlet fever	13 years	September 3, 1894	F
129	Daisy M. Mitchell	Burlington	17	Des Moines	Iowa	Scarlet fever	13 years	September 3, 1894	F
130	Charles N. Morse	Boyd	14	Sioux	Iowa	Weakness of optic nerve	17 years	February 4, 1895	F
131	Laura B. Mitchell	Manson	14	Calhoun	Iowa	Cataract	14 years	September 17, 1883	F
132	Leta B. Milnes	Dows	8	Wright	Iowa	Cataract	8 years	September 4, 1893	F
133	Frank McLaskey	Toledo	13	Tama	Iowa	Cataract	8 years	December 6, 1891	F
134	Charles Masterson	Davenport	23	Scott	Missouri	Typhoid fever	16 years	February 16, 1894	F
135	Oscar J. McMannus	Hudson	19	Black Hawk	Iowa	Muscular asthenopia	16 years	September 4, 1894	F
136	Anna Mattson	Retwana (S. D.)	16	Brule (S. D.)	Denmark	Scrofula	8 years	October 17, 1894	F
137	Corra E. Newcomb	Red Oak	20	Montgomery	Iowa	Scrofula	8 years	January 1, 1890	F
138	Ida M. Niesen	Six Falls (S. D.)	15	Minnehaha (S. D.)	Wisconsin	Accident	1 year	June 26, 1884	F
139	Anna T. Nelson	Webster City	12	Hamilton	Iowa	Granulation	3 years	January 14, 1893	F
140	Virgie E. Noel	Eldon	12	Wapello	Iowa	Congenital	3 years	September 2, 1891	F
141	Charles R. Nelson	Webster City	10	Hamilton	Iowa	Congenital	3 years	September 6, 1883	F
142	Thomas J. Neil	Reinbeck	18	Tama	Ireland	Accident	8 years	January 8, 1894	F
143	Charles B. Newton	Knoxville	8	Marion	Iowa	Congenital	8 years	September 4, 1894	F
144	Christiana Nelson	Avoca	26	Pottawattamie	Denmark	Scrofula	1/2 year	September 20, 1894	F
145	Caroline Oleson	Clinton	7	Clinton	Denmark	Scrofula	1/2 year	September 20, 1894	F
146	Henry W. Orr	Brooklyn	10	Poweshiek	Iowa	Scrofula	6 years	December 23, 1885	F
147	Charles S. Oleson	Cedar Rapids	6	Linn	Iowa	Ophthalmia	6 years	September 6, 1885	F
148	Jessie Palmer	Maquoketa	8	Jackson	Iowa	Accident	3 years	September 3, 1890	F
149	Fannie L. Patrick	Ute	20	Monona	Iowa	Scrofula	6 years	September 6, 1888	F
150	Robert D. Pool	Salem	14	Des Moines	Iowa	Granulation	1/2 year	October 8, 1891	F
151	Benjamin A. Postma	Rock Valley	22	Sioux	Iowa	Granulation	4 years	October 27, 1886	F
152	James Patterson	Ottumwa	14	Wapello	New York	Ophthalmia	4 years	September 22, 1892	F
153	Charles O. Priest	Eldon	9	Wapello	Iowa	Ophthalmia	4 years	September 2, 1885	F
154	Frank W. Phelps	Vinton	14	Benton	Iowa	Measles	8 years	September 1, 1891	F
155	Eva M. Rook	Salem	30	Henry	Iowa	Measles	6 years	November 13, 1893	F
156	John I. Robertson	Remsen	19	Plymouth	Wisconsin	Accident	26 years	March 19, 1889	F
157	Paul J. Royce	Dubuque	11	Dubuque	Iowa	Congenital	26 years	December 8, 1888	F
158	David G. Rinker	Baxter	17	Marshall	Illinois	Accident	2 years	January 4, 1892	F
159	Emma R. Rmond	Pocahontas	16	Pocahontas	Illinois	Smallpox	8 years	April 20, 1891	F
160	Daisy Rhodes	Siourney	7	Keokuk	Iowa	Accident	8 years	May 12, 1886	F
161	Emma T. Redemann	Lawler	8	Chickasaw	Iowa	Accident	4 years	September 5, 1884	F
162	Kate Rose	Vinton	11	Benton	New York	Accident	4 years	October 1, 1891	F
163	James A. Rice	Columbus City	14	Louisa	Iowa	Corneal abscess	9 years	December 8, 1885	F
164	Fred Ross	Toledo	14	Tama	Iowa	Cataract	1 year	September 2, 1891	F
165	Albert S. Ratcliffe	Storm Lake	22	Wapello	Wisconsin	Cataract	4 years	September 16, 1892	F
166	Alva P. Snyder	Radcliffe	11	Hardin	Iowa	Congenital	3 years	January 12, 1892	F
167	Mary E. Snyder	Radcliffe	8	Hardin	Iowa	Congenital	3 years	August 31, 1885	F
168	Rosebud Snyder	Radcliffe	9	Hardin	Iowa	Congenital	3 years	February 14, 1891	F
169	Arnold A. Roepke	Aurelia	16	Cherokee	Wisconsin	Cataract	16 years	September 18, 1893	F
170	Blanche V. Ross	Traer	18	Tama	Iowa	Measles	10 years	October 17, 1894	F
171	William G. Reeme	Toledo	16	Tama	Illinois	Accident	5 years	November 3, 1894	F
172	Nellie L. Rhoads	Clarksville	8	Butler	Iowa	Accident	1/2 year	January 8, 1895	F
173	Mabel G. Reeser	Pank't'n (S. D.)	20	Aurora (S. D.)	Pennsylvania	Accident	3 years	January 14, 1892	F
174	John Riddiough	Vinton	41	Benton	England	Accident	17 years	October 27, 1892	F

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STATISTICS OF PUPILS ENROLLED.

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STATISTICS OF PUPILS ENROLLED—CONTINUED.

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COLLEGE FOR THE BLIND.

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Number.	NAME.	POSTOFFICE ADDRESS.	Age at admission.	COUNTY.	NATIVITY.	CAUSE OF BLINDNESS.	How long blind at admission.	DATE OF ADMISSION.	Sex.
175	Claude B. Smith	Knoxville	11	Marion	Illinois	Whooping cough	8 years	February 4, 1893	M
176	Edward H. Sickels	Fairfield	12	Jefferson	Nevada	Billous fever	8 years	September 5, 1893	M
177	Hugh L. Stocton	Strahan	18	Mills	Iowa	Paralysis of optic nerve	2 years	September 5, 1893	M
178	John Sutluf	Wichita	9	Guthrie	Iowa	Congenital	7 years	November 7, 1893	M
179	Oliver H. Starbird	Vinton	9	Benton	Iowa	Accident	7 years	March 22, 1894	M
180	Maud L. Stickel	Toledo	18	Tama	Iowa	Accident	3 years	September 4, 1894	F
181	Phillip Slack	Hesper	18	Winneshiek	Iowa	Accident	3 years	September 17, 1894	F
182	Ida M. Starr	Kearsauqua	14	Van Buren	Iowa	Granulated lids	7 years	November 26, 1894	M
183	John H. Swan	Ames	20	Story	Iowa	Scarlet fever	7 years	March 2, 1895	F
184	Anna Sweeney	Mt. Pleasant	17	Henry	Iowa	Scrofula	2 years	September 5, 1892	F
185	Minnie Scott	Vinton	5	Benton	Iowa		5 years	September 3, 1884	F
186	Reuben E. Stocton	Dunlap	10	Harrison	Iowa	Brain fever	7 years	October 14, 1887	M
187	James Shuckrow	Ackley	20	Hardin	Iowa	Accident	11 years	August 31, 1891	M
188	Eleanor B. Shenton	Osceola	25	Clarke	Michigan	Accident	16 years	September 4, 1890	F
189	Ruth A. Strelght	Vinton	18	Benton	Michigan		8 years	September 2, 1890	F
190	Frederick Stark	Peterson	12	Clay	Iowa		12 years	March 12, 1890	M
191	Bertha E. Smith	Charles City	14	Floyd	Iowa	Whooping cough	1 year	September 4, 1889	F
192	Clara Schroder	Pleasantville	8	Marion	Iowa	Congenital		February 6, 1890	F
193	Armentia Schroder	Pleasantville	4	Marion	Iowa	Congenital		February 6, 1890	F
194	Laura E. Sankey	Bryantburgh	10	Buchanan	Iowa	Conjunctivitis	5 years	October 19, 1888	F
195	Flora Shipley	Council Bluffs	13	Pottawattamie	Iowa	Spinal disease	5 years	November 10, 1888	F
196	Alma M. Soleman	Mt. Vernon	14	Linn	Iowa		5 years	March 3, 1892	F
197	Henry Shrope	Mechanicsville	16	edar	Pennsylvania	Congenital	16 years	September 19, 1870	M
198	Maud E. Stevens	La Porte	13	Black Hawk	Iowa			September 3, 1891	F
199	Harry E. Salamon	La Porte	9	Black Hawk	Iowa	Congenital		September 17, 1887	M
200	John Stuckert	Des Moines	18	Polk	Iowa	Retinitis	1 year	September 29, 1892	M
201	Deda Stith	Winterset	6	Madison	Iowa	Cholera infantum	5 years	April 11, 1882	F
202	Mildred G. Smith	Webster City	16	Hamilton	Iowa			December 1, 1892	F
203	Mae E. Trainor	Blessing	17	Black Hawk	Iowa			September 3, 1891	F
204	George E. Thomas	Britt	21	Hancock	Kansas	Accident	1 year	September 14, 1892	M
205	Myrtle Tear	Edgewood	10	Delaware	Missouri		1 year	November 30, 1886	F
206	Nettie Timonds	Bladensburg	17	Wapello	Iowa		7 years	September 2, 1891	F
207	Minnie M. Talbott	Toledo	13	Tama	Iowa	Lenticular opacity		September 3, 1894	F
208	Mabel E. Usher	Des Moines	16	Polk	Iowa			September 16, 1893	F
209	Wesley Vert	What Cheer	10	Kokuk	Iowa	Brain fever	1 year	April 5, 1892	M
210	Kate Vermilyea	Vinton	7	Benton	Iowa	Scarlet fever	3 years	January 20, 1890	F
211	Absalom Willis	Norwalk	14	Warren	Iowa		5 years	September 3, 1890	M

212	Guy G. Whipple	Urbana	8	Benton	Iowa	Measles	4 years	September 7, 1892	M
213	Nicholas Webber	Independence	10	Buchanan	Iowa	Congenital		September 7, 1887	M
214	John E. Wyatt	Hull	7	Sioux	Wisconsin			September 8, 1884	M
215	Anthony Wade	Council Bluffs	12	Pottawattamie	Iowa	Accident	4 years	September 2, 1885	M
216	Cora E. Whitehead	Shell Rock	11	Butler	Iowa	Congenital		September 2, 1885	F
217	John Workman	Laurens	24	Pocahontas	Missouri	Atrophy of optic nerve	17 years	February 9, 1894	M
218	Bertha R. Witmer	Mingo	15	Jasper	Iowa	Cataract	15 years	September 4, 1894	F
219	Ida Walker	Yarmouth	15	Des Moines	Iowa			September 4, 1894	F
220	Lauman A. Wilson	Antho	27	Woodbury	Iowa			September 4, 1894	F
221	Fred Woodard	Des Moines	15	Polk	Iowa	La grippe	1 year	January 4, 1895	M
222	Estella West	Sutherland	13	O'Brien	Minnesota	Accident	11 years	September 5, 1890	M
223	Maud E. Wilkins	Lacona	7	Warren	New York	Inflammation	13 years	September 5, 1885	F
224	Mary Walker	Flaglers	10	Marion	Illinois	Scrofula		September 5, 1884	F
225	Esther Walker	Flaglers	8	Marion	Illinois	Measles		September 3, 1889	F
226	Nellie Wood	Union	15	Hardin	Iowa	Measles		February 3, 1891	F
227	Clarence B. Young	Vinton	10	Tama	Iowa	Accident		October 24, 1884	F
228	Bertha Zwicker	Blue Grass	11	Scott	Iowa	Congenital		September 3, 1891	M

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STATISTICS OF PUPILS ENROLLED.

REPORT OF THE TREASURER.

Treasurer's Report.

For the biennial period ending June 29, 1895.

SPECIAL APPROPRIATIONS.

Special appropriations of the Twentieth General Assembly, balance on hand from last report:

For library and school apparatus.....	\$.32
For employing an expert oculist.....		700.00

Special appropriations of the Twenty-first General Assembly, balance on hand from last report:

For constructing cisterns.....		57.40
For repairs to outside woodwork and plastering.....		.22
For building cupolas and porches.....		10.18

Special appropriations of the Twenty-second General Assembly, balance on hand from last report:

For contingent and repairs.....		.45
For bedding and furniture.....		.12
For library and school apparatus.....		.96
For washing machine.....		59.84

Total balance.....	\$	829.49
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EXPENDITURES.

Of the balance on hand of the appropriations of the Twentieth General Assembly we have expended nothing, leaving a balance on hand of:

For library and school apparatus.....	\$.32
For employing an expert oculist.....		700.00

Of the balance on hand of the appropriations of the Twenty-first General Assembly we have expended as follows:

For constructing cisterns, \$37.37; leaving a balance of.....	\$	20.03
For repairs to outside woodwork and plastering, nothing expended; leaving a balance of.....		.22
For building cupolas and porches, nothing expended; leaving a balance of....		10.18

Of the balance on hand of the appropriations of the Twenty-second General Assembly nothing has been expended; leaving a balance on hand:

For washing machine.....	\$	59.84
For bedding and furniture.....		.12
For library and school apparatus.....		.96
For contingent and repairs.....		.45

Of the special appropriations of the Twenty-third General Assembly we have received from the state since last report as follows:

For bedding and furniture, \$148.80, and have expended \$148.80, leaving no balance.

Of the special appropriations of the Twenty-fourth General Assembly we have received from the state since last report as follows:

For bedding and furniture, \$1,430.90, and have expended \$1,430.90, leaving no balance.

For painting, \$459.22, and have expended \$459.22, leaving no balance.

For contingent and repairs, \$292.23, and have expended \$292.23, leaving no balance.

Of the special appropriations of the Twenty-fifth General Assembly we have received from the state as follows:

For building brick cold storage building, \$1,500, and have expended \$1,500, leaving no balance.

For library and school apparatus, \$500, and have expended \$500, leaving no balance

RECEIPTS.

1893.	
July 1.	Balance on hand..... \$ 829.49
August 1.	State appropriation for painting, Twenty-fourth General Assembly..... 100.05
August 1.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 513.84
August 1.	State appropriation for contingent and repairs, Twenty-fourth General Assembly..... 126.00
Sept. 6.	State appropriation for contingent and repairs, Twenty-fourth General Assembly..... 166.28
Sept. 6.	State appropriation for painting, Twenty-fourth General Assembly..... 220.70
Sept. 6.	State appropriation for bedding and furniture, Twenty-third General Assembly..... 148.8
October 4.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 53.36
Dec. 5.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 20.3
1894.	
March 9.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 161.8
July 3.	State appropriation for brick cold storage building, Twenty-fifth General Assembly..... 1,000.0
August 7.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 313.8
August 7.	State appropriation for painting, Twenty-fourth General Assembly..... 138.4
Sept. 4.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 84.1
Sept. 4.	State appropriation for library and school apparatus, Twenty-fifth General Assembly..... 160.00
October 2.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 66.02
Nov. 7.	State appropriation for library and school apparatus, Twenty-fifth General Assembly..... 340.00
Nov. 7.	State appropriation for brick cold storage building, Twenty-fifth General Assembly..... 400.00
Nov. 7.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 26.60
Dec. 4.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 62.03
1895.	
January 2.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 67.96
March 5.	State appropriation for bedding and furniture, Twenty-fourth General Assembly..... 61.00
April 10.	State appropriation for brick cold storage building, Twenty-fifth General Assembly..... 100.00
Total receipts.....	
\$ 5,160.69	

EXPENDITURES.

1893.	
August 1.	By orders for July..... \$ 739.89
Sept. 5.	By order for August..... 573.19
October 5.	By orders for September..... 53.
Nov. 9.	By orders for October..... 18.0
Dec. 5.	By orders for November..... 2.

1895.]

REPORT OF THE TREASURER.

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1894.	
January 4.	By orders for December, 1893..... \$ 10.00
March 9.	By orders for February..... 159.30
July 3.	By orders for June..... 1,000.00
August 7.	By orders for July..... 444.85
Sept. 6.	By orders for August..... 194.11
October 3.	By orders for September..... 116.02
Nov. 8.	By orders for October..... 766.60
Dec. 4.	By orders for November..... 62.03
1895.	
January 3.	By orders for December, 1894..... 67.96
March 5.	By orders for February..... 61.00
April 10.	By orders for March..... 100.00
Total expenditures.....	
\$ 4,368.57	
Balance in treasury.....	
792.12	
Grand total.....	
\$ 5,160.69	

CURRENT EXPENSE ACCOUNT.

RECEIPTS.

1893.	
July 1.	Balance in treasury..... \$ 556.56
July 3.	State appropriation, salaries..... 2,500.00
July 3.	State appropriation, current expense..... 5,640.00
July 3.	State appropriation, pupils' clothing..... 336.76
October 4.	State appropriation, current expense..... 5,600.00
October 4.	State appropriation, salaries..... 2,500.00
1894.	
January 4.	State appropriation, current expense..... 6,320.00
January 4.	State appropriation, salaries..... 2,500.00
January 4.	State appropriation, pupils' clothing..... 506.87
April 4.	State appropriation, salaries..... 2,500.00
April 4.	State appropriation, current expense..... 6,400.00
July 3.	State appropriation, current expense..... 6,000.00
July 3.	State appropriation, salaries..... 2,500.00
July 3.	State appropriation, pupils' clothing..... 425.61
October 2.	State appropriation, current expense..... 5,720.00
October 2.	State appropriation, salaries..... 2,500.00
1895.	
January 2.	State appropriation, salaries..... 2,500.00
January 2.	State appropriation, current expense..... 6,880.00
January 2.	State appropriation, pupils' clothing..... 655.81
April 10.	State appropriation, current expense..... 7,080.00
April 10.	State appropriation, salaries..... 2,500.00
Total.....	
\$ 72,161.61	
For support of pupils from outside the state.....	
\$ 957.14	
For sale of nets and hammocks.....	
677.21	
For sale of hogs and cattle.....	
609.15	
For fancy articles sold.....	
135.82	
For sundry sales.....	
339.83	
For postage sold.....	
185.00	
From sewing department.....	
120.93	
Total.....	
\$ 3,025.10	
Total receipts.....	
\$ 75,186.71	

COLLEGE FOR THE BLIND.

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EXPENDITURES.

1893.			
Augst.	By orders for July.....	\$ 1,059.77	
Sept.	By orders for August.....	1,316.45	
October	By orders for September.....	3,691.87	
Nov.	By orders for October.....	3,151.33	
Dec.	By orders for November.....	2,292.67	
1894.			
January	By orders for December, 1893.....	4,745.03	
Feb.	By orders for January.....	2,402.95	
March	By orders for February.....	1,539.39	
April	By orders for March.....	4,003.38	
May	By orders for April.....	1,883.07	
June	By orders for May.....	4,493.60	
July	By orders for June.....	1,293.84	
August	By orders for July.....	1,554.66	
Sept.	By orders for August.....	1,521.01	
October	By orders for September.....	4,668.96	
Nov.	By orders for October.....	3,538.79	
Dec.	By orders for November.....	2,591.34	
1895.			
January	By orders for December, 1894.....	5,122.62	
Feb.	By orders for January.....	2,309.16	
March	By orders for February.....	2,377.74	
April	By orders for March.....	3,789.58	
May	By orders for April.....	1,692.11	
June	By orders for May.....	4,693.31	
July	By orders for June.....	1,942.15	
Total expenditures.....		\$ 67,997.78	
Balance in treasury.....		7,188.93	
Total.....		\$ 75,186.71	

CURRENT EXPENSE FUND.
CLASSIFIED EXPENDITURES.

[1895.]

REPORT OF THE TREASURER.

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	Meat, fish and lard.	Bread stuffs.	Fruit and vegetables.	Coffee and tea.	Sugar and syrup.	Sundry groceries.	Butter.	Cheese and eggs.	Soap.	Mortuary expenses.	Medicinal plates.	Photography and spoons and
Expenditures for July, 1893.....	\$ 67.36	\$ 13.80	\$ 127.33	\$ 23.50	\$ 25.70	\$ 43.59	\$ 37.17	\$ 6.33	\$ 12.00	\$ 30.75	\$ 2.51	\$ 7.42
Expenditures for August, 1893.....	53.71	14.21	128.54	58.14	20.25	78.55	36.09	7.41	30.75	18.51	2.51	7.32
Expenditures for September, 1893.....	220.93	145.54	193.97	49.33	106.13	52.74	174.35	18.51	27.00	38.93	6.53	14.81
Expenditures for October, 1893.....	246.58	180.19	969.61	45.80	71.65	51.24	165.52	40.95	27.00	38.93	6.53	12.05
Expenditures for November, 1893.....	256.59	165.93	213.66	45.20	79.60	22.01	165.52	38.93	27.00	38.93	6.53	12.05
Expenditures for December, 1893.....	199.01	135.99	47.58	75.10	32.80	32.88	116.54	34.60	22.75	34.60	2.85	564.51
Expenditures for January, 1894.....	229.43	118.83	49.43	61.50	48.50	32.18	146.10	21.45	15.50	21.45	4.55	33.16
Expenditures for February, 1894.....	207.12	124.65	25.17	45.00	76.75	13.45	110.86	23.70	35.25	37.58	1.95	14.40
Expenditures for March, 1894.....	201.71	123.68	57.29	57.13	30.00	52.18	143.91	37.58	12.00	41.89	1.40	18.10
Expenditures for April, 1894.....	149.10	120.28	72.07	69.18	74.48	22.67	133.78	45.63	30.75	41.89	3.25	17.60
Expenditures for May, 1894.....	161.77	113.95	98.65	29.00	49.10	33.11	96.07	41.89	45.85	12.16	2.00	457.07
Expenditures for June, 1894.....	113.88	53.64	104.01	38.25	15.80	14.61	46.48	12.16	4.50	17.25	2.68	5.51
Expenditures for July, 1894.....	53.36	12.36	88.15	4.50	26.25	6.55	325.74	7.69	17.25	31.44	3.75	15.45
Expenditures for August, 1894.....	38.94	7.28	62.80	113.26	17.25	46.80	43.64	1.94	31.44	34.11	3.50	38.11
Expenditures for September, 1894.....	200.70	122.82	208.91	49.68	55.40	8.82	128.74	34.11	4.50	80.73	3.18	21.47
Expenditures for October, 1894.....	311.58	185.82	808.30	49.68	60.59	47.59	250.72	80.73	13.75	6.70	14.00	673.43
Expenditures for November, 1894.....	261.23	154.28	212.19	63.59	82.84	33.97	981.86	5.34	4.00	18.74	2.20	41.19
Expenditures for December, 1894.....	266.89	136.87	151.81	26.00	198.84	24.72	52.02	6.70	14.00	31.23	3.34	15.11
Expenditures for January, 1895.....	236.17	149.85	37.15	53.04	19.71	29.09	29.66	27.00	23.25	21.00	2.35	535.14
Expenditures for February, 1895.....	309.61	165.38	20.51	37.70	2.25	43.61	52.29	21.00	21.00	22.50	3.05	17.67
Expenditures for March, 1895.....	238.15	155.15	23.25	26.00	72.97	45.21	450.92	17.61	22.50			
Expenditures for April, 1895.....	204.67	149.22	45.15	61.10	50.45	31.89						
Expenditures for May, 1895.....	224.24	154.54	97.22	10.40								
Expenditures for June, 1895.....	130.30	64.26	114.12									
Total.....	\$4,577.03	\$2,768.52	\$3,986.87	\$1,114.37	\$1,196.15	\$ 892.22	\$3,642.53	\$ 656.93	\$ 451.14	\$48.18	\$51.69	\$2,521.00

CURRENT EXPENSE FUND—CONTINUED.

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	Postage and stationery.	Library and dividers.	Furniture and furnishings.	Hardware and queensware.	Repairs.	Contingencies.	Farm.	Fuel.	Lights.	Salaries and wages.	Miscellaneous.	Total.
Expenditures for July, 1893....	\$ 20.15			\$ 39.68	162.42	\$ 28.32	\$ 43.48	\$ 49.11		\$ 405.00		\$ 1,059.77
Expenditures for August, 1893....	32.00	\$ 5.65		31.79	67.96	19.73	7.54	269.58	\$ 8.23	344.82	63.00	1,316.45
Expenditures for September, 1893....	32.80		\$ 3.50	40.07	129.84	63.76	10.10	511.68	77.55	1,926.80	172.70	3,991.87
Expenditures for October, 1893....	16.33			29.85	133.44	92.82	74.91	185.31	6.96	733.00		3,151.33
Expenditures for November, 1893....	19.70	2.55		11.10	91.45	50.15	20.67	300.98	.38	649.80	63.00	2,292.67
Expenditures for December, 1893....	31.25			19.60	51.50	13.48	71.96	492.79	81.88	2,594.96	125.00	4,745.08
Expenditures for January, 1894....	20.00			14.60	97.29	102.95	12.50	645.60	8.93	746.00		2,402.95
Expenditures for February, 1894....	27.95	15.40		31.33	99.16	110.63	57.07	87.00		674.93	75.02	1,859.39
Expenditures for March, 1894....	20.00			13.99	134.80	60.11	59.02	176.88	82.00	2,599.55	125.00	4,006.38
Expenditures for April, 1894....	16.50	3.50		9.30	81.70	10.32	91.96	281.82		651.00		1,883.07
Expenditures for May, 1894....	51.40	6.00		10.91	110.71	31.88	22.38	233.17	6.44	2,831.01		4,433.60
Expenditures for June, 1894....	4.25			6.50	126.28	92.93	18.55		75.88	455.61	125.00	1,293.84
Expenditures for July, 1894....	11.00	5.65		5.14	516.02	47.68	35.55			389.77		1,554.66
Expenditures for August, 1894....	35.05			4.83	426.00	114.75	91.48	137.64	.25	286.08	58.80	1,521.01
Expenditures for September, 1894....	32.35	11.10	10.50	63.66	109.31	155.56	221.45	606.65	78.46	1,948.50		4,088.96
Expenditures for October, 1894....	46.60	10.20		17.70	228.10	144.51	16.21	468.30		747.80		3,538.79
Expenditures for November, 1894....	10.00	6.35		37.87	108.78	43.57	83.48		8.54	685.80	123.00	2,931.34
Expenditures for December, 1894....	17.25			22.90	92.49	76.77	37.20	460.85	80.90	2,710.00	125.00	5,122.62
Expenditures for January, 1895....	33.85	21.35		37.06	101.65	112.91	39.61	625.15	7.42	715.00	20.00	2,309.16
Expenditures for February, 1895....	15.70	20.22		18.45	75.37	125.31	37.93	735.22		715.00		2,377.74
Expenditures for March, 1895....	21.35			13.33	111.84	55.17	52.66	61.05	81.80	2,710.00	145.00	3,789.58
Expenditures for April, 1895....	22.95	11.70		13.51	153.33	28.16	40.44	109.88	6.42	697.07		1,692.11
Expenditures for May, 1895....	80.75	6.00		5.53	118.10	105.70	17.45	240.17		2,870.00	20.00	4,693.31
Expenditures for June, 1895....				7.78	183.82	182.85	17.46		75.50	436.57	125.00	1,942.15
Total.....	\$619.18	\$125.67	\$14.00	\$517.48	\$3,564.36	\$1,870.02	\$1,181.06	\$6,678.33	\$687.54	\$20,497.99	\$1,365.52	\$67,997.78
Balance on hand.....												7,188.93
Total.....												\$75,186.71

COLLEGE FOR THE BLIND.

[B7]

1895.]

REPORT OF THE TREASURER.

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RECAPITULATION.

Balance on hand from last report—special appropriations.....	\$ 829.49
Balance on hand from last report—current expense fund.....	586.36
Received from the state since last report—special appropriations.....	4,331.20
Received from the state since last report—current expense fund.....	71,005.05
Received from other sources since last report—current expense fund.....	
Total receipts from all sources.....	3,025.10
Expenditures since last report—special appropriations.....	\$ 80,347.40
Expenditures since last report—current expense fund.....	
Total expenditures for all purposes.....	\$ 4,368.57
Balance in treasury July 1, 1895—special appropriations.....	\$ 67,997.78
Balance in treasury July 1, 1895—current expense fund.....	\$ 72,366.35
Total.....	7,188.93
	\$ 80,347.40

C. O. HARRINGTON,
Treasurer.