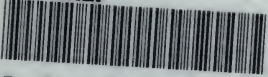


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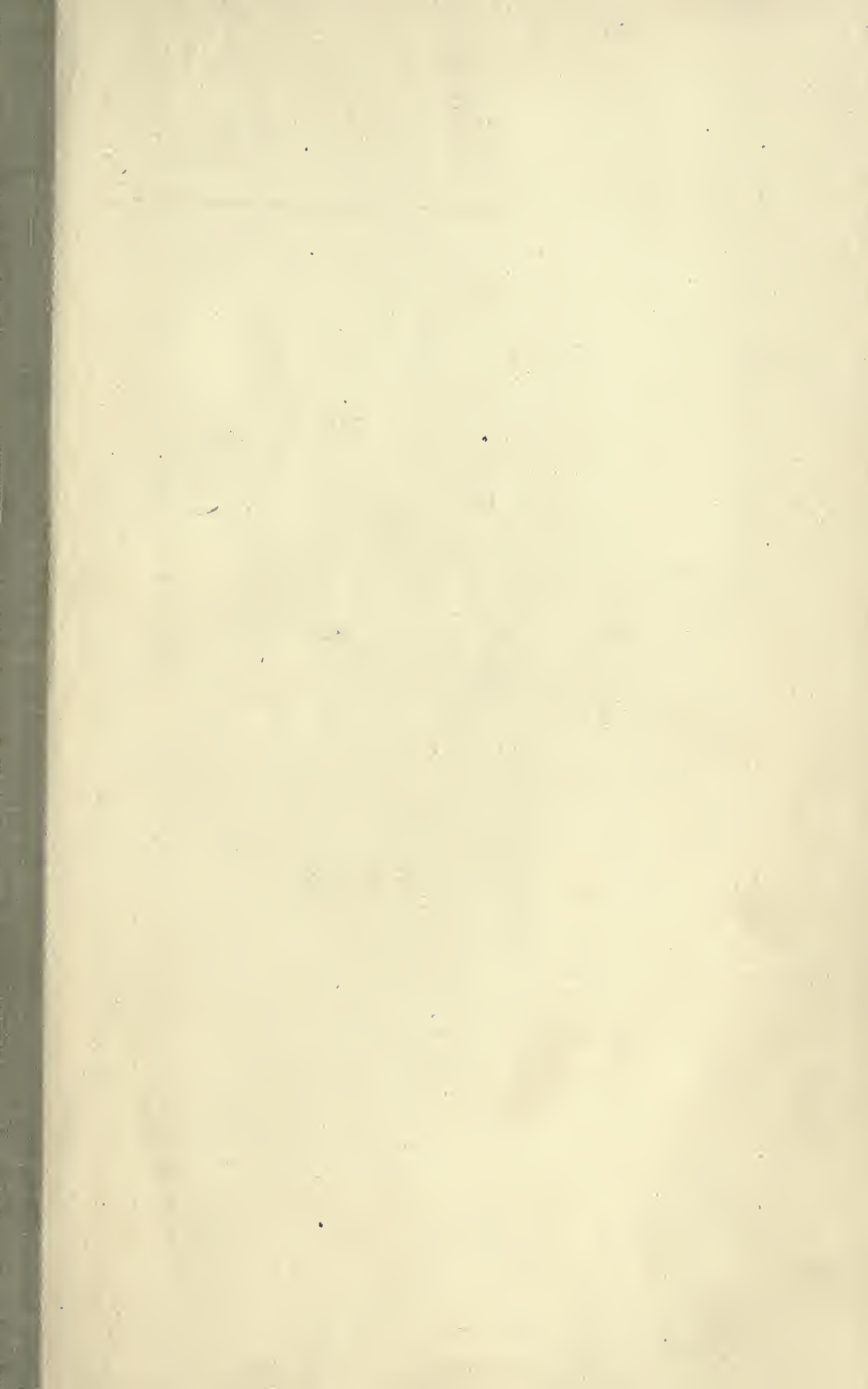
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HISTORY OF EDUCATION IN MINNESOTA.*

BY PROF. DAVID L. KIEHLE, LL.D.

Mr. President and Members of the Minnesota Historical Society: Permit me to introduce this survey of the history of education in Minnesota with a recognition of the obligations of the citizens of our state to this society for its preservation of a knowledge of the many and diverse elements that have entered into our developing industries and institutions,—ideas, experiments, incentives, together with the lives and labors of its people. Civilization, like Nature itself, has the power of so utterly assimilating the forms and forces that have made it, that the individual elements lose their identity, leaving no record behind. It is only by the careful and intelligent offices of a society like this that these passing views, these dissolving elements, can be preserved for the future student and historian.

In submitting this address on the early planting of our institutions of learning, it is especially gratifying that it may be in the presence of the venerable and honored president of this society, Ex-Governor Ramsey, who, in his public and private capacity, has rendered invaluable aid by his wise counsel in the erection of this noble structure, and of which he might with modesty say, with the traditional founder of the old Roman state, "Quorum pars magna fui." We congratulate our respected fellow citizen that it is his privilege to witness the magnificence and the beneficence of this superstructure of education, the corner stone of which he helped to lay in those troublous times.

*An address at the Annual Meeting of this Society, January 19, 1903. For a more extended treatment of this subject, see Professor Kiehle's book, "Education in Minnesota," (Parts I and II, pages 120 and 101), published after the delivery of this address, in the late part of 1903, by the H. W. Wilson Company, Minneapolis.

THE TERRITORIAL PERIOD.

The planting and fostering of a system of education in a new state is the most far-reaching event in its history. The pioneers who did this service stand as the representatives of the world's civilization at its high water mark. These men and women of that early day brought with them the courage and endurance necessary to face the hardships and dangers of unsubdued nature in climate, land, and flood, as still held by aboriginal savage life. They opened up highways of travel, built towns and factories, and, more than all, they brought in their own characters and ideals the best of modern life in homes, churches, and schools.

The spirit of our modern civilization was active in education before the state as an institution had organic form, and long before the elements were at hand for the organization of a state system. When Minnesota became a territory in 1849, there were but three centers of civil and social life so far developed as to furnish starting points for schools, namely, Stillwater, St. Paul, and St. Anthony. At these points were elementary private schools, taught by Miss Horsford (Mrs. H. L. Moss) at Stillwater, Miss Backus at St. Anthony, and Miss Bishop and Miss Scofield at St. Paul.

Two years before, Dr. Thomas S. Williamson, a pioneer missionary to the Indians, in the catholicity of his spirit, considered the higher interests of the white people of St. Paul, wrote to Ex-Governor Slade of Vermont, president of the National Popular Education Society, representing that in this village there were some thirty-six children of school age, and requested that a teacher be sent them. In response to this appeal Miss Harriet E. Bishop came. She has described her schoolhouse as a little log hovel, some 10 by 12 feet in size, covered with bark and chinked with mud, and previously used as a blacksmith shop. On the sides, pegs were driven into the logs, and upon them boards were laid for seats. This log schoolhouse was located on St. Anthony street (now Third street), at the corner of St. Peter street, on the later site of the First Presbyterian Church. It is also memorable in being the place where the first public school meeting was held in November, 1849, soon after the organization of the territory.

DENOMINATIONAL SCHOOLS.

Inasmuch as the earliest educational influences were represented in the missionary spirit of individuals and Christian denominations, this seems to be the place to recognize the continued enterprise of these high-minded men and women down to the present day. Their work has not been superseded by the more comprehensive plan of the state that followed. With the specific aims of providing an educated laity and ministry, they established schools of higher learning for all who would avail themselves of these advantages.

In 1853 the Baldwin school in St. Paul, open to both sexes, was incorporated by the Presbyterians, and in the following year Baldwin College was opened to young men. But the sparsely settled condition of the country, the unorganized condition of society, accompanied by the financial stress of 1857, and followed by the civil war of 1861-65, arrested all educational enterprises, so that we must look for their continued history in the years following. In 1874 through a bequest of Charles Macalester of Philadelphia the name of Baldwin College was changed to Macalester College, and it was permanently located with buildings for instruction and residences for professors on its present campus of thirty acres in St. Paul, where it is now doing excellent work under the presidency of Rev. James Wallace, Ph.D.

It is deserving of record that the founding of this college was chiefly due to the laborious efforts of Rev. Edward D. Neill, D.D., the pioneer missionary and educator who came to this state in 1849. He was not only the servant of his own denomination, but, as a public spirited citizen and cultivated scholar, he was identified with the civil life of the state, and was one of the influential leaders in developing its educational system, as we shall have occasion to notice further on.

The Methodist denomination moved early in establishing Hamline University in 1854, formally opened to men and women in 1857. It was located at Red Wing, which "in 1849 had a population of 305,—300 being Sioux Indians, and the five being two missionaries, with the wife and child of one, and the government farmer." "In all, between the years 1857 and 1869, the university graduated 14 women and 9 men."

Hamline University, after a struggling career of many

years, owing to conditions already noted, dates its new and prosperous history after its removal to its present location between the Twin Cities in 1869, and its re-opening in 1880 as a collegiate institution under the presidency of Rev. D. C. John, D.D. (1880-1883), and, since 1883, of Rev. George H. Bridgman, LL.D., its present administrative officer and president.

The Bishop Seabury Mission, chartered in 1860, includes the system of academic and divinity schools located at Faribault. These stand as a monument to the enterprise and philanthropy of the Episcopal Church.

The ending of the Civil War and the established union of the divided states mark the beginning of the larger industrial and educational prosperity of the state. Every religious denomination has been active in contributing its influence to the upbuilding of the state in intelligence and morality.

At Northfield, in 1867, was founded, by the Congregationalists, the preparatory department of what in 1870 took permanent form in the opening of Carleton College under the presidency of Rev. James W. Strong, LL.D., who has just closed his long and successful administration.

In 1857 St. John's College was founded by the Order of St. Benedict and located at St. Cloud. In 1867 it was removed to its present site in Collegeville; and in 1883 it became St. John's University.

Following the sixties the religious and educational spirit of the state, Protestant and Catholic, multiplied schools and academies in all parts of the state; thus making the best possible provision for the elementary and higher instruction of our youth in the absence of the more comprehensive system which the state has since provided.

Appended, will be found a list of the secondary and higher institutions now established and supported by private benefactions and religious associations of loyal citizens of the state, who in addition bear their full share in support of our public schools.

THE PUBLIC SCHOOL SYSTEM.

The noticeable characteristic of our own, as of all educational history, is in this, that provision is first made for the higher edu-

cation and leadership of those who control and give direction to the industrial life. If society has an intelligent, virtuous and philanthropic leadership in a few good men and women, the masses will follow and obey in confidence. For this reason the university movement in territorial days was a more engrossing subject than the public schools. However, all elements of the system were in view from the first, as we shall see.

The history of education in Minnesota belongs to a second great chapter of our nation's history, which dates from the Ordinance of 1787, when the old states of New England, New York, and Virginia ceded their claims to territory in the Northwest to the general government, and when this new empire of the great west began its history, established on the "trinity of principles, free labor, free religion, and free education." At that time the Government set apart one-thirty-sixth of the public domain—section sixteen of each township—for the support of common schools. In 1848, upon the organization of the Territory of Oregon, the national grant to common schools was increased to two sections in each township, section thirty-six being added.

The first Legislature of the Territory of Minnesota convened September 3, 1849. Its Governor, the Honorable Alexander Ramsey, in his message presented the interests of education in these words. "The subject of education, which has ever been esteemed of the first importance, especially in all new American communities, deserves, and I doubt not will receive, your earliest and most devoted care. From the pressure of other and more immediate wants, it is not to be expected that your school system should be very ample; yet it is desirable that whatever is done should be of a character that will readily adapt itself to the growth and increase of the country, and not in future years require a violent change of system."

The territorial school code made provision for (1) The appointment of a Superintendent of Public Instruction,—Edward D. Neill being the first, and at the same salary as the Treasurer and Auditor, \$100 per annum; (2) The division of the township into districts, whenever the district contains ten or more families; (3) The levy of a county tax of two and a half mills for the support of schools, to which was added fifteen per cent of all liquor licenses and fines for criminal offenses.

The first report of Superintendent Neill, for the year 1851, gives eight districts in Ramsey county, with three school houses valued at \$1600, and four districts in Washington county, but with no school houses.

For the permanent organization of our common school system we must pass on to the organization of the state government and the adoption of the Constitution. The record of the proceedings of the Constitutional Convention, which began its sessions July 13, 1857, gives us a view of interesting problems that were then considered and adjusted.

THE ADMINISTRATION OF SCHOOL FUNDS.

Prominent was the question whether, inasmuch as the public lands were designated as the sixteenth and thirty-sixth sections of each township, the revenue accruing should not be administered by township authorities for the support of the schools of the township in which the lands were located. The wise conclusion of the convention is incorporated in Article VIII, Sec. 2, of the State Constitution, in which it is provided that the public school lands are to be administered by the state for the scholars of the state, to be sold at public sale, and not more than one-third in two years, one-third in five years, and one-third in ten years, the most valuable lands to be sold first; and that the principal shall constitute an inviolate permanent fund, the income from which shall be distributed according to the number of scholars between the ages of five and twenty-one years.

In his message to the legislature of 1861, Governor Ramsey gave to no other subject so large a place, nor so serious a discussion, as to that of popular education, especially in regard to the wisest management of the school lands donated by the general government. He called attention to the generous grant, which was double that made to states admitted previous to 1849. In the face of pressing emergencies demanding immediate relief, and of speculators who sought control of large tracts of land at nominal prices, Governor Ramsey reminded the legislature that these lands were to be administered "with a view to the permanent interests of the school fund. It is only," the Governor insisted, "by adhering to this as a fundamental principle of legislation, by

regarding the school lands, not as a temporary source of relief from present burdens, but as a provision for the permanent interests of education, that we can rightly discharge the sacred obligations to posterity which this trust imposes upon us, or fitly respond to the elevated and paternal policy of the general government." He warned against the policy adopted by Wisconsin and Iowa, where the minimum appraisal was one dollar and a quarter an acre, "under which their splendid grants have become the prey of speculators." The policy advocated by the governor was to avoid the extremes of too high and too low valuation. Another recommendation of the governor, which was also adopted, was that a small part of the price should be required at the time of purchase, and that the balance should be on long time at a reasonable interest. Without doubt, no public interest to which the administration of Governor Ramsey was related has reflected greater honor upon him, or will stand as a nobler monument of his wise and disinterested service.

This conservative spirit of the convention and of the governor of the state was expressed by subsequent legislation, in 1862, prohibiting the sale of school lands for less than five dollars an acre; and in 1875, by an amendment of the constitution, providing for the safe investment of school funds in bonds of the State of Minnesota and of the United States. In 1896 an additional amendment provided for the investment of school funds in bonds of counties, school districts, cities, towns and villages of the state to a very limited amount under the direction and with the approval of a designated board of commissioners.

The history of the common school fund of Minnesota bears a most honorable testimony to the business sagacity and the conscientious faithfulness of the officers of the state who have been charged with its administration. The table appended shows the increase of this fund by five-year intervals to the present, when it amounts to \$14,316,389.

STATE AID TO EDUCATION.

A vital principle in public education was involved in this act of the Constitutional Convention, which extended far beyond the mere method of administering public funds, namely this:

Shall the children be treated as wards of the township and county, or shall they be recognized as wards of the state? And shall responsibility for their education be left with the township, or with the state?

In deciding that national grants were given to the state for the children of the state, the convention impliedly affirmed that the state must assume its share of responsibility, not only in requiring townships to support their schools, but also in contributing to the support of the schools over which they have control.

This principle was long in receiving substantial recognition in state financial support of the common schools. The county two and a half mill tax, which had been levied and apportioned by counties "in proportion to persons between 4 and 21 years of age," had been changed in 1877 to what was substantially a compulsory district one mill tax; and yet by some this was called a state mill tax.

In his report to the legislature of 1879 State Superintendent Burt exposed the fallacy of this view, and urged with great force the reasonableness and importance of state support for common schools. But it was not till 1887 that upon the re-presentation of the pressing importance of this matter by State Superintendent Kiehle, the principle was recognized, and a state one mill tax was levied for the support of common schools.

SPECIAL RURAL AND SEMI-GRADED SCHOOLS.

As we have noted the beginning of state aid to common schools, it seems best to complete the history of this movement of state aid down to the present, and to show how large a place it has had in promoting education in the rural districts.

The next step in progress was to offer special aid to districts, affording additional advantages for the education of their children in long terms, better prepared teachers, and better equipped school buildings. These schools, according to their advancement, were classified as rural, semi-graded, and graded schools, and state high schools. These schools are placed under special supervision, and are afforded aid ranging from \$125 to \$1,500 each.

This generous aid of the state has proven a marvelous stimulus to education. The amounts given have encouraged districts

to make corresponding expenditures in schoolhouses and equipment, and instead of making the people dependent upon the state they have grown ambitious to do more for themselves.

LIBRARIES.

In the year 1885 the legislature passed the library law, which provided that districts which make suitable provision for the care of their libraries and make purchases of books from the authorized list, shall receive one-half the amount expended up to ten dollars for the first statement, and five dollars for each subsequent statement, these statements being made annually. In 1895 this allowance was doubled.

By the aid of this appropriation rural and village schools, many of which had no books but their ordinary text books, have been supplied with the world's choicest literature, in books of biography, travel, geography and history, which make the school life and study a delight and intellectual growth.

STATE SUPERVISION OF EDUCATION.

The State of Minnesota was led in the building up of its educational system by a man who brought with him the classical culture of the east, and a broad view of the moral and intellectual demands of an American civilization. Edward D. Neill was the first territorial superintendent, the first chancellor of the University of Minnesota, and the first State Superintendent of Public Instruction, in which office he served from April 1, 1860, to May 1, 1861. In his first report (1860) he made the following recommendations:

1. Provision should be made for county superintendents of schools. The township plan of supervision had proven utterly inadequate.
2. The civil township should be made the unit of district organization.

It is noteworthy that, having adhered to the neighborhood plan of small districts, we are now trying to remedy the evils of small districts by some plan of combining districts and transporting pupils.

3. The school fund should be distributed according to scholars in attendance, and not according to a census of persons of school age.

This recommendation was adopted some twenty-five years later.

4. A uniform series of text books should be provided for the state.

5. Districts should be aided in obtaining school libraries at wholesale rates.

Following Dr. Neill, B. F. Crary was appointed and served from May 1, 1861, to July 1, 1862. In the year 1862 the legislature abolished the office, and assigned its duties to the Secretary of State. Under this law David Blakeley and Henry C. Rogers served until April 1, 1867, at which time the office was re-established and Mark H. Dunnell was appointed. He continued to serve under re-appointment till his resignation, August 1, 1870.

Mr. Dunnell immediately undertook the more complete organization of schools by a revision of school registers and the preparation of a complete set of blanks for the use of teachers and school officers. He appointed and held meetings with school superintendents, which greatly increased popular interest in education. He organized teachers' institutes for the rural school teachers; and by his personal attention to them, and by his popular addresses, he made them powerful for good.

The resignation of Mr. Dunnell was followed by the appointment of Horace B. Wilson, who served till the expiration of his third term, April, 1875. Mr. Wilson brought to the office the scholarship of a professor of mathematics and the practical experience of a county superintendent of schools. His service to the state was felt in the enlarged powers and increased duties of his office conferred by the legislature upon his recommendation. Mr. Wilson made five reports, which are of permanent value for the able discussions they contain of the leading topics of school administration.

David Burt succeeded to the office April 5, 1875, and continued until his resignation September 1, 1881, a few weeks before his decease, which occurred September 24th. He came to the office from a county superintendency, and for over six years

diligently fostered every department of the educational system. He was a man of penetrating and clear intelligence, able to compass the whole system in its purpose and plan, and equally able to appreciate all details in applications of principles. He urged and secured the enactment of the law appropriating school funds according to the number of scholars attending school. He made a vigorous but unsuccessful opposition to what has been known as the state text book law, which provided for the selection of a series of books and a fifteen year contract for their supply to the schools of the state. The reports of Superintendent Burt contain much valuable material, the result of careful research and arrangement.

Succeeding Superintendent Burt came David L. Kiehle, the principal of the State Normal School at St. Cloud and previously county superintendent of schools. He served in seven successive terms from September 1, 1881, to September 1, 1893. It was his fortune to assume the duties of the office just as the state was maturing into social and financial power, and prepared to continue the organization so well established in previous administrations. Taking the work as it came to him, the following are the more important measures adopted as parts of the school system during his administration:

1. The more complete organization of institute instruction, by which, with an increase of the state appropriation from \$3,000 to \$7,000, and with a special conductor provided by each of the normal schools, each county of the state has been provided with an institute annually.

2. A State tax of one mill was established, which increased the school fund annually appropriated to about \$1,000,000.

3. A public school library fund was established, which provided (1) for the selection of a choice list of books by a special commission consisting of the State Superintendent of Public Instruction and the presidents of the four state normal schools; (2) a payment by the state, up to \$20, of one-half of the first order for books selected by a district, up to \$10 of one-half of the second order, and up to \$5 of one-half of any subsequent order; and (3) an annual appropriation of \$10,000 to meet the requirements of the law.

4. A system of summer training schools of four weeks each, with a present annual appropriation of \$20,000.

5. The reorganization of the state high school system, and the appointment of a high school inspector, as explained elsewhere, by which free secondary tuition is now provided in 141 State high schools, preparatory to the university and the professional schools.

6. As regent of the university he formulated the plan for the School of Agriculture, which has developed to its present proportions on lines then laid out.

Upon the resignation of Superintendent Kiehle, William W. Pendergast, former Assistant Superintendent of Public Instruction, and at this time principal of the School of Agriculture, was appointed and continued in service till January 21, 1899. Superintendent Pendergast brought to the office the mature experience of a teacher, a county superintendent, and an officer of the department; and he discharged the duties of the office with efficiency and wisdom.

From January 21, 1899, to January 25, 1901, John H. Lewis was appointed and discharged the duties of the office. A teacher and city superintendent of schools of long experience, Superintendent Lewis administered the office with marked energy and success. Upon his recommendation the present system of state examination of teachers was established by statute and put into successful operation, and the entire system was given a new impulse.

Upon the completion of Superintendent Lewis's term, John W. Olsen was appointed and has now entered upon his second term of service. His record as a successful county superintendent of schools has commended him to the confidence of the public and is the guarantee of a faithful administration.

COUNTY SUPERVISION.

By the statute of 1851 the trustees were required to examine and license teachers before employing them to teach in the schools.

By the statute of 1862 the county commissioners were required to appoint one man in each commissioner district to visit the schools, and to examine and license teachers. The same law provided that in their discretion they might appoint one man for a whole county to discharge these duties.

In 1877 the law was amended, making the office elective, and that for all counties. It also fixed the minimum salary at ten dollars for each district superintended. The law has from time to time been further amended to provide for assistance, printing and office expenses.

The history of this office has been one of unrest and dissatisfaction on the part of the superintendents, because of the heavy responsibilities laid upon them, and the slow progress which the rural schools are making in introducing the better conditions of school architecture, support of teachers, and grading of the schools.

IMPROVEMENT OF TEACHERS.

The aid afforded by the state in the improvement of the common schools is by no means exhausted with the payment of salaries and furnishing libraries. It has given generously for the improvement of the teachers themselves.

Beginning with the present law (1867), re-establishing the state superintendency of schools, provision was made for a system of state institutes under the direction of Superintendent Mark H. Dunnell, with an appropriation of \$3,000. By the aid of this fund teachers have annually been called together in the counties of the state and instructed in whatever seemed helpful in the organization and instruction of their schools.

The early stage of this work was in short institutes of a few days, and generally extended to a week. In 1891 the appropriation was increased to \$12,000, in order to provide for summer schools for teachers, in which more systematic academic and professional instruction should be given for a longer term of not less than four weeks. During the first season fourteen schools were held, with an aggregate enrollment of 1,210.

In the second season (1892), the university summer school for both elementary and advanced work, and for the improvement of teachers in both graded and high schools, was opened, and it has been continued to the present time. In 1901 the term of this school was increased to six weeks. The first enrollment was 741, and it has steadily increased to 1,107 in 1902.

The annual appropriation for institutes and summer schools has been increased to \$27,000.

NORMAL SCHOOLS.

But the crowning support of the state for the improvement of its common schools has been in the recognition of teaching as a profession, and in requiring the special training of teachers. The normal schools were the result of this movement.

The revival of common school education dates from the services of Horace Mann, who, as secretary of the Board of Education of Massachusetts (1837) gave his splendid talent and great enthusiasm to the improvement of the schools of the people. The period from 1830 to 1870 may be considered the revival period of popular education. Although the common school had been planted, and the principle acknowledged, the real interest even in common schools had positively declined. It is one thing to recognize in reason a principle or doctrine, but quite a different thing to incorporate it into the life and habits of a people. It was so in the organization of our government, and was equally true of our school system. This lethargy concerning public schools was not because of indifference to education, and does not signify that there were no good schools. On the contrary, the colleges and academies had increased in number and efficiency. In every town select schools, seminaries, and academies, were taught by young men graduated from the colleges. The result was that the better class of families were separated in their common associations and interests from the common people.

Yet the schools and colleges of higher education furnished the very men of broad vision and democratic spirit who became the wise friends and champions of popular education. They caught the idea from Germany, and under the leadership of men like Rev. Charles Brooks of Massachusetts, Horace Mann and Edmund Dwight, and with the moral support of statesmen, as Daniel Webster and John Quincy Adams, the normal schools were established in Massachusetts.

To Winona belongs the honor of giving first expression in Minnesota to this new movement for the improvement of our schools. In 1858 Dr. John D. Ford, through the legislative delegation from Winona county, secured the passage of the bill establishing three normal schools at Winona, Mankato and St. Cloud. Through the generous donations of its citizens the

first normal school was opened in the city of Winona on the first Monday in September, 1860, with Professor John Ogden of Columbus, Ohio, as its principal. "To the credit of this normal board and its secretary, Dr. Ford, it may be said that the first state tax for school purposes was authorized and levied upon their urgent recommendation."

In 1861 Professor Ogden resigned the principalship for the purpose of joining the Union Army. After another term, owing to the disturbed condition of the country, the school was suspended to be re-opened in 1864 under the principalship of Professor William F. Phelps, of New York, and recently of the State Normal School of New Jersey.

The first appropriation was of \$3,000 for the first year, \$4,000 for the second, and \$5,000 annually thereafter.

The second normal school was opened in Mankato in October, 1868; and the third in St. Cloud in September, 1869. The fourth was opened in Moorhead in September, 1888, and the fifth in Duluth in September, 1902. These centers of training for teachers have had a continuous growth, and have exerted a powerful influence in the education of the state.

QUALIFICATIONS OF TEACHERS.

The organization of any institution or system is only complete when provision is made for efficient service. Having furnished opportunities for a preparation to teach, the state has improved the means by which the public is able to make reasonable discrimination in the selection of teachers for their schools. The plan in its present form was recommended by State Superintendent John H. Lewis, and was enacted by the legislature of 1899. Its main features are these:

1. All examinations are held on the same days in the several counties of the state under the supervision of the respective county superintendents, upon questions prepared by the state department of public instruction, and under instructions fixed by that department.

2. All papers are forwarded to the state department, and are passed upon by a corps of examiners.

3. Certificates are graded as follows: First grade, good for five years; and second grade, good for two years. These are

issued only to persons who have satisfactory academic and professional preparation. Certificates of the first grade are valid in any county of the state; and those of the second grade are valid in the county in which the examination is held, and in any other county upon the endorsement of its county superintendent. The law also provides for local third grade certificates, good for a single year in a given district.

The statute of 1885 provides that the diplomas of the state normal schools shall be valid as certificates of the first grade for two years, and that upon satisfactory evidence of success in teaching as given by the endorsement of the Superintendent of Public Instruction and the president of the normal school issuing the diploma, that of the elementary course shall be valid as a state certificate for five years, and that of the advanced course shall be a permanent certificate of qualification.

This survey of our common school system, including the appended tables, completes the financial and educational history of this first part of the entire system.

HIGHER EDUCATION.

We now come to the history of secondary and higher education as embodied in our state university and high schools. The development of state universities is a democratic movement in which the people control the organization of higher education in their own interests. It has three phases: 1. The financial support provided by the people; 2. The adaptation of the curriculum to the needs of the people; and 3. The articulation of higher education with elementary education in the development of high schools of secondary education. These will give us the order of our treatment.

We recognize at the outset that the great men of our republic, who laid the foundations of our government and outlined with quite prophetic vision the order of our western civilization, made generous provision for the education of the people. In 1851 upon recommendation of Governor Ramsey, the legislature memorialized Congress for a grant of 100,000 acres of public lands for the endowment of a university. The same year Congress appropriated two townships (46,080 acres) for the support

of a university in the Territory of Minnesota. Next, in the act of Congress passed February 26, 1857, authorizing a state government, it was provided "that seventy-two sections of land shall be set apart and reserved for the use and support of a state university." This was construed by the regents of the university as an additional grant to the state, and not a mere confirmation of the former territorial grant. However, the Commissioner of the General Land Office refused to take this view, and, after repeated presentations of their claim by the regents, the matter was finally settled by a congressional grant, July 8, 1870, "to the full amount of seventy-two sections mentioned in the act of Congress approved Feb. 26, 1857." Of the territorial grant, 36,560 acres had been selected, so making the total land grant to the state university 82,640 acres.

The history of the university, from the date of its establishment by the territorial legislature, in February, 1851, to that of its reorganization under its present charter of February 18, 1868, is one of continuous struggle against adverse circumstances, a premature organization under the stress of a frontier enthusiasm and hopefulness, which resulted in financial embarrassment and the suspension of the educational department.

FINANCIAL HISTORY OF THE STATE UNIVERSITY.

The first building was erected in Minneapolis on a site donated by Franklin Steele, near Central avenue, and near what is known as the Exposition Building. This was a two-story frame structure, 50 by 30 feet, and costing \$2,500. With two rooms finished, a private school was opened by Rev. E. W. Merrill, to whom the regents gave the use of the building. Beginning with 25 students, it increased to 65. "In 1854 the building was transferred to other hands in a compromise regarding the title, which proved defective." Mr. Merrill was appointed Superintendent of Public Instruction, and the school was closed.

The site of the present campus was located in 1854 by the purchase of twenty-seven acres at a cost of \$6,000. Private contributions were made to the amount of \$1,000, and the remainder was secured by mortgage with interest at twelve per cent. In 1856 the legislature authorized the regents to issue bonds "to an

amount not exceeding the sum of \$15,000 with interest thereon not exceeding twelve per cent per annum, of said sum \$5,000 to be applied in liquidation of a debt incurred in the purchase of a site for said university, and \$10,000 to be expended under the direction of the board of regents in erecting suitable buildings for the same;” these bonds to be secured by mortgage on “any lands now belonging or which may hereafter belong to the said university.” The regents with \$10,000 in hand, by a bare majority vote, adopted plans for a fine four-story building, 277 feet in length, and let the contract for the erection of one wing, now the rear part of the present “Main building,” for the sum of \$49,000.

The financial crisis of 1857 proved fatal to this venture. To save what they had the legislature extended the authority of the regents to issue bonds for \$40,000 in addition, to be likewise secured by mortgage on the lands of the university. In 1859 the building was completed at a cost of \$65,000. For eight years it remained unused, and nothing seemed to prosper excepting the interest on the debt, a part of which was at twenty per cent.

In 1858 Rev. E. D. Neill was elected Chancellor, and about a year later he was made Superintendent of Public Instruction ex-officio, from which position he resigned in 1861 to enter the army.

By an act of the legislature, approved February 14, 1860, the university was reorganized. Under this act the board of regents was made to consist of the “Governor, Lieutenant Governor, Chancellor of the University, and five electors of the state, appointed by the Governor, by and with the advice and consent of the Senate.” It also provided for a “department for the training of teachers for the common schools of the state.”

In their report to the governor, dated December 1, 1860, the regents made the following statement of the indebtedness of the university in amounts due:

Site	\$ 4,833.34
Building	19,130.69
Bonds	59,511.70
J. G. Riheldaffer	117.70
Isaac Atwater (probably).....	1,913.66
Accumulated interest	8,000.00
Total	<u>\$93,506.66</u>

By act of legislature, approved March 8, 1862, the regents were "authorized and empowered in their discretion to arrange, compromise or liquidate any existing indebtedness," and "to grant, bargain, or sell and convey to the holder or holders of any such indebtedness, upon such terms as shall be agreed upon, any or all the lands heretofore granted or reserved by Congress for the use and support of a state or territorial university."

In 1864 a new board of regents was named, to wit, O. C. Merriman and John S. Pillsbury of Minneapolis, and John Nicols of St. Paul, for a term of two years. Each was required to give bonds in the sum of \$25,000. The specific duties of the board were to adjust the indebtedness already referred to; and for this purpose they were authorized to make sales, not to exceed 12,000 acres, of the lands donated by the United States for university purposes.

To the financial ability and the disinterested services of the three men who constituted this new board, the state is indebted for the removal of the incubus of that great debt. Such services are so dependent upon quiet shrewdness, and upon personal influence that never comes to light, that no record can be made of the details of their labors. Suffice it to say, that as men prominent in affairs of politics and business, men held in highest esteem by their fellow citizens of the cities and the state in which they lived, and highly appreciative of the higher educational interests of the state, they gave the best they had in time and labor to the adjustment of these vexing claims.

This special mention of the names of Mr. Merriman and Mr. Nicols, associated with Mr. Pillsbury in this important service, is the more appropriate by reason of the fact that the continued service of Mr. Pillsbury in the interest of the university from that day to the day of his decease, in 1901, has made him so renowned, as the "Father of the University," that we are in danger of forgetting how in his earliest service, and at a time when prospects were darkest, these two men, Mr. Merriman and Mr. Nicols, stood with him, and divided with him the labor of extricating the university from its impending peril. In the day of our university's greatest prosperity, let the names of these three men be mentioned together as its financial saviors in the darkest day of its history. In a word, the indebtedness was finally cancelled with the proceeds of 15,000 acres, so leaving in the possession of

the university some 30,000 acres of selected lands of the territorial grant.

We now come to the threshold of a new era of substantial prosperity and development for the university.

JOHN S. PILLSBURY, REGENT OF THE UNIVERSITY.

At this point it is fitting that we note, once for all, that this later history of the university cannot be written without making it likewise a history of Regent John S. Pillsbury. From 1863, the date of his first appointment as regent, he continued in that relation to the time of his decease. As private citizen, as state senator, and as governor (1876-'82), for thirty-eight long years the university was his constant care.

His financial ability was given to the management and increase of its revenues, in the selection of its public lands, and in the expenditure of its funds, from the purchase of the agricultural farm and the erection of buildings down to auditing the individual bills for current expenses. Whenever the university needed his credit, or an advance of his money to meet an exigency, without ostentation, he freely advanced it. Whenever a friend of the university, or a member of the faculty, or an undergraduate student, wished to consult him upon any matter that related to education in the university, his house was open and a welcome given. For the university he lived: he endured detraction in the most troublous times—and that is when calumniators are most active—he sacrificed leisure and comfort, and gave as a memento of his enduring interest one of the imposing halls that adorns the campus and now bears his name.

And, finally, those who received from him, and who loved to honor him, have erected their own testimonial to his memory in the statue of bronze that stands upon and adorns the campus, that it may bring to our memories the features that express the nobility of his character and the beneficence of his service to the university and to the state.

THE BEGINNINGS OF UNIVERSITY LIFE.

In his message to the second legislature (1851) Governor Ramsey recommended that a university be established; and by

act approved February 13, 1851, the University of Minnesota was established. The important provisions of this act were: (1) That a board of twelve regents be elected by the legislature for a term of six years; (2) That the university be located at or near the Falls of St. Anthony; (3) That the regents shall have control of all funds appropriated for the erection of buildings and other necessary equipment of the university, and also of all lands granted by Congress for the maintenance of higher education.

The first board of regents consisted of Isaac Atwater, J. B. Thurber, William R. Marshall, B. B. Meeker, Socrates Nelson, Henry M. Rice, Alexander Ramsey, Henry H. Sibley, C. K. Smith, Franklin Steele, N. C. D. Taylor, and Abraham Van Vorhes. Edward D. Ueill was elected Chancellor, and became ex-officio Territorial Superintendent of Public Instruction.

The succeeding years were years of struggle with the financial conditions of the university, as has been already noted, so that until the settlement of these difficulties in the payment of debts and in the increase of the government grants of 1862, and the added university grant of 1870, the university was practically without an educational history. With the encouragement of freedom from debt, with the general prosperity of the state, and with a state appropriation of \$15,000—the first one by the state for the university—for repairs and furnishings for the building, a preparatory department was opened in October, 1867, with W. W. Washburn as principal, and Gabriel Campbell and Ira Moore, assistants. The report of the principal for the second year (1868) shows a faculty of five and an attendance of 100.

THE PRESIDENCY OF WILLIAM W. FOLWELL.

In 1869, Colonel William W. Folwell was elected to the presidency of the university. This year began with a faculty of nine, an enrollment of 217 in the preparatory department, and a freshmen class of thirteen, of whom two were graduated in 1873 with the B.A. degree.

The administration of President Folwell continued from 1869 to 1883, and as acting president to June, 1884, a term of fifteen years. In its academic history, this corresponds to the financial history of the university; it was a period of ferment and experiment, all tending toward permanent organization.

The general lack of preparatory schools made the instruction of the university largely preparatory, having three classes below the freshman year. The small collegiate enrollment and the poverty of the state required that professors teach in several lines at the same time, as that French was taught by the professor of chemistry, in addition to geology, mineralogy, botany, and physiology. The curriculum was mainly the traditional one of classical colleges, Greek, Latin, mathematics, and philosophy; history and the natural sciences held a subordinate rank.

The educational problems of those days were quite as pressing as those of the present, and in some cases occasioned personal feelings and antagonisms similar to those of the financial world. First, the question of co-education came up at the opening of the university under Principal Washburn. College traditions had always limited the privileges of higher education to men; and this view was represented by the new faculty in opposing the admission of women as students in the university. The regents were more responsive to the growing popular sentiment, and, overruling the judgment of the faculty, decided in favor of admitting women on equal footing with men.

The second stage of progress came under the administration of President Folwell, the articulation of the industrial sciences and departments with the college of science, literature, and the arts. The charter had provided for the establishing of "five or more colleges or departments, that is to say, a department of elementary instruction, a college of science, literature and the arts, a college of agriculture and the mechanic arts, including military tactics, a college or department of law, and also a college or department of medicine." The land grant already considered applied particularly to the college of science, literature, and the arts. For a "college of agriculture, including military tactics," a grant was made by Congress in 1862. To this we shall refer later.

THE PRESIDENCY OF CYRUS NORTHROP.

The administration of President Northrop opened in 1884, and has been continuous to the present time. It may be justly named the era of expansion. The lines of development had become defined. The personal antagonisms that arose from finan-

cial embarrassments and personal differences as to educational policy had disappeared. The state had become populous and wealthy, the system of preparatory instruction in high schools had become well developed, and the land grant endowment had become large and productive. The people felt strong and aspiring, and the regents sought the man who with a broad vision could comprehend the situation, could harmonize the active forces and give freedom of growth to each as the times demanded.

Such a man they found in Cyrus Northrop of New Haven. Under his wise administration the university has won the entire confidence of the public, has received the generous support of the legislature in greatly increased appropriations, and an increase in students in every department, from 310 in 1884, of whom a large part were in the preparatory department, to over 3,500 in all departments at the present time. During this time the several departments contemplated in the charter have been organized and developed. The accompanying tables will show the dates of organization and the annual enrollment.

THE SUPPORT OF THE UNIVERSITY

consists of (1) Income from United States land grants; (2) Government money appropriations; (3) The $\frac{23}{100}$ state mill tax; (4) Tuitions in the law and medical departments; and (5) Registration fees in the academic departments.

The land grants consist of the University grant which we have considered, and the Agricultural College land grant of 1862, appropriating 120,000 acres for the benefit of agriculture and the mechanic arts. As we shall later refer to this grant and its history, it is sufficient to say that by an act of legislature approved February 18, 1868, the two grants were merged, and the fund accruing from the sale of the lands is now known as the Permanent University Fund.

For the further encouragement of education in agriculture and the mechanic arts, Congress by act approved August 3, 1890, made a standing appropriation for this and other states of \$15,000 the first year, with an increase of \$1,000 each succeeding year until it should reach the sum of \$25,000, at which sum it should remain permanent.

The appropriations by the state have been for buildings, equipment, and current expenses. For the latter a standing appropriation of $\frac{15}{100}$ of a mill was voted in 1893, increased to $\frac{20}{100}$ in 1895, and to $\frac{23}{100}$ in 1897, upon the assessed valuation of the property of the state.

Table IV, accompanying this narrative, gives the aggregate amounts received from all sources for the support of the university, normal schools, and other state schools, as reported by the State Auditor.

BUILDINGS OF THE UNIVERSITY.

In 1884 there was but one of the present group of buildings on the campus—the Main building. Since that time nineteen new buildings have been added to the campus, and eighteen to the campus of the School of Agriculture and Experiment Station. The aggregate expenditure of the state for all the University buildings has been \$1,450,642.

INDUSTRIAL EDUCATION.

We have already observed that a history of education is more than a record of the increase of its material resources in funds and buildings. These are the foundation and framework of a successful system; but the history itself, that in which all else finds its value, is in its adaptation to the developing life of the people. The ancient university and all its colleges belonged to an aristocratic civilization. The state university belongs to the people, and, accordingly, must be democratic. It must not only be great as the crown and ornament of the people's schools, but it must be greatest in service.

It has been the fortune of Minnesota to develop its institutions at a time when the great industrial problems of our modern civilization are pressing upon us, and our history must, therefore, be a contribution to their solution.

THE AGRICULTURAL COLLEGE.

By an act of the legislature approved March 10, 1858, a quantity of land in McLeod county was "set aside for the pur-

pose of an experimental farm and a site for an Agricultural College," to be "under the control of the President and Executive Committee of the State Agricultural Society." The Board of Education of the Agricultural College was to consist of twelve members, to be elected by the State Agricultural Society. In 1861 the legislature donated to this college all the "swamp lands" within the boundaries of McLeod county. The conditions of the times in financial stringency during the Indian war and the Civil war prevented all action under this law, and nothing was done until after the war, in 1866.

The Legislature on January 27, 1863, had accepted the Agricultural land grant from the United States, given by an act of Congress approved July 2, 1862, to the several states for the support of colleges of agriculture and the mechanic arts, "an amount of public land equal to 30,000 acres for each Senator and Representative in Congress to which the states are respectively entitled under the census of 1860," and had authorized the Commissioner of the General Land Office to select the lands donated. This donation of lands and the close of the war revived the interests of the Agricultural College, and the question pressed for decision, What disposition shall be made of the agricultural land grant?

The presumption was in favor of the agricultural college already established. The state university having provided in its charter for the organization of a college of agriculture and mechanic arts, it was urged by the representatives of the university that the best interests of the state and of the industries named in the grant would be served by uniting this with the university grant in the support of a college of agriculture and mechanic arts as a department of the university. The financial condition of the university was still uncertain, and the regents, Pillsbury, Merriman, and Nicols, were not yet ready to report. Therefore, to meet the exigencies of 1866, and to preserve the grant intact, under the management of Senator Pillsbury, by an act approved March 2, 1866, the grant was made over to the Agricultural College at Glencoe. In 1867 the regents reported the university indebtedness liquidated, with 32,000 acres of the territorial grant still in possession of the university.

Here I may well quote from an address of Regent Pillsbury before the alumni of the university: "The friends of Mr. Hill

[representing the Glencoe Agricultural College] held a conference with the Senator from East Hennepin [Regent Pillsbury], on the question of uniting the Agricultural College grant with that of the University, as it was apparent to them that they could not obtain appropriations for buildings, and that the grant was likely to be divided up among the normal schools, the Senator advocating that it would be much better for Hill's institution, the university, the state, the friends of agriculture and of education, to consolidate the two grants, and thus make a good, strong educational institution, which view Mr. Hill and his friends finally accepted, with the provision that the swamp lands which had been granted by the state to the agricultural college should be re-granted to the County of McLeod, to endow Stevens Seminary, which seminary was to be organized and established by an act of that present Legislature. The friends of each institution were to co-operate in the passage of the bill to consolidate the Agricultural College grant with the University, and to endow Stevens Seminary by the transfer of the swamp lands formerly granted by the state to the Agricultural College."

The act of consolidation was approved February 18, 1868. "An act to establish Stevens Seminary and endow the same with 4,684 acres of swamp land, was also passed by the Legislature and became a law on March 6, 1868." It was recognized at the time, and is still well known to our older citizens, that the leading responsibility and management of this plan of transfer was with the Senator and Regent Pillsbury. To this interest he gave his individual attention and efforts until its final accomplishment.

With the remains of the territorial grant, the state university grant, made in 1870, and the agricultural grant of 120,000 acres, the university had an available endowment of some 200,000 acres for its support. The increase of the Permanent Fund accruing from the sale of lands will be seen in the table attached.

Minnesota followed the example of Wisconsin, in establishing a College of Agriculture as a department of the university, while Michigan and Iowa were of those states which separated their industrial colleges from the university, and organized them in distinct institutions. Beginning with 1868, the date of the present charter, an experimental farm of 96 acres, located just east of the campus, was purchased for \$8,500, and Professor E.

H. Twining was elected to the department of Science and Agriculture. A preparatory course of two years was offered "adapted to the wants of students fitting for the agricultural college." The studies of the first year were arithmetic, grammar and composition, geography, algebra, and physiology; and of the second year, algebra, bookkeeping, natural philosophy, and chemistry.

For the following twenty years the history of this department is one of struggle and experiment to satisfy the demand for an agricultural education. In his first report President Folwell gave his estimate of the importance of high intellectual training for students of agriculture, and said that "mere manual dexterity and technical cleverness are not the final wants of American farmers and artisans." In his report to the Legislature, the President of the Board of Regents said: "Thus far, all the students who have desired work have been employed in taking care of the university buildings, the farm, and the grounds. The number of students who signify the desire to pursue the agricultural course continues to be small. But all things are in readiness, and we only need to have the farmers send their sons to put this department in a flourishing condition."

THE NEW EXPERIMENTAL FARM.

By legislative authority, granted in 1881, the regents proceeded to the sale of the old experimental farm, and to re-invest in the one now occupied. In this transaction Regent Pillsbury assumed the entire responsibility, and gave his time and financial skill toward gaining the greatest possible advantage to the department of agriculture, and with a heartiness as if the profits were to be his own. Under his direction the old farm was platted into some three hundred lots, and at public auction, October 11, 1882, one-half of them were sold for \$47,400.

The new farm was known as the "Bass Farm," located on the Como road, between the Twin Cities, and consisted of 155 acres. This was bought for \$200 an acre, or \$31,000. The entire surplus, after paying for the new farm, was devoted to its improvement and the erection of buildings for the accommodation of the department of agriculture.

And yet the problem of agricultural education was not solved. Whether the farmers themselves were really ready to support the department, or whether what was offered was adapted to the agricultural conditions and demands, was in dispute. It appears from the records, that for twenty-five years the department of agriculture was almost literally without patronage. One, two, and three students was the limit of enrollment; and one graduate in each of the years 1880, '83, '85, and '87, was the result in the completed course.

THE SCHOOL OF AGRICULTURE.

In 1887, and again in 1889, a bill was introduced in the Legislature separating the Agricultural College and land grant from the University, and placing them under a separate board as a separate institution. But in the intervening year, 1888, according to plans suggested by Regent Kiehle, a School of Agriculture was established by the University, holding sessions only from October until April. The school opened under the principalship of William W. Pendergast, with an enrollment of forty-seven students. From the first, this school was a standing protest against the plan of separation, and the immediate and continued success of the school caused all opposition to melt away.

Under the wise management of its officers and instructors it has merited and won the enthusiastic support of the agriculturists of the state, and has received from the legislature every appropriation asked for in buildings and equipment; and it has become the center about which have clustered the experiment station, farmers' institutes, dairy schools, and the stated agricultural meetings.

In 1897, upon the motion of the farmers themselves, it was determined to open a department for the daughters of farmers, in which the aim should be the culture and education of homemakers. It has been made to include the culture of home life, the domestic occupations of the complete home in domestic science, cooking, sewing, dairying, horticulture, and whatever promises to make the home of the prosperous American farmer wholesome and attractive. For the care, comfort, and home cul-

ture of these young ladies, the state has provided most liberal accommodations in buildings, equipment, and instruction.

The appended table shows that in the fourteen years of the existence of this school the attendance of young men has increased from 47 in 1880 to 328 in 1902; and the total number of graduates is 353. Of these graduates, 82 per cent. are employed at present in agriculture and the allied branches. In the young ladies' department, during the five years of its existence, the enrollment has grown from 33 in 1898 to 122 in 1902; and the graduates from three in 1899 to 23 in 1902.

The support which this school gives to the College of Agriculture appears in this, that the aggregate enrollment in this college for the period of the school has been 179.

PROFESSIONAL DEPARTMENTS.

The professional colleges of law and medicine have, for many centuries, been identified with university education, and have been patronized by the students of government and science. These colleges were readily and naturally opened as the regents considered the time propitious.

The Department of Medicine, the outgrowth of the medical examining board established in 1883, was organized in 1888, with Dr. Perry H. Millard as its first dean. In buildings, laboratories, and general equipment, it is thoroughly provided, and sustains a four year course. It contains the Colleges of 1, Medicine and Surgery; 2, Homeopathic Medicine and Surgery; 3, Dentistry; and 4, Pharmacy. The total enrollment of all its colleges for the last year (1901-'02) was 551, and the number of alumni is 728.

The College of Law was organized in 1888 under the deanship of W. S. Pattee, LL.D. Its development has been rapid in enrollment, and its curriculum takes high rank for its scholarship and thoroughness. Its enrollment for 1901-'02 was 503; and its alumni number 857.

DEPARTMENT OF PEDAGOGY.

The complete history of the university, in the organization of its departments to meet the demands of modern life, requires a

record of the development of the department of pedagogy, or the science of education. A half century ago, the public mind was impressed with the importance of the common schools, and with the necessity for trained teachers. This was known as the normal school movement, of which we have already treated. In laying the broad foundations of the university this interest was recognized, and in the act of 1851, establishing the university, it was provided that the "university shall consist of five departments," one of these being "the department of the theory and practice of elementary instruction." Again, after the organization of the state, the legislature, in 1860, provided that "there shall also be a department for the training of teachers for the common schools of the state, in which shall be taught the theory and practice of teaching, and everything that will tend to perfect the elementary and other schools of the state." It is well worth while that we recognize the democratic attitude of the friends of the university, and their interest in the improvement of all the schools of the state. In the years following, the normal schools, in this as in other states, became the leaders in elementary education, and were devoted to the single purpose of training teachers for the common schools.

Accordingly, and, as it seems, naturally, in the reorganization of the university under its present charter (1868), this section, and all expressed provision for a department of pedagogy, was omitted. But that was a generation ago. In the meantime America has been under the intellectual influence and direction of Germany, from whom she learned her first lessons in the philosophy of education as applied to elementary schools.

Our teachers have learned in the universities of Germany that education is a process subject to physical and mental laws, that cause and effect rule as absolutely in the domain of education as in that of mechanics, though on a plane immeasurably higher, and that conscious and intelligent skill is not to be limited to the care of children. They saw the technical and classical schools of Germany taught by university men trained to their work professionally, and with results that put our own to shame. Gradually, the sentiment strengthened in America that teaching is a profession, and that the principles of pedagogy are as applicable to our schools of secondary education as to our primary.

This movement was felt in our own university. As early as 1873, President Folwell, in his report to the regents, said: "I am of the opinion that after some years it will be desirable to open in the university, as the proper place, a normal department for training teachers of higher schools."

The first response to this advancing sentiment appeared in 1885, when Harry P. Judson, Professor of History, was appointed to give a special course of lectures on teaching. In 1893, by unanimous vote of the regents, the chair of pedagogy was established, and to its duties D. L. Kiehle was appointed.

That the decision to establish this department was timely and wise is evident from these facts: that the legislature, in support of secondary or high schools, has required that all graduates of the university who were to be recognized as qualified teachers in high schools must have pursued the prescribed courses of pedagogy; that the classes of this department, according to its last report (1902), had 102 members, and that of the graduating class 40 per cent. of the whole number, and 60 per cent. of the ladies, held the University Teacher's Certificate.

SECONDARY EDUCATION.

In early education, all emphasis was placed on the two extremes, the common schools for the people at large, and the college or university for the higher classes; and so there was an impassable gap between the two. The traditional feeder to the college of the eastern states was the academy and the private school. In the west these intermediate schools were generally wanting. On the other hand, our common schools had no intermediate school to which they could promote, and especially none in which to prepare for the university.

And hence the history of high schools must be studied from the two directions, the demands of the common schools, that their more ambitious and capable students be given a better preparation for business and industrial life; and also of the university, for a proper preparation of its entering classes.

As was reasonable, the representatives of these two interests co-operated in establishing, as a third subdivision of our school system, the state high school, which is unique in its twofold re-

lation, as (1) the academy of the university, and (2) the college of the people. The opposition that attaches to all progressive movements at the first declaimed against taxing the public for more than rudimentary education, while these same objectors were sending their sons to a state-supported university. However, the principle of an entire system of public education prevailed, and development began.

In 1853 Superintendent E. D. Neill secured the enactment of a law providing that, "The trustees of any two or more districts may, by a concurrent vote, agree to establish a grammar school for the older and more advanced children of such district." The word "grammar" was used in its traditional sense to include the classical and other languages.

In 1860 the legislature authorized the City of St. Anthony to establish "two grammar schools," and "a central high school, where instruction in the higher English branches shall be given." This law, amended the following year to include the teaching of the languages, was the beginning of our high school movement.

But the period of the positive advance of our high schools, both in number and in scholarship, dates from the time when they came under the inspiring and moulding influence of the university and the state. In 1869 President Folwell, in his first report to the regents, said: "Our system of public instruction will not be an organized whole until the 'Secondary schools' are graded, not merely with reference to the primary schools below, but to the university above."

STATE HIGH SCHOOLS.

The legislature of 1878 passed the first state high school law, embodying these features: (1) A State High School Board consisting of the State Superintendent of Public Instruction, the President of the University, and a third member to be appointed by the governor. (2) The sum of \$400 was apportioned to each graded school which (a) admitted properly prepared students free of tuition; (b) gave instruction fitting for the sub-freshman class; and (c) should agree to the inspection of its classes by the high school board.

Mr. Charles S. Bryant was appointed as a member of the board, and acted as its inspector with an earnest and intelligent

enthusiasm. To the legislature of 1879 State Superintendent Burt reported 33 schools in which Latin was taught to 628 pupils, and in six of these schools Greek was taught to 46. The appropriation for this encouragement of higher education was \$8,000, but by an oversight it was not made annual. Hence, after one year its operation was suspended.

In 1881 the law was re-enacted with several amendments, chiefly the following:

(1) The Governor, *ex-officio*, was made the third member of the board. (In 1901 the third member was made appointive.)

(2) High schools shall provide "orderly courses of study embracing all the branches prescribed as a pre-requisite for admission to the collegiate department of the University of Minnesota."

(3) The board may appoint "competent persons to visit and inspect any schools, and to make report thereon."

(4) "The board shall have power to establish suitable rules and regulations relating to examinations, reports, acceptance of schools, courses of study, and other proceedings under this act."

(5) The sum of \$20,000 was appropriated annually for the purposes of this act.

The operation of this new law began with the administration of D. L. Kiehle as state superintendent of public instruction, and *ex-officio* member of the high school board.

In the larger interests of the high schools, completing the education of many for the business life, as well as fitting others for the higher education of the university, the superintendent of public instruction recommended that the board enlarge and emphasize the policy hitherto adopted, and, besides looking immediately and chiefly to the interests of the university in the supervision of high schools, that the board adopt a more general plan of building up these high schools in proportions answering to their twofold relations; and this by means of more definite rules, requiring thoroughly prepared teachers, a well-balanced course of study, a classification of the schools according to their advancement, a systematic written examination of classes by the board, and issuing the certificates of the board to students passing, which certificates should be accepted in lieu of entrance examinations to the university. This plan was approved and adopted by the

board, and at once was set in operation. The president of the university took charge of the examinations, and the Superintendent of Public Instruction, as secretary, looked after the inspection and general business of the board.

In 1893 the legislature authorized the appointment of an inspector of State high schools at a reasonable compensation. Under this act George B. Aiton was appointed inspector. Under his diligent and wise administration to the present time, the high schools have attained to a degree of efficiency in number and scholarship that makes them the pride of the state.

The number of high schools has increased from 39 in 1881 to 141 in 1902. The annual appropriation for their support has increased from \$20,000 in 1881 to \$217,000 in 1903; and for the support of the individual schools, from \$400 in 1881 to \$1000 in 1902, and to \$1600 in 1903, with the provision that in case the amount appropriated will not suffice, the appropriation shall be apportioned pro rata.

A detailed enumeration of the features of progress in our high schools is impossible within these limitations. In number, in buildings, in equipment, in apparatus and libraries, and in the liberal provision made for instruction, these schools have kept abreast of the age, and now fill completely the gap that once existed between the common schools and the university.

GRADED SCHOOLS.

The supervising authority of the state high school board has been further extended to include the graded schools, numbering 119, which have been already reported as the advanced common schools articulating with the high schools. They receive state aid annually to the amount of \$550 each, and are under the inspection of Albert W. Rankin, an appointee of the board, who has served in that relation to the present time.

SEMI-GRADED AND RURAL SCHOOLS.

The marked improvement of the high schools and the graded schools under the influence of the aid given by the state in money and stricter supervision determined the legislature to offer the encouragement of financial aid under strict conditions to

semi-graded and rural schools. These conditions were that, for semi-graded schools, the district should be provided with suitable buildings, libraries and apparatus, and that a school of eight months should be maintained each year, organized in at least two departments with a suitable course of study, and taught by competent teachers, one of whom shall hold a state certificate of the first grade, or its equivalent. These schools receive state aid annually to the amount of \$225 each.

Rural schools that meet the above conditions, with the exception that they are not required to maintain two departments, receive \$125. These schools remain under the supervision of the county superintendents.

This survey completes what is recognized as our public school system. It is complete in offering every child of the commonwealth a free education, and progressive from the primary grade to the university. Every grade points upward toward the university; and to the university itself as the aid and support of all below.

SCHOOLS FOR DEFECTIVES.

In its school system the state educates itself. The children in the schools will soon be the citizens of the state, assuming all its duties and responsibilities. But besides these, the state has another large class of its children, who, by reason of physical defects and the lack of proper moral environment in family and social life, are beyond the reach of the educating influences of the public schools, and may never assume the responsibilities of citizenship. These are the deaf, the blind, the homeless waifs, the imbecile, and the morally depraved. As the state, in benevolent spirit, builds hospitals for the care of the sick, who would otherwise die of neglect, in the same spirit the state undertakes to educate these defectives in special institutions, and by instruction especially adapted to their condition. This class of schools can be only outlined, but must not be overlooked in an estimate of the comprehensiveness of the plan of the state in the care of all its children.

The children who are defective in sight, hearing, or intelligence, and who therefore cannot be taught in the common schools, are provided for by the state in three separate institutions located

in the city of Faribault. In these they are provided with homes and are given an education adapted to their condition.

The legislature of 1863 appointed a commission, consisting of George F. Batchelder, Rodney A. Mott, and David H. Frost, and authorized them to provide for the relief and instruction of the indigent blind and deaf of the state. In September following a school was opened in a hired building under R. H. Kinney, principal, with one matron, one teacher, and a class of five, soon increased to eight, deaf children, three of whom were feeble-minded.

In 1865, the limiting term "indigent" was removed from the statute; and by the same legislature provision was made for a permanent board of five directors, adding the governor and state superintendent of public instruction as ex-officio members of the original number.

The history of this institution is a record of the cordial interest which the citizens of Faribault have taken in the care and the beneficent purposes of these schools. Of the twenty-three different citizens who have served on the board, three have served notably the longest of all in the state,—T. B. Clements, twenty-five years; Hudson Wilson, thirty-three years; and R. A. Mott, thirty-eight years.

In 1879, the legislature appointed a commission of expert physicians to visit the state hospitals for the insane and select from them such idiotic and feeble-minded children as, in their opinion, were proper subjects for special care and instruction, and to assign them to this board for care and training. As a result, twenty-two were selected and placed in a school that same fall with Dr. George H. Knight of Connecticut as principal.

In 1881, the school was incorporated as a department of the institution for defectives, and epileptics were added to be cared for. Until that time the superintendency of all departments had been under Dr. J. L. Noyes; but then they were separated, Dr. Noyes retaining charge of the deaf, leaving Dr. J. J. Dow as superintendent of the blind, and Dr. Knight as superintendent of the feeble-minded.

Until August, 1901, the three departments were administered under the original board, at which time that of the feeble-minded was transferred to the State Board of Control. The entire num-

ber received under the care of this department to the end of the scholastic year, June, 1902, is 1,582.

1. The school for the blind is free to all blind children in the state between the ages of eight and twenty-six years. Board, care, and tuition, are furnished without charge. The school is equipped with all the appliances of a modern school of this class. Special instruction is given in music, and in manual training and industrial work, such as sloyd, broom-making, hammock-weaving, bead-work, basket-work, and sewing. The course of study embraces a period of seven years, beginning with the kindergarten and ending with the usual English studies required for entrance to the high school.

2. The school for the deaf is free to all deaf children between eight and twenty-five years of age whose parents or guardians are citizens of the State. The school course is seven years, which by the vote of the directors may be extended three years. About one-third of the time is devoted to industrial training in carpentry, and cabinet making; and for girls dressmaking, plain sewing and cooking. Of the total enrollment (947) to June, 1902, 551 were males and 396 were females.

Upon completion of the course of this school examinations are given for entrance to Gallaudet College, to which twenty-seven have been admitted, giving Minnesota second place—Iowa being first—of the number sent to college as compared with the total deaf population of the state. Of the Minnesota students who have attended college, ten have become teachers; one, a supervisor; one, a founder and superintendent of a school for the deaf; one, a matron of a school; one, an artist; one, an architect; one, an editor; three, government clerks; and one, a banker.

Of those who have graduated from the school twenty-six are, or have been, teachers; and others are found in various callings, as book-keepers, clerks, artists, merchants, and similar occupations. All this shows that out of the indigent and dependent, the state has educated self-supporting and useful citizens.

3. For the feeble-minded a main building has been provided at a cost of \$290,000. It is divided into a north wing for girls, and a south wing for boys, leaving the middle part for administrative rooms, hospital, assembly hall, industrial rooms, and the culinary department.

The children are grouped into "families" for home life, each group being under the care of an attendant during the hours when not in school. This grouping is arranged both according to age and congeniality. In the school rooms the groupings are arranged according to comparative mental ability. During the year 1901-'02 the enrollment was 474 males and 397 females. Of this number 325 were in the school department. A large percentage promise to become self-supporting.

4. The Minnesota State Training School for Boys and Girls was given its present name—changed from State Reform School—to avoid the appearance of separating these youth from society, and of identifying them with the criminal classes.

The school, formerly at St. Paul, is now located at Red Wing on a tract of 450 acres of land. It is provided with an administrative building and separate cottages for boys and girls. Its purpose is to counteract the results of idleness and evil companionship by moral and intellectual instruction, and by training to habits of industry through useful and remunerative occupations. The school is organized on what is known as the "open family plan." It is divided into families of from fifty to seventy-five, according to ages, each family being in charge of a family manager, a teacher, and a housekeeper. The cost of maintaining the school, for the year ending July 31, 1902, was \$126,439, of which a part was defrayed by the industrial work. The cost of buildings has been \$335,504.

SCHOOL FOR DEPENDENT AND NEGLECTED CHILDREN.

This school, known as the State Public School, was established in 1885. It provides a temporary home and school for the dependent and neglected children of the state. In the school all bodily wants are cared for, and instruction is given in morals and the common school branches. The average time of retention being ten months, no systematic training in trades is undertaken; but all are well occupied in the various industries and services of this State home.

Through an organized state agency children are provided with homes in families, which are regularly visited to learn of the condition and care that is given the children.

Up to January 1, 1903, there had been received, from 76 of the 82 counties, 2,474 children—1,519 boys and 955 girls. Of this number all but 257, then in the school, had been placed in family homes. Of those so placed 1,030 still remained under the supervision of the school. Information gained by visitation showed that 84 per cent. had developed into young men and women of good character. The cost of the entire property has been \$226,910.

CONCLUSION.

Taking a summary and general view of what Minnesota has done and is doing for the education of its children, we find that the aggregate expenditure and present valuation, in round numbers, is as follows:

I. BUILDINGS AND PERMANENT IMPROVEMENTS.

1. By the State	\$ 3,500,000
2. By Special and Independent Districts.....	12,000,000
3. By Common School Districts	4,000,000
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Total	\$19,500,000

II. FOR ANNUAL SUPPORT.

1. By the General Government—Revenue from land grants, and money	\$ 590,000
2. By the State	1,400,000
3. By School Districts	3,000,000
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Total	\$ 4,990,000

These amounts are necessarily approximate; yet they are sufficiently accurate to answer the purpose of a general estimate of the material expression of the worthiest impulses and principles of our people in the care of those who are the future hope and honor of the State.

Another view, higher than the merely financial one, is the successful application of the state's intelligence to the develop-

ment of its system to comprehend every stage and aspect of its civic and industrial life. In the geography of our state, we see that every stream, rivulet, and spring, finds its way to the great ocean, and so makes itself a contributing part of the great system of waters; likewise, so complete is our system of education that every vocation of life, every gradation and degree of culture,—artisan and statesman; the care of the plant, and the protection of human life; the child at his alphabet, and the mature student of the philosophy of life; the brilliant genius, and the unfortunate imbecile; the child of the poorest, and the son of the richest,—all are comprehended in the provisions of our system of education, so far perfected that it stands at the forefront of all that human wisdom has devised for the improvement of the race and the perpetuation of human institutions.

And now, in what we have accomplished, we have a guarantee for the future, that the problems still unsolved and the defects still unremedied will find their solution, and that completeness will ultimately crown our history with the honors of intelligence and philanthropy.

TABLES AND STATISTICS.

TABLE I.

Showing the Complete List of Educational Officers of the State and of State Institutions.

I. SUPERINTENDENTS OF PUBLIC INSTRUCTION.

	Term Begun.	Ended.
Edward D. Neill	March, 1851	1853
E. W. Merrill	August, 1853	1854
M. C. Baker	March, 1854	1855 (?)
W. S. Hall	1855 (?)	(?)
Edward D. Neill	April, 1860	May, 1861
B. F. Crary	May, 1861	July, 1862
James H. Baker (1)	July, 1862	November, 1862
D. Blakeley (1)	November, 1862	January, 1866
H. C. Rogers (1)	January, 1866	April, 1867
Mark H. Dunnell	April 1, 1867	August 1, 1870
Horace B. Wilson	August 1, 1870	April 3, 1875
David Burt	April 3, 1875	September 1, 1881
David L. Kiehle	September 1, 1881	September 1, 1893
Wm. W. Pendergast	September 1, 1893	January 21, 1899
John H. Lewis	January 21, 1899	January 25, 1901
John W. Olsen	January 25, 1901	

(1) Ex-officio, as Secretary of State.

II. PRESIDENTS OF THE UNIVERSITY OF MINNESOTA.

Edward D. Neill (1)	March, 1858	May, 1861
W. W. Washburn (2)	September, 1867	June, 1869
William W. Folwell	September, 1869	May, 1884 (3)
Cyrus Northrop	September, 1884	

(1) Chancellor. (2) Principal. (3) Resigned May, 1883

III. PRESIDENTS OF THE STATE NORMAL SCHOOLS.

1. Winona.

John Ogden	September, 1860	September, 1861
William F. Phelps	November, 1864	June, 1876
Charles A. Morey	September, 1876	June, 1879
Irwin Shepard	September, 1879	June, 1898
J. F. Millspaugh	September, 1898	

2. Mankato.

George M. Gage	September, 1868	June, 1872
Julia A. Sears (1)	September, 1872	June, 1873
D. C. John	September, 1873	June, 1880
Edward F. Searing	September, 1880	October, 1898
Charles H. Cooper	January, 1899	

(1) Acting.

3. St. Cloud.

Ira Moore	September, 1869	June, 1875
David L. Kiehle	September, 1875	June, 1881
Jerome Allen	September, 1881	June, 1884
Thomas J. Gray	September, 1884	June, 1890
Joseph Carhart	September, 1890	June, 1895
Geo. F. Kleeberger	September, 1895	June, 1902
Waite A. Shoemaker	September, 1902	

4. Moorhead.

L. C. Lord	August, 1888	June, 1898
Frank A. Weld	September, 1898	

5. Duluth.

E. W. Bohannon	September, 1901	
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TABLE II.

Showing the Amounts and Income of the Permanent School Funds and the School Enrollment for Every Fifth Year.

	University, Permanent Fund.	Income.	Permanent School Fund.	Income.	Enroll- ment.
1862	\$.....	\$.....	\$ 242,531	\$ 12,308	32,560
1867	840	196	1,587,210	91,906	68,870
1872	145,121	17,093	2,739,089	163,555	120,352
1877	353,989	37,843	3,403,219	200,982	152,023
1882	625,124	29,813	5,372,326	267,082	189,239
1887	837,361	35,296	8,258,096	352,822	245,481
1892	1,000,445	38,634	10,132,867	515,333	300,333
1897	1,202,893	49,266	11,823,145	551,941	371,889
1902	1,334,035	53,698	14,316,389	592,554	414,671

TABLE III.

Showing the Total Cost of Buildings and Permanent Improvements for Educational Institutions, including 1901-1902.

State University, from 1867.....	\$1,450,642
State Normal Schools, from 1866.....	751,000
Schools for Defectives, from 1866.....	883,250
State Training School, from 1867.....	335,504
State Public School, from 1886.....	219,774
Total	<u>\$3,640,170</u>

TABLE IV.

Showing Annual Disbursements for the Current Expenses of Educational Institutions for Every Fifth Year..

	University.	Normal Schools.	Defectives.	Reform.	State Public School.
1861	\$.....	\$ 1,318	\$.....	\$.....	\$.....
1867	11,508 ('69)	5,000	.....	.....	.....
1872	21,000	26,212	20,000	12,000	.....
1877	39,000	30,000	28,000	27,000	.....
1882	43,881	37,023	45,074	32,000	.....
1887	84,100	50,000	74,874	35,000	13,026
1892	184,624	86,520	111,017	56,723	24,258
1897	283,716	122,604	166,550	58,186	34,889
1902	415,104	134,007	187,388	58,712	38,053

TABLE V.

Showing the Enrollments and Graduations of the Normal Schools at Winona, Mankato, St. Cloud, and Moorhead, from the beginning.

	ENROLLMENT.		Total Graduates.		ENROLLMENT.		Total Graduates.
	Male.	Female.			Male.	Female.	
1861	29a	30	..	1883	228	466	63
1863	..	..	..	1884	197	475	94
1864	4	28	..	1885	321	632	75
1865	9	41	..	1886	354	690	115
1866	13	67	14	1887	301	617	140
1867	13	74	11	1888	240	579	122
1868	22	100	16	1889	213d	558	116
1869	76b	245	39	1890	244	525	129
1870	115c	337	31	1891	242	731	125
1871	148	345	71	1892	245	785	231
1872	130	320	64	1893	246	771	219
1873	142	429	42	1894	274	809	237
1874	176	422	62	1895	301	931	257
1875	188	500	60	1896	328	1150	291
1876	140	532	73	1897	335	1039	345
1877	167	344	77	1898	355	1385	279
1878	148	287	57	1899	414	1640	367
1879	127	287	83	1900	325	1121	379
1880	138	264	85	1901	266	1117	465
1881	166	307	59	1902	255	1093	308
1882	220	465	61	....	...	....	...

First enrollments: a. Winona; b. Mankato; c. St. Cloud; d. Moorhead.

TABLE VI.

Showing Enrollment and Graduations in the several Departments of the University.

	Coll., Sci., Lit. and Arts.				Professional Colleges.				Industrial Colleges.		School of Agriculture.		
	M.	F.	Tot.	G.	M.	F.	Tot.	G.	M.	G.	M.	F.	G.
1868	...	...	72 ^e	...	....	..	....	...	...	..	...	...	..
1869	108	38	146	...	....	..	....	...	...	..	...	...	..
1870	138	74	212	...	....	..	....	...	...	..	...	...	..
1871	165	60	225	...	....	..	....	...	...	..	...	...	..
1872	202	63	265	...	....	..	....	...	...	..	...	...	..
1873	202	76	278	2	....	..	....	...	3	..	...	...	..
1874	203	84	287	2	....	..	....	...	4	..	...	...	..
1875	186	49	235	6	....	..	....	...	7	3	2	...	..
1876	193	71	264	9	....	..	....	...	5	3	2	...	..
1877	209	93	302	15	....	..	....	...	3	1	1	...	..
1878	234	136	370	15	....	..	....	...	3	1	1	...	..
1879	259	133	382	24	....	..	....	...	3	2	3	...	..
1880	209	97	306	18	....	..	....	...	2	0	1	...	..
1881	182	88	270	28	....	..	....	...	1	0	...	...	..
1882	159	75	234	33	....	..	....	...	18	1	...	...	..
1883	122	76	198	22	....	..	....	...	85	3	10	...	..
1884	131	75	206	21	....	..	....	2 ^a	82	3	...	...	..
1885	134	83	217 ^f	13	....	..	....	2	92	4	...	...	..
1886	205	88	293	18	....	..	....	3	113	1	...	...	..
1887	124	97	221	25	....	..	....	2	71	3	14	...	..
1888	200	134	334	34	....	..	....	0	152	4	10	...	..
1889	236	151	387	27	174	9	183	24 ^b	174	1	47 ^h	...	..
1890	259	221	480 ^g	45	254	11	265	63	181	12	78	...	4
1891	264	255	519	45	357	17	374	79	193	5	104	...	18
1892	267	270	537	54	449	21	470	98	254	10	101	...	9
1893	251	380	631	84	516	32	548	152	204	14	114	...	21
1894	203	476	679	80	569	25	594	156 ^c	255	11	144	...	19
1895	238	484	722	108	657	31	688	170	247	18	204	...	25
1896	311	508	819	117	740	27	767	213	306	16	269	...	28
1897	332	577	909	129	717	30	747	164	320	27	335	...	28
1898	350	590	940	139	832	26	858	158	339	27	276	33	23
1899	361	546	907	152	887	35	922	165	387	18	257	56	34 ⁱ
1900	359	582	941	141	1044	40	1084	231 ^d	434	32	328	79	45
1901	418	675	1093	157	959	37	996	240	521	27	338	80	63
1902	333	846	1179	208	1016	38	1054	249	630	19	328	122	70

First Graduations: a. Medicine; b. Homeopathic Medicine, Dentistry, Law; c. Pharmacy; d. Pharmaceutical Chemistry.

e. Including 3d and 4th year prep. classes. f. 4th year prep. class discontinued. g. 3d year prep. class discontinued. h. School of Agriculture opened. i. First graduation of ladies.

TABLE VII.
Institutions of Higher and Secondary Education other than State Institutions.

Name.	Place.	Year of Organization.	Religious Affiliations.	President.	Instructors.	Enrolled.
Albert Lea College.	Albert Lea.	1885	Presbyterian.	Kath. I. Hutchison, Principal.	12	84
Carleton College.	Northfield.	1867	Congregational.	W. H. Sallmon, D. D.	21	302
Gustavus Adolphus College.	St. Peter.	1875	Lutheran.	M. Wahlstrom, D. D.	18	380
Hamline University.	Hamline, St. Paul.	1884	Methodist Episcopal.	Geo. H. Bridgman, D. D.	40	500
Macalester College.	Macalester Park, St. Paul.	1884	Presbyterian.	James Wallace, Ph. D.	14	180
Parker College.	Winnebago City.	1887	Free Baptist.	Edwin A. Day.	9	113
St. Olaf College.	Northfield.	1874	Lutheran.	J. N. Kildahl.	17	361
St. John's University.	Collegeville.	1864	Catholic.	Albert Enger.	25	300
Ansgar College.	Hutchinson.	1902	Lutheran.	H. W. Foght, A. M.	15	204
Augsburg Seminary.	Minneapolis.	1866	Lutheran.	Sister M. Veronica.	8	165
Bethlehem Academy.	Faribault.	1889	Catholic.	Rev. William Pond.	12	100
Breck School.	Wilder.	1889	Episcopal.	Very Rev. J. F. Dolphin, A. M.	7	45
College of St. Thomas.	Merriam Park, St. Paul.	1885	Catholic.	Prof. Theo. Buenger.	17	230
Concordia College.	St. Paul.	1892	Lutheran.	R. Bagstad.	5	110
Concordia College.	Moorhead.	1891	Lutheran.		10	220
Glenwood Academy.	Glenwood.	1894	Lutheran.		154	154
Holy Trinity School.	New Ulm.	1875	Catholic.	Rev. H. B. Sandmeyer.	8	400
Luther Academy.	Albert Lea.		Lutheran.		5	
Luther Seminary.	Hamline, St. Paul.	1883	Lutheran.	Rev. J. Schaller.	6	60
Martin Luther College.	New Ulm.	1893	Lutheran.	A. C. Youngdahl.	6	130
Northwestern College.	Fergus Falls.	1900	Lutheran.		6	60
Park Region Luther College.	Fergus Falls.		Lutheran.		7	125
Red Wing Ladies' Seminary.	Red Wing.	1894	Lutheran.	H. Allen.	100	100
Red Wing Seminary.	Red Wing.	1879	Lutheran.	M. G. Hanson.	7	95
St. Mary's Hall.	Faribault.	1866	Episcopal.	Bishop S. C. Kisdall.	17	95
St. Paul's College.	St. Paul Park.	1889	Methodist Episcopal.	Rev. William F. Finkel, A. M.	7	79
Sacred Heart Institute.	Duluth.	1868	Catholic.		7	22
Seabury Divinity School.	Faribault.	1868	Episcopal.	A. A. Butler.	17	188
Shattuck School.	Faribault.	1866	Episcopal.	Charles Boostrom.	13	250
Southern Minnesota Normal.	Austin.	1897	Lutheran.	Rev. Ole Lokensgaard.	5	173
Southern Lutheran Normal School.	Madison.	1883	Lutheran.	Rev. Henry Solum.	6	240
Willmar Seminary.	Willmar.	1882	Congregational.	R. P. Herrick, D. D.	9	205
Windom Institute.	Montevideo.	1885				

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