



Peabody Education Fund.

PROCEEDINGS OF THE TRUSTEES

AT THEIR

THIRTY-FOURTH MEETING,

NEW YORK,

25 SEPTEMBER, 1895.

PEABODY EDUCATION FUND.

PROCEEDINGS OF THE TRUSTEES

AT THEIR

THIRTY-FOURTH MEETING,

NEW YORK, 25 SEPTEMBER, 1895.

WITH THE

ANNUAL REPORT OF THE GENERAL AGENT,

HON. J. L. M. CURRY.

CAMBRIDGE:

UNIVERSITY PRESS: JOHN WILSON AND SON.

1895.

L 1243
P44
34

TRUSTEES

OF THE

PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED
BY MR. PEABODY.

*Hon. ROBERT C. WINTHROP	<i>Massachusetts.</i>
*Hon. HAMILTON FISH	<i>New York.</i>
*Right Rev. CHARLES P. McILVAINE . . .	<i>Ohio.</i>
*General U. S. GRANT	<i>United States Army.</i>
*Admiral D. G. FARRAGUT	<i>United States Navy.</i>
*Hon. WILLIAM C. RIVES	<i>Virginia.</i>
*Hon. JOHN H. CLIFFORD	<i>Massachusetts.</i>
*Hon. WILLIAM AIKEN	<i>South Carolina.</i>
Hon. WILLIAM M. EVARTS	<i>New York.</i>
*Hon. WILLIAM A. GRAHAM	<i>North Carolina.</i>
*CHARLES MACALESTER, ESQ.	<i>Pennsylvania.</i>
*GEORGE W. RIGGS, Esq.	<i>Washington.</i>
*SAMUEL WETMORE, Esq.	<i>New York.</i>
*EDWARD A. BRADFORD, Esq. (resigned) .	<i>Louisiana.</i>
*GEORGE N. EATON, Esq.	<i>Maryland.</i>
GEORGE PEABODY RUSSELL, Esq. (resigned)	<i>Massachusetts.</i>

TRUSTEES OF THE PEABODY EDUCATION FUND.

(Continued.)

The vacancies created by death or resignation have been filled by the election of:—

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
*Hon. A. H. H. STUART (resigned)	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
*Surgeon-General JOSEPH K. BARNES, U.S.A.	<i>Washington.</i>
*Chief-Justice MORRISON R. WAITE	<i>Washington.</i>
Right Rev. HENRY B. WHIPPLE	<i>Minnesota.</i>
Hon. HENRY R. JACKSON (resigned)	<i>Georgia.</i>
Colonel THEODORE LYMAN (resigned)	<i>Massachusetts.</i>
*Ex-President RUTHERFORD B. HAYES	<i>Ohio.</i>
*Hon. THOMAS C. MANNING	<i>Louisiana.</i>
*ANTHONY J. DRENEL, Esq.	<i>Pennsylvania.</i>
Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
President GROVER CLEVELAND	<i>Washington.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>
*Hon. CHARLES DEVENS	<i>Massachusetts.</i>
*Hon. RANDALL L. GIBSON	<i>Louisiana.</i>
Chief-Justice MELVILLE W. FULLER	<i>Washington.</i>
Hon. WILLIAM WIRT HENRY	<i>Virginia.</i>
Hon. HENDERSON M. SOMERVILLE	<i>Alabama.</i>
Hon. WILLIAM C. ENDICOTT	<i>Massachusetts.</i>
Hon. JOSEPH H. CHOATE	<i>New York.</i>
*GEORGE W. CHILDS, Esq.	<i>Pennsylvania.</i>
Hon. CHARLES E. FENNER	<i>Louisiana.</i>
DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>
Hon. GEORGE PEABODY WETMORE	<i>Rhode Island.</i>
Hon. JOHN LOWELL	<i>Massachusetts.</i>

Hon. J. L. M. CURRY, *Honorary Member and General Agent,*
No. 1736 M Street, Washington, D. C.

[To whom communications are to be addressed.]

PROCEEDINGS
OF
THE TRUSTEES OF THE PEABODY
EDUCATION FUND.

THIRTY-FOURTH MEETING OF THE TRUSTEES.

NEW YORK, September 25, 1895.

The Trustees met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Mr. EVARTS, the First Vice-Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, COURTENAY, FULLER, HENRY, CHOATE, FENNER, and GILMAN; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE; after which Mr. EVARTS addressed the Board as follows:—

We meet, gentlemen of the Board, this year in the last week of September, a week in advance of our usual day of meeting in the first week of October, to accommodate a public engagement of two of our members, Bishop Whipple and Treasurer Pierpont Morgan, which calls them to a distant part of the country in their necessary attendance

upon the Triennial General Convention of the Episcopal Church.

The operations of the Board in the administration of the charitable endowment of Mr. Peabody have been conducted with the usual regularity, activity and prosperity during the year under the wise and circumspect direction of them by our General Agent, Dr. Curry. The details of this administration will be laid before you by Dr. Curry, and it is believed that few, if any, changes in the policy and system of the operations of the Board will be needed during the coming year. The wise benevolence of Mr. Peabody in laying out the scheme of administration of the affairs of the Board under the watchful and sagacious eye of Mr. Winthrop, the chairman designated by Mr. Peabody and our only chairman to this day, has made it just and prudent for the Board to repose complete confidence in this conduct of its affairs from the beginning.

We have frequently had occasion at our successive annual re-assembling to lament the death of a valued and beloved associate, but at this time we miss from our meeting the Chairman, who has almost without interruption presided over our deliberations. Last year in his declining health he failed to be present with us, but supplied his absence by a full and eloquent message displaying at once his undiminished zeal in the noble work of benevolence in which we were enlisted and the unimpaired faculties which he always brought to the service of the Board at its sessions and throughout the year.

We have always felt that Mr. Peabody's great purposes in the beneficent endowment which he founded, had he not had at his command the wise counsels of his friend Mr. Winthrop in laying out the comprehensive plan of his great charity and shaping its work to practical and fruitful results, might have missed much of what has so amply

illustrated and justified the wisdom of his design. In the long period which has brought us nearly to the completed term of thirty years, which Mr. Peabody had assigned as the necessary duration of our Trust, we have felt in Mr. Winthrop's constant watch over the working of this charity the living spirit of the Founder in Mr. Winthrop's management of our affairs as well as his own inspirations.

In the long years of active life, of public spirit and public labors, which filled up so fully his daily interests, there was none during the last thirty years in which Mr. Winthrop felt a more solicitous and sedulous concern than in carrying out to its utmost sphere of beneficence the Peabody Endowment.

His very many and quite various positions of public distinction and public usefulness are recorded in the annals of the State and the Nation, and have been celebrated in praise by many eloquent tongues. This is not the place to rehearse these praises nor to select from them special instances of the esteem and admiration with which his countrymen have always regarded him. His whole life from early manhood was marked by notable topics and associations which have been elevated, and his enlightened oratory gave its constant service to the support of good opinions and good institutions. We inscribe upon the pages of the minutes of this annual meeting our esteem, our homage, our affection, and our deep sense of our bereavement suffered in his death.

At the conclusion of Mr. EVARTS's remarks, on motion it was voted that Chief-Justice FULLER, Mr. COURTENAY, and Mr. CHOATE be a Committee to prepare a minute for the records in relation to Mr. WINTHROP.

Mr. EVARTS was chosen Chairman of the Board, and Chief-Justice FULLER First Vice-Chairman, in place of Mr. EVARTS; and Bishop WHIPPLE was re-chosen Second Vice-Chairman.

On motion of Dr. GREEN, the Hon. JOHN LOWELL, of Boston, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. WINTHROP.

Dr. CURRY, the General Agent, presented his Report, which was accepted, and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

It has not seemed fit, since my connection with the Fund as the chief administrative officer, that the death of a Trustee should be made the occasion of a personal tribute to his memory or worth; but our last affliction is so peculiar, comes so close to all of us, affects the Board so vitally in membership and policy, as to justify a departure from the usual silence.

My personal relations and intercourse with Mr. Winthrop were so intimate that it is hard to accustom myself to the great privation. In my cherished possession are hundreds of letters written by him on various subjects, from which it would not be difficult to form a portraiture of his character, and of what concerned, most constantly and deeply, his thoughts and wishes. His life and eminent attainments made him touch society, our country, and humanity at so many points, and his ability was so great and his influence so marked, that no man of recent days was more fully a representative of the whole country, or drew the different sections more lovingly into bonds of peace and fraternity.

Because possessed of a combination of rarest qualities, Mr. Winthrop was often chosen to preside at business meetings and festive banquets, and over legislative bodies. For sixteen years he was President of the Massachusetts Bible Society; for thirty years, of the Massachusetts

Historical Society ; for twenty-five years, of the Boston Provident Association ; for eleven years, of the Children's Hospital ; for ten years, of the Trustees of the Episcopal Theological School at Cambridge, Mass.; for three years he was Speaker of the Massachusetts House of Representatives, and for two years also of the Federal House of Representatives. He was an ideal presiding officer; and Mr. Peabody, with his excellent knowledge of men, designated him as Chairman of this body. For twenty-seven years he acted as such, discharging the duties with unabated interest; and all recall how carefully he pre-arranged everything, with admirable taste and for the wisest consideration of the matters of the Trust. As early as 1870 he began that remarkable series of introductory addresses, forecasting the action of the session, which are models of purest English. He understood exactly what he ought to do as the head of the Trust, and how to do it. The Hon. William Everett, in the Harvard Magazine, truthfully says: "That ceremony which consists in conducting with elegance, precision, and dignity whatever has to be done before others, with due respect to tradition and due regard to every person and thing concerned, and takes full account of time, place, and manner, assumed in his hands a positive and individual character, utterly refuting such nonsense as that America is no place for gentlemen."

While personal dignity, equal courtesy, and faultless propriety marked his whole demeanor in the Chair, everything was subordinated to the objects and ends of the Trust with whose genesis he was associated as counsellor and friend. Having advised in the preparation — if he did not write the substance — of the letter of gift, he suggested the appointment of the Southern Trustees (Rives, Aiken, Graham, and Bradford), and possibly of others. Liberal

benefactions have been made for founding or endowing institutions of learning; but Mr. Peabody, with true philanthropy and sagacious love of country and institutions, sought to supply the needs of those most destitute of educational means and privileges. As Mr. Winthrop shared in this desire for the education of the masses, I ask permission to write of him in that connection, leaving to others to narrate the social, religious, political, historical, and literary aspects of a life so full of instruction, and to hold him up before the youth of the land as a "lover of his Commonwealth, his country, his race, and his God," as the model citizen, patriot, statesman, orator, and philanthropist.

From his entrance into public life, in the Massachusetts House of Representatives, to its close in the Senate of the United States, Mr. Winthrop was the wise and unceasing friend of universal education. He entered the Boston Latin School in 1818, and cherished with pleasure the remembrance that he was a "medal boy;" and in 1856, when he delivered the oration at the dedication of the statue of Franklin, which he himself had suggested, he wore the medal of his youthful success. He ever afterwards took pride in the public schools of Boston, was one of the earliest promoters of her Public Library, and made to it the first donation of books. On the 14th of January, 1837, in the Massachusetts House of Representatives, it was ordered that the Committee on Education consider the expediency of providing by law for the better education of teachers. In April, Mr. Winthrop for the Committee reported a Bill which passed; and thus Massachusetts, nearly sixty years ago, was the pioneer State in establishing Normal Schools. Identified with the first establishment of special schools for the training of teachers, his interest never abated, his convictions became clearer and

stronger ; and through the whole history of our great Peabody Normal College at Nashville, Tenn., he has been its watchful friend, its generous helper, and to the last of his days evinced a most paternal solicitude for its well-being. The establishment of Normal Schools in Texas, Louisiana, Alabama, North Carolina, Virginia, and other States, had his support ; and he never relaxed his constant supervision. Nothing in my frequent letters more interested him than the accounts given of the success of these teacher-training institutions. The more minute the information furnished, the more he was pleased, as he took the liveliest interest even in remote places and obscure persons. The school in South Carolina naturally elicited much of his sympathy, and few things in his life were more gratifying to him than the attachment of his name to the "Winthrop Normal College." With sensitive vigilance he guarded the honor of Mr. Peabody and the *personnel* of the Board. Repeatedly he called attention to the repudiation of the bonds held by us on Florida and Mississippi, and always insisted that the double debt of honor should be discharged by the defaulting States.

Mr. Winthrop was an ardent advocate of the elevation of the lately emancipated race ; and all the efforts of the General Agent to have the negroes made, proportionately with the white people, the beneficiaries of school privileges called forth his encouragement and praise. When the Trustees in 1879 presented to Congress and the country that state paper of unequalled excellence in behalf of government aid for the education of the negroes, he was in fullest sympathy with the wise recommendation and the unanswerable argument. "Slavery," he said, "is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education." When national aid for the prevention and

removal of illiteracy broadened into a more general scheme, while he disapproved of some of the features he gave his adherence to the object and the means, and deprecated the hostility of Congress and the apparent indifference of men and of parties to a most perilous menace to our free institutions. A government managed in whole or in part by illiterate people is "a government of one-sided and shallow experience."

When the death of our illustrious Chairman occurred, schools and colleges and the press paid generous and grateful tribute to his memory. The action of the Peabody Normal College is herewith submitted.

On the 18th of February, 1895, occurred the centennial of Mr. Peabody's birth. The occasion was seized by many schools in the South for testifying gratitude to their unexampled benefactor, to acquaint the school children with prominent events in his life, and to kindle a fresh enthusiasm in behalf of popular education. The day was duly celebrated in many places; appropriate addresses were made, and the ceremonies were considered successful and useful. While many were active in recognition of the one hundredth anniversary, Col. Thomas D. Boyd, of the Louisiana Normal School, was especially prominent, and addressed a circular to the school officers of the South, asking concurrent action. A programme was sent out, suggesting a sketch of the life and services of George Peabody, a sketch also of the work being done in the South by the Peabody Education Fund, and some patriotic songs. This, with modifications, was observed in several States. The celebration was not confined to the South, but had observance as well in Baltimore, London, and Massachusetts. The committee at Peabody, Mass., received among their congratulatory telegrams one from Queen Victoria, as follows :

“On this, the one hundredth anniversary of the birth of George Peabody, the grateful remembrance of him and his noble and munificent deeds of charity in this country is fresh in my heart and that of my people.”

The Duke of Devonshire telegraphed also : —

“The Chairman and Trustees of the Peabody Donation Fund desire to associate themselves with the committee formed to commemorate the birth of Mr. George Peabody, and offer their sincere respect on the occasion.”

Letters of inquiry addressed to the General Agent showed a great lack of information about the life of Mr. Peabody and the work done by the Trustees of the Fund. A pamphlet containing some of the best addresses of the centennial occasion has been suggested as meeting this want ; but perhaps the volume in manuscript, referred at the last meeting to a committee for examination, may serve better to give an accurate knowledge of the leading events of Mr. Peabody's life and of the great work achieved by the Fund.

Several years ago, the General Agent urged upon the Legislatures of the several Southern States to combine in the erection of a bronze statue of Mr. Peabody, to be placed as a memorial of their gratitude in the Hall of the House of Representatives in Washington ; and he proposes to continue his effort to that end.

It is interesting to mark and record the milestones of our progress since the first meeting in 1867 ; and it must be gratifying to the administrators of this Trust to review this progress and recall the fact that the Peabody Education Fund has been a most potential agency in producing a marvellous Educational revolution. In 1867 a well organized system of free schools did not exist in a single

Southern State. Now, every one has imbedded in organic and statute law and in public opinion the machinery of public Education, and the Schools are becoming adequate to the needs of all the children, irrespective of race or color. In 1870-71 the pupils enrolled in public schools in the Southern States, excluding Missouri, Kentucky, and Maryland, numbered 1,033,113. In 1891-92, the enrolment was 3,619,025, of whom 1,352,816 were colored children. The receipts of school moneys from taxation in all the Southern States in the year 1870-71 were \$9,026,815.00 and in 1891-92, \$16,004,269.00. The Commissioner of Education estimated, last year, that the Southern States must have expended for the education of the negroes nearly \$75,000,000.00. Our first gifts were to schools and towns and cities, to educational journals and agents, for the purpose of creating a sentiment in favor of free education supported by public taxation. The second step was to induce the States to organize public-school systems and make them a part of the organic life of the commonwealths, as much so as either of the three regular civil departments. When these systems became a "fixed fact," there was a gradual withdrawal of grants for local schools, and a concentration of the income upon schools and institutes for training teachers. Perhaps, along the line of educational work which the Trustees have steadily pursued, the last stage has been reached, and the Fund should hereafter be exclusively used in establishing on permanent foundations and perfecting Normal Schools for both races. Thus we may best promote the success of Common Schools — the hope of the land — and at the same time erect, in "every one of the States" (for each of which Mr. Peabody expressed "the same sympathy") an enduring and fruit-bearing monument to the Founder, and keep the high purpose "of aiding the States, and

placing our great country foremost, not only in power, but in the intelligence and wisdom of her citizens." It is very manifest, from the cautious phraseology of Mr. Peabody's two letters of gift, that he had in contemplation such an annual use and such a final distribution of the Fund as should perfect the systems of education of the different Southern States. He had clearly in his mind, not a preponderant expenditure for one State, but a diffusion of benefits among all, so as to aid them "in their own exertions to diffuse the blessings of education and morality." By means of adequate aid to permanent Normal Schools, Mr. Peabody will be identified, not with one locality, but with all the Southern States; and each, in an institution for training teachers, would be doing a perpetual good, and be keeping alive in the minds and hearts of the people a fragrant memorial of his patriotic and unexampled munificence.

Superintendence of schools is of such vital importance that various expedients have been devised to secure it. Inspectors, examiners, superintendents, and commissions, general or special, have been appointed to supervise the administration of laws and schools, to suggest improvements, and to key up to the highest excellence. As the central State authority is alone able to view the entire field, with its needs and available forces, all the States have appointed Superintendents to gather statistics, to collect information respecting the condition and efficiency of the public schools and other means of popular education, and to publish knowledge concerning the best system of studies and the best method of instruction, in order that the best education which public schools may be made to impart may be secured to all children who depend upon them for instruction. As each State establishes, maintains, and regulates its own system, various duties are

assigned ; but in all, the Superintendents are charged with the general administration of the public schools, and are executive officers as well as inspectors. As no college or university can succeed without a head invested with power and responsibility, so these officers are now universally accepted as an indispensable part in any well-regulated school system. Any one who has carefully observed the origin and growth of free schools in the South will cheerfully ascribe their success to the zeal, ability, and self-denying labors of the Superintendents. Mr. Peabody, in his second letter of gift, June 29, 1869, begged to take the opportunity of thanking, with all his heart, the people of the South for the cordial spirit with which they had received the Trust, and for the energetic efforts which they had made, in co-operation with the Trustees, for carrying out the plans which had been proposed for the diffusion of the blessings of education in their respective States. Brought into close official relations with the State Superintendents, acting through them, relying largely on their discretion and wisdom in recommendations to the Board, I am glad to acknowledge their voluntary and useful labors, and to thank them for the ready co-operation they have given in all efforts to raise the standard of teaching and to elevate the character of the schools. It has, however, been my duty to bring to your attention that one of the sorest evils connected with the general superintendence has been the frequent changes in the office, the mischievous rule of rotation, and the dependence of the tenure of the office upon the varying complexion of parties. I have to report changes this year in Tennessee, Georgia, Alabama, and Arkansas.

Closely connected with State superintendence is superintendence in counties; and it is to be regretted that legislators, unfamiliar with the practical workings of sys-

tems of public education, sometimes from false notions of economy, or misapprehension of the utility and real duties of such officers, dispense with them, or harmfully handicap them in their work. These officers are appointed to do for counties what Superintendents do for cities; and as one of the gravest problems connected with free education at the South is the means of improving the schools in the country, where population is sparse and the burdens of taxation fall heaviest, these officers have been found to be most helpful in meeting the difficulties of the situation. The duties of school supervision properly discharged bear beneficially upon the whole work of public education, and have resulted in bettering the teaching, the courses of study, the methods of instruction and discipline, the school attendance, and the substantial progress of the pupils. Between them and the teachers and district officers there should be a close and cordially co-operative connection. The best men in character and qualifications should be chosen as supervisors.

This most important link of county superintendency concerns the education of nearly ninety per cent of all the people in the land, and therefore should not be lightly considered or injudiciously tampered with by voters or legislators. A Superintendent who understands his business, and has the spirit and honesty to perform it, must observe and test the fitness of teachers, and award certificates of license only to the competent. He must know how to grade and classify a school, and should look after the grading and classification of the pupils. He should study the schools, and see how the general educational spirit of the neighborhood is affected by the teacher. He should enlighten communities on the subject of education in its various bearings, and work up a sustaining sentiment. He should be able to hold Teachers' Institutes, secure proper conductors

and instructors, inspire teachers with a desire to improve, and draw out profitable discussions on practical points connected with the schoolroom. No agency connected with the school system is more economical than county supervision, or yields a larger profit on so small an expenditure; and the judgment of the most experienced educators is, that, with an efficient county superintendent, the rural schools can be improved at least fifty per cent the first year in his work. A Superintendent should be clothed with responsibility and authority, and have no connection with party intrigues and machinations. His duties, rightly understood and performed, are delicate and trying. The removal of an incompetent teacher is so unpleasant that the temptation is to tolerate, to endure, at the expense of the school and to the damage of the children. Almost any one, however lacking in essential qualifications for his work, can provoke opposition to an officer who wisely and courageously discharges a disagreeable task. To develop and maintain a proper teaching-force is one of the chief difficulties in an educational system. A progressive leadership is indispensable; but that leadership should be sympathetic towards teachers, and should be vigorously sustained by the public and the appointing power.

The Trustees have shown, in an unmistakable manner, their convictions as to the need of an intelligent and liberally educated teaching profession, and as to the salutary influence upon the people's schools of well-trained teachers, with high intellectual and moral culture. Hence, liberal co-operative aid has continuously been pressed upon the States to establish Normal Schools, or has been freely given to these schools when established. The Peabody Normal College at Nashville, Tenn., has been our pride and joy, and has received a large portion of our annual income. The expenditure has justified itself in many

ways. Under the judicious management of the able president, sustained by the trustees of the University, the State Board of Education, a harmonious faculty, and a concurring press, there has been a steady and permanent growth of the institution. Nearly every year has been marked by essential improvements. The course of study has been enriched and extended; more rigid requirements for admission have been fixed, and in the award of scholarships preference has been given to students who have enjoyed the advantages of the College at their own expense, and given proof of their fitness for the vocation of teaching; new branches of study and compulsory physical training have been introduced, and suitable buildings erected; an observation Model School for the study of the best methods has been put in successful operation; and such agencies of rational instruction as library, laboratories, museum, art collection, etc., have been founded or increased. As a consequence, there has been a steady advance in the grade of work done by the College, and the type of scholarship has been perceptibly raised. It is now with us an accepted principle, that a professional school for pedagogy must rest upon the foundation of thorough general culture, and that this necessary preliminary training, if postponed until after admission to a Normal School, necessitates "limitations which prove obstacles to general culture" and to a profitable use of the advantages offered. A German writer says, "It is ridiculous to expect of young people to solve difficult psychological and pedagogical problems, when they still wrestle with grammatical and rhetorical rules." If a Normal School undertakes to prepare its students for their profession, to teach the science of pedagogics and the art of teaching, it obviously can accomplish this task best if the general education of the students has to a degree been completed before matriculation. "If a separation

between general preparation and professional training be made, the work in the Normal School would be more unified, and its effect upon mind and heart more intense."

Those who have had best opportunities to judge cheerfully concede, that, as a result of the work of our College and the diffusion of its graduates throughout the South, the level of professional training has been considerably raised during the last ten years. These improved teachers are the leaven of the public schools and academies, creating a higher standard for licensing teachers and of methods of instruction; and thus, with the elevation of teachers, the development of public education goes along *pari passu*. It would not be difficult to trace many of the reforms in organization, classification, and teaching, and a healthier educational opinion, to these teachers; and hence it follows that Normal Schools more directly and favorably influence the life of the people than do other schools.

Since 1877, the College has graduated, from Alabama, 90 students; from Arkansas, 70; from Florida, 24; from Georgia, 149; from Kentucky, 5; from Louisiana, 47; from Mississippi, 46; from North Carolina, 92; from South Carolina, 58; from Tennessee, 336; from Texas, 88; from Virginia, 89; and from West Virginia, 48. Tennessee increased its appropriation to the College to \$20,000; but a part of this is for a chair of American History. The report of Dr. Payne, "a man," says a leading journal, "recognized on both sides of the Atlantic as an authority on education," herewith appended, gives all the necessary details concerning last year's work.

VIRGINIA.

Copious extracts are given from the excellent report of the Hon. John E. Massey:—

“To the usual and direct appropriation from the Peabody Fund must be added eighteen scholarships in the Normal College at Nashville. Nine of these being vacant, examinations were held at six places. Twenty applicants entered the contest. The scholarships have not deteriorated in the estimation of our young men and women. A progressive principal writes: ‘Our Board desires to employ graduates of our High School who have also graduated at Nashville.’ I avail myself of every opportunity to encourage the employment of graduates of the Peabody Normal College in our public schools. One of them, after less than a year’s work in a district school, was recently promoted to a vacancy in the High School of Richmond city.

“At the last session of the Legislature, an appropriation of twenty-five hundred dollars was made for maintaining Teachers’ Institutes for the year 1893-1894, and a like amount for the year 1894-1895. This appropriation is not adequate to the demands of the work, and I shall apply for an increase.

“Following the scheme outlined in my last report, the second year’s course of instruction was placed in the hands of the teachers several months in advance of the opening of the Institutes. Teachers were thus fully apprised of the character of work to be done, as well as better prepared to digest the instruction given. By this step the practical value of Institutes has been greatly enhanced, and the teachers have been awakened to the importance of continuous professional study. Two difficulties were encountered; namely, (1) Failure to secure the attendance of all teachers in attendance last year; and (2), Inability of teachers to purchase the books recommended. The first difficulty was partially overcome by a brief review of the first year’s course of instruction, if in the judgment of the conductor the number of new teachers made this expedient. It was found that the course prescribed for the second year was admirably adapted to the needs of teachers in attendance.

“The Bedford Institute (School of Methods) opened June 24, and continued four weeks; the summer session of the Virginia Normal and Collegiate Institute (Petersburg) opened June 17, and continued five weeks; the Institutes at Abingdon, Charlottesville, Farmville, Hampton, and Alexandria opened July 2, and

continued four weeks. The session of each Institute embraced twenty full school-days of actual teaching. Each Institute was divided into four sections ; and the outline course of instruction and the programme of daily exercises prescribed by the State Department were followed. The programme provided for five and a half working-hours each day. Two subjects were assigned to each instructor, and one to each conductor ; a portion of each conductor's time was devoted to supervision.

"The enrolment for the year — white teachers, 1209 ; colored, 546 — is the largest ever reported in the State, — a very gratifying evidence of the spirit of our teachers. Their expenses — board and transportation — must have exceeded ten thousand dollars. When I consider the scanty salaries of teachers and the limited period of their employment (about five months in county schools), I think their effort for improvement is truly heroic. A series of special lectures and evening entertainments given at each Institute were highly profitable, and served to bring the Institutes into closer sympathy with the citizens. The average daily attendance for the year was better than ever before. This is attributed to the fact that I authorized county superintendents to renew for one year the certificates of teachers who attended *every class of any one of the Institutes for the full period of four weeks, and diligently pursued the work prescribed*. Teachers were studious, teachable, and enthusiastic. Instructors were faithful, efficient, and sympathetic. Towns in which Institutes were held this year appropriated about twelve hundred dollars for incidental expenses. I am well satisfied with the result of this year's work — the best of my administration.

"The annual State appropriation for the support of the State Female Normal School is fifteen thousand dollars. The school continues to improve in the direction of normal work. The total enrolment for the session was 280, an increase of nearly thirty per cent over the previous year. The indications are that the next session will be equally prosperous. The property recently acquired is being remodelled for a practice school.

"The Virginia Normal and Collegiate Institute closed its twelfth school year June 17, 1895. The total number of pupils enrolled was 321 — males, 179 ; females, 152 — representing eighty-four

counties and cities. In addition, the Summer Normal School held at the Institute enrolled 213. The Normal and Collegiate Institute grows in public favor, and under excellent management is securing good results. The State yearly appropriates fifteen thousand dollars for the support of this institution. The Peabody appropriation is the main support of the Model School.

"It is difficult to ascertain the exact amount expended for the education of the negro in this State. A careful approximation, however, places the total amount at four hundred and forty thousand dollars per year. This includes all public money, State and local.

"The Hampton Normal and Agricultural Institute enrolled during the past session 951; 579 were boarders, 138 were Indians. In his report of July 16, 1895, President Frissell, after speaking of the increase in the requirements for admission to the academic department, continues: 'With the improvement and multiplication of the public schools of the State, better opportunities than have been possible before have been offered to colored youth. Failure on the part of a young colored man or woman in Virginia, to-day, to obtain the rudiments of an English education at the age of eighteen bespeaks lack of ambition on his part and that of his parents. . . . With the improved condition of the colored people, more of the burden of educating their children ought to be thrown on the shoulders of the parents. Some progress has been made during the past school year towards unifying and correlating the work of the School. We have a varied material to deal with, and the School is attempting a great deal. We are trying to teach people how to live, and the education in the school-room as well as the shop has very definite ends. A marked feature of the academic work during the past few years has been the prominence given to practice teaching. Considerable advance has been made in the Department of Agriculture; besides the practical every-day training, regular instruction has been given on the theory of farming. There is every reason to hope that it will be possible to keep the colored people of the South on the land, if only they can learn the best methods of farming. The Hampton School ought to devote much energy to fitting young people to be enthusiastic apostles of agriculture; for the salvation of the Indian and Negro depends upon their owning land and cultivating it properly.'

"Including the appropriation to the State Male Normal School of the College of William and Mary, the State annually appropriates forty-five thousand dollars for Normal Schools.

"County superintendents report decided improvement in the teaching force, the result of the work of the Summer Institutes, Normal Schools, and uniform examinations for teachers' certificates. The school system continues to grow. I regret that the revenue does not increase in like proportion. For some years, the Legislature has made an appropriation of two hundred thousand dollars for school purposes from the general revenue of the State. The growth of the schools demands that this appropriation be increased, and I shall recommend that county boards of supervisors be allowed by law to increase county and district school levies. I look to this source for such an increase in revenue as will meet the growing demands of the schools.

"In recognition of the munificence of George Peabody, the centennial of the birth of the great philanthropist was celebrated in many public schools and other educational institutions in Virginia. The observance of the day (February 18, 1895) in Richmond and other cities was specially impressive. At a meeting held in Richmond, measures were taken to collect a fund for the erection, at Washington, of a suitable memorial. On the opening of the schools in the fall, I shall bring the subject to the attention of other Southern State Superintendents, and solicit their earnest co-operation in collecting funds for the purpose. The movement begun in Virginia will, without doubt, be heartily seconded by the Superintendents of all the States benefited by the munificence of George Peabody. I shall recommend that the 18th of February of each year be observed as "Peabody Day" by all the schools of the State.

"I am now considering the advisability of organizing only two Institutes next summer, one for white and another for colored teachers, centrally located; each to include an academic department of eight weeks, and a professional department of four weeks; the course of instruction for the third year to be given with special attention to primary methods; an ample corps of experts to be engaged for the faculty of each Institute, and accommodations to be provided for fifteen hundred white and a

thousand colored teachers. I desire also to hold a convention of county and city Superintendents for one week, and a meeting of school trustees for two or three days, to consider the practical problems arising in the administration of the system, and to hear discourses on school organization, management, etc., by the best talent that can be engaged. Furthermore, I should like to have a meeting of the State Teachers' Association, inviting representatives of the different universities, colleges, leading private schools, etc., to be present and participate. To make this plan effective, at least two thousand dollars from the Peabody Fund will be needed (to be applied exclusively to the pay of instructors), and an address at each Institute by the General Agent. Can you not supply these needs? Please accept our assurances of gratitude for your liberal recognition of Virginia's educational needs."

NORTH CAROLINA.

From the Report of the Hon. J. C. Scarborough, and from other sources, interesting facts have been gathered.

As early as 1845, an effort was made to carry out the mandate of the Constitution in regard to a State system of schools. Archibald D. Murphey was to North Carolina, in the great cause of education, what Jefferson was to Virginia and Mann to Massachusetts. He submitted an elaborate report in favor of a gradation of schools, regularly supporting one another,—from the one in which the first rudiments of education are taught, to that in which the highest branches of the sciences are cultivated. No action being taken on this report, Mr. Murphey, in 1817, after visiting New England and Europe, and making a careful study of their school systems, submitted a voluminous paper providing for a system of education from the primary school to the university. In 1825, the Legislature created the "Literary Fund" for the support of common schools. To this fund were given the net proceeds of the sale of all the swamp lands of the State, three-fourths

of all poll taxes, and all fines, forfeitures, and penalties, together with all taxes levied by the State or counties for this purpose. In 1839, counties were divided into school districts, and elections were ordered to ascertain public sentiment, — on the condition that if the sentiment were favorable, superintendents should be appointed to establish and supervise schools in such counties. The Act further provided for the payment of forty dollars to each school district, when a like amount was contributed by the people and a suitable building was provided. In 1840, nineteen counties received school money under the Act. In 1850, a Superintendent of Common Schools was authorized, and Calvin H. Wiley was appointed. He remained in office a number of years, doing most valuable service, with great zeal and ability. The census of 1850 shows 100,591 attending school. In 1855 the average school term was four months, and there were three thousand school-houses in the State. In 1856 the Superintendent reports attendance at colleges at one thousand; at academies, nine thousand; at common schools, thirteen thousand. In 1863, amid the convulsions of war, defective returns show not less than fifty thousand children at school. While Dr. Wiley was receiving reports from schools and tabulating statements of their condition, he looked out of his office window and saw the front ranks of General Sherman's army marching up the street.

For four years the public schools were closed. The Constitution of 1868 is the foundation of the present school system. In 1871, by unanimous vote, a school law was passed, thus declaring by legislation "that all opposition to the public school system embodied in the Constitution of 1868 was withdrawn, and the broad and liberal doctrine was accepted that the State must educate its children." In 1877, the Legislature appropriated two

thousand dollars a year for two years for the establishment of a colored Normal School at Fayetteville. Subsequently, five other Normal Schools were established for colored people. For the support of the six, the State gives nine thousand dollars annually; and this year they enrolled nine hundred and nine pupils. The country colored schools are supplied from them with teachers reasonably well equipped in the branches taught in the public schools.

In 1891, the State Normal and Industrial School was opened at Greensboro, under the energetic and able administration of Dr. Charles D. McIver. It has had wonderful success. At the last session, under eighteen teachers, besides the assistance of teachers and special lecturers, there were four hundred and five students, and at the same time about seven hundred applicants for admission. The State makes an annual appropriation of \$12,500, and lately gave an additional sum of \$5,000 per year for two years for sanitary and building purposes.

Beginning in 1871-1872, with the tax of six and two-thirds cents on the one hundred dollars' worth of property, the general school tax has been increased until it now amounts to eighteen cents on the one hundred dollars, and the fund has grown from \$177,498 in 1871 to \$751,608 in 1894. This sum, however, is totally inadequate, giving schools outside of the towns only sixty days in the year. The Constitution of 1868 adopted the township system of local taxation for public schools. The new Constitution swept away this excellent provision; but friends of education, seeing how impossible it is to build up an efficient school system on the sole basis of general State taxation, are seeking to revive the principle of local taxation. The last Legislature, responding to their appeal, passed a law making it possible for forty out of the ninety-six counties of the State to tax themselves for the education of their

children, so as to give rural schools some of the advantages now enjoyed by the city schools.¹ Other amendments were made to the school law which do not promise equally good results. The selection of text-books was taken from the State Board of Education and intrusted to the county commissioners. County superintendents and county boards of education were abolished, and county Institute work was destroyed by repealing all laws allowing county boards of education to make appropriations for that purpose.

SOUTH CAROLINA.

The Hon. W. D. Mayfield reports : —

“The Winthrop College did a good work this year ; it had an enrolment of fifty-eight pupils, making an aggregate enrolment of four hundred and fifteen pupils since its opening in October, 1886. The institution has sent out one hundred and ninety-six graduates. The reputation of this College is such that its graduates almost universally find immediate employment, which of itself is commendation enough of the class of work done.

“The Winthrop Training-School has been merged and developed by Act of the Legislature into the Winthrop Normal and Industrial College ; it has been removed from Columbia to Rock Hill, and about two hundred thousand dollars have already been spent, exclusive of the labor of about one hundred convicts furnished by the State, in the erection, completion, and equipment of the buildings. and it will take fully fifty thousand dollars more to complete them as intended. The College buildings are fast approaching completion. Prof. D. B. Johnson has been elected President of the College, and is now on the grounds supervising the finishing touches, and all is being done that can be done to have every-

¹ It is no doubt true that the interest in public-school education manifested everywhere throughout the State is attributable, in part at least, to the efforts of towns to help themselves independent of outside aid. . . . No State in the Union raises so much for schools by local taxation *per capita*, while the entire amount raised by local taxation is exceeded by only four States. — *Mass. Rep.*, 1894, p. 158.

thing ready for the opening of the College, which takes place October 15. The main building is one of the largest and finest school-buildings in the South, and is well arranged for the purposes for which it is intended to be used, well lighted with electricity, and well ventilated. The recitation-rooms are large, and furnished with the most modern school desks, teachers' desks, and chairs, and real slate blackboards. The rooms for teaching cooking and domestic economy, sewing, dress-making and millinery, stenography, telegraphy, typewriting, and book-keeping, chemistry and biology, free-hand and industrial drawing and art, music, vocal and instrumental, are all amply and appropriately furnished. The College has a complete system of water-works, which it owns and operates, and a complete fire-protection system. The campus contains thirty acres, with a number of shade-trees on it, and is now being prepared to be set in grass, flowers, and ornamental evergreens. A farm of three hundred acres, situated one mile away, is owned by the College. Here it is proposed to grow vegetables of all kinds, have meadows for hay and pasture for cows, furnish milk, make butter, cheese, etc., for the College. Sufficient accommodations are now completed for three hundred girls in the College buildings, and others can be cared for at private houses. The total cost to those quartered in the College buildings for board, lights, heat, and washing will not exceed \$8.50 per month for the nine months.

"The year's work in Teachers' Institutes has been most satisfactory, and in the opinion of all who have had an opportunity to judge and have expressed themselves it is the best ever done in the State. The Greenville Institute ran four weeks; Laurens, three; Spartanburg and the others, one week each. The attendance has been remarkably good, and the instruction was received with an enthusiastic spirit. I am trying to change, and in a measure have succeeded, from a one week institute to a three or four weeks summer-school, with regular prescribed courses.

"The work in the Normal Department of Claflin University has had two ends in view, — a thorough knowledge of the fundamental branches taught in the common schools, and a knowledge of the best methods to be employed in teaching these branches. While in this department the common branches of study are

taught, it is recognized that the department must do a work not done in the other departments: it must fit young men and women for the work of teaching in the schools of the State. In the distinctive professional work of the department, instruction has been given in Psychology, the Art of Teaching, School Economy, and the History of Education. That the students may gain the art of teaching, they have had the opportunity of observing good teaching and of practising teaching under criticism. The Professor of Pedagogy has taught classes of children in their presence, and under his supervision they have been required to make frequent visits to the different grades in the English schools for the purpose of noting and studying the methods used. They have then met in the recitation-room, and, in the presence of the Professor, discussed and passed criticism upon what they had observed. In the presence of the Professor, also, each member of the class has been accustomed to teach the lesson of the day to the other members. In order to make this department still more efficient, another year has been added to the course of study, making it four years."

GEORGIA.

The new State School Commissioner, the Hon. G. R. Glenn, reports that the Legislature made an appropriation of twenty thousand dollars for two years—ten thousand dollars per annum,—for the establishment of a Normal School for whites at Athens. The trustees of the University gave what is known as the "Old Rock College," and the building has been remodelled and adapted for the purposes of the school. The school, with a faculty of six teachers, was opened on the 17th of April, and seventy-two pupils have been enrolled, coming mostly from the public schools of the State. The school at Milledgeville sustains its high reputation, and sends out annually twenty-five or thirty girls, who go for the most part into the village and rural schools as teachers. Chancellor Payne visited the school and delivered several lectures to teachers and pupils, and he writes in most complimentary

terms of the work done. "I hope," says the Commissioner, "to see in time a school for colored teachers; and I am glad to say that our people are becoming more and more inclined to aid the colored people in providing better schools for their children and better means of education for the teachers. I am sorry I cannot now give you accurately the amount of money we are spending upon the colored people in Georgia, but it is in the neighborhood of four hundred thousand dollars per annum."

The State appropriates for Teachers' Institutes a little less than four thousand dollars, and on this small appropriation the annual Institutes have been conducted only one week. "I am glad," says the Commissioner, "to say that our people all over the State are taking more interest in educational affairs. I have made already in the State something like one hundred and twenty-five addresses on education. I have visited personally more than seventy-five counties, and have met with a cordial greeting and an attentive and interested hearing wherever I have been, and I shall push with all my might the great educational reform."

WEST VIRGINIA

was the first Southern State to establish a Common School system, providing education for both races at public expense. In 1863, when in the Constitution was incorporated an imperative obligation for the establishment of a thorough and efficient system of free schools, the outlook was not very hopeful; for illiteracy was widespread, and educational facilities were meagre. During the last thirty-two years, the progress has been so remarkable that Dr. Mayo says, "All conditions and circumstances taken into consideration, it may without exaggeration be asserted that no American State, within three decades, has so distinguished itself by the zealous, intelligent, and progressive

spirit of its people in the great cause of universal education as West Virginia."

The Superintendent, Hon. Virgil A. Lewis, writes : —

"As you are aware, we have fifty-five counties, in each of which the law requires an Institute of five days to be held. These Institutes have been held in a large number of the counties, and from the reports I find that rapid progress is being made. Comparing these reports with those received last year, it appears that the attendance has been 3,935, — a gain over last year of 302. In the entire State last year the attendance was 7,956; so that if the increase in the attendance is maintained in the counties not yet reported, the total attendance will be about 8,500,—which will certainly be a splendid record for the teachers of the 'Little Mountain State,' for which your generosity has done so much.

"The State appropriates one thousand dollars per annum for Institute work, which, with what is received from the Peabody Fund, gives an average of about fifty-four dollars to each county. Because of this small sum, and the difficulty of reaching many of the interior counties, the work has been done the present year largely by local instructors, the fund not being sufficiently large to warrant the employment of instructors from other States, — something I hope to be able to do next year, so that our home men may have the advantage of contact with the live and progressive men of other States. Several counties have, by resolutions, asked for two weeks' Institutes next year. I most earnestly wish that you and your associates could see the work done for West Virginia in the last quarter of a century. When I think of it, I am ready to exclaim, 'All honor to the men who have made this training possible!'

"At the last session of the Legislature the appropriation for the State Normal Schools was increased, so that we now have an annual appropriation of nineteen thousand two hundred dollars. This increase greatly relieved the pressure upon the Peabody appropriation, and enabled us to defray the expenses of the Institute work of the year. Notwithstanding the business depression, the Normal School work has been very successful; and I am warranted in saying, that, because of the adoption of a uniform course of study, the results are more satisfactory than those of any

previous year. Including the sixty-five colored students in the West Virginia Colored Institute, we had during the spring term in the six Normal Schools of the State nine hundred and twelve students, a large majority of whom were under normal training.

“That you may obtain a general knowledge of our public school work, I add the following, which is compiled from the latest data:

“In 1894 West Virginia had 380 Magisterial Districts, which are divided into 5,453 sub school-districts. In these districts there were 5,302 school-houses, of which 706 were log, 4,456 frame, and 140 brick or stone; 2,497 containing improved desks; 2,750 with apparatus; and 7,521 volumes in school libraries. The value of school property, including furniture and supplies, was \$3,120,927. There were 202,361 white youth between six and sixteen years of age, and 8,761 colored youth between six and sixteen years of age; 69,044 white and 2,604 colored youth between six and twenty-one years of age, — 271,405 white, and 11,365 colored youth enumerated in the State for the year 1894. Of these youths, 211,630 white and 7,188 colored were enrolled in the public schools of the State, and the average daily attendance was 135,381. The average age of the pupils was eleven years. There were employed to teach these pupils 5,909 white and 206 colored teachers, who received (according to their grades of certificates) from \$34.10 to \$20.45 per month for an average school session of five months. For the support of the schools of the State, this Department received, for the year 1894, \$382,945.44 as the State School Fund. The receipts for the Teachers' Fund, derived from local or district levies, were \$1,180,367.30, and for building purposes, accruing from district or local levies, \$726,999, — a total of \$2,290,311.74. The disbursements were \$1,616,944.48, — a *per capita* expenditure of \$11.74 for ‘average daily attendance,’ and \$5.56 for ‘enumeration.’ The valuation of all property subject to taxation in West Virginia in 1894 was \$220,007,517.”

LOUISIANA.

The Hon. A. D. Lafargue reports:—

“There has been much educational activity in the State during the last year. The president of the Normal School and other persons have thrown themselves with much vigor into school work, —

not only for the promotion of the interest of the Normal School, but also for the much needed improvement of school work generally in the State. A State Chautauqua, continuing five weeks, was organized, with a skilled faculty and a course of study so arranged that drill-work and review are provided for along all lines. Five Peabody summer normal schools were also held by authority of the State Institute Board; and a full, carefully prepared, and valuable outline of work for the first-year course was published in advance and distributed among teachers. The Acts of the Legislature relative to the Normal School required the faculty to hold Teachers' Institutes during the vacation; and to those Institutes is due in a large measure an increased interest in public education throughout the State. The last Legislature sought to systematize these Institutes, requiring that they be held at least twenty weeks, under the direction of a State Institute conductor, the President of the Normal School, and the Superintendent of Education. Under the new law a Teachers' Institute of one week's duration has been held in each Parish, and the graphic account of them in the 'School Review' shows that they were highly enjoyed and beneficial to the teachers.

"The State Normal School has now been in existence ten years, and has graduated one hundred and sixty-seven persons, — one hundred and four of whom were engaged in teaching during the current school year. As an evidence of the success of these graduates of both sexes, schools are now better graded, attendance at the Normal School has been increased, and there is a growing demand for normal-trained teachers. There were three hundred and fifty-nine pupils this year, under the instruction of fourteen teachers. Originally the session was for six months, and the course of study was limited to two years; now the session lasts eight months, and the course of study covers a period of four years. In addition to the regular Practice School, a Model School was established at the beginning of the year. It is designed to be a model for the ungraded country schools, and to give the students practice in organizing and teaching such schools. The experiment has been quite successful. Attendance at the Normal School has grown from one hundred and forty-eight in 1888 to the present number. The State appropriation for the School was \$13,750."

TENNESSEE.

The Superintendent, Hon. S. S. Gilbreath, reports as follows :—

“Institutes were held in Knoxville, Chattanooga, Nashville, Hartsville, Jackson, and Union City. The Institute at Knoxville continued three weeks. The total enrolment was two hundred and eight, representing eight counties. Teachers were also present from seven States. From Professor Wharton’s report I take the following: ‘The attendance was regular, the interest manifestly deep and sincere, and on the whole it might be called an enthusiastic Institute. . . . The Institute had the sympathy and moral support of the educational mass of the community in which it was held, and this fact speaks well in its favor.’

“The Institute at Chattanooga continued four weeks, and the average was one hundred and thirty-five. The teachers showed their appreciation by punctuality and by earnest and faithful work. Two afternoons of the third week and three of the last were devoted to a rigid examination of applicants for promotion from the primary to the secondary course. Twenty-five teachers succeeded in passing this examination.

“The Institute at Nashville continued three weeks. The total enrolment was one hundred and forty-five teachers, and the average daily attendance eighty-five—a much larger attendance than has ever been had in any State Institute in Tennessee. While a large majority of the teachers were from Davidson County, there were still a goodly number from other counties, and there were several even from other States. The interest and spirit prevailing throughout the entire session were of the finest kind and extremely gratifying.

“The Institute held at Hartsville continued one week. Owing to the shortness of funds, the Institute could not be continued longer. The enrolment of teachers was about sixty-five.

“The Institute held in the city of Jackson continued four weeks. Notwithstanding the circulars were not issued until ten days before the time to open the Institute, the enrolment was two hundred and forty-six teachers, while the daily attendance averaged

one hundred and ninety-two. Every county in West Tennessee was represented, and several counties sent large delegations. From the report of the Faculty we note the following: 'We believe this Institute has demonstrated the practicability of the plan and the wisdom of the Agent of the Peabody Board and the State Superintendent in establishing them. Great good is being done. The people of Jackson appreciate the importance of this Institute. The local Board is ready to render every possible assistance and encouragement. They meet all expenses incurred in arranging buildings, furnishing janitor, etc. At the close of the Institute rigid examinations were held in all the branches taught. Seventeen teachers succeeded in passing the secondary course of study. Sixty-nine were promoted to the Senior Class.'

"The Institute held at Union City continued four weeks. There were in attendance two hundred and three teachers, and from the very opening it was a complete success. The primary course of study in the syllabus for Peabody State Institutes was adopted and closely followed. At the close of the Institute there was held a three-days' examination. Of the sixty-five applicants for certificates only fifteen were successful, which demonstrates that the examination was rigid. From the Superintendent's report I take the following: 'Already these Institutes are making themselves felt, and it will require but a few years, I imagine, under the four-weeks system, as inaugurated under the wise judgment of Dr. Curry, until our entire country will present one solid phalanx of well-equipped teachers, and the entire system be but one continuous graded school.'

"Colored Institutes were held on the same date as those for white teachers, with one exception, and were under the supervision of the conductors of the white Institutes. The work in these Institutes was left in the main part to local colored teachers, who were best fitted to give the instructions required. While the attendance was not large, considerable interest was manifested, and it is believed that good was accomplished.

"In addition to the regular appropriation of fifteen thousand dollars annually for the support of the Peabody Normal College at Nashville, and the appropriation of one thousand five hundred dollars for the support of the Peabody Normal Institutes, the

Legislature of Tennessee established at the Peabody Normal College the 'Chair of American History,' and appropriated for the maintenance of the same the sum of five thousand dollars, any part of which not used for the purposes stated to be used for the general expenses of the College. On the nomination of Chancellor Payne, W. R. Garrett, Ph. D., of Nashville, was elected to that important position by the State Board of Education. Dr. Payne recommended that one thousand dollars per annum be set aside for books, manuscripts, etc., and five hundred dollars per annum on account of Robertson Letters — these two items being in connection with American history. The Board acquiesced in the recommendation, agreeing, however, that any part of the above sum not used for the purposes stated might be used for the general expenses of the College in addition to the four hundred and fifty dollars not specially appropriated by the Board.

"I beg to say that the success of the Peabody Normal Institutes, so ably planned by yourself, and doing so much for the teachers of the State, is largely due to the aid received from the Peabody Fund. These Institutes, continuing in session from four to eight weeks, as suggested by yourself, are calculated to do more good and to be more extensively felt in the elevation of the teaching force than those of shorter duration; and it is my earnest desire that we may be enabled to carry on a number of such Institutes next year. Permit me to thank you and the honorable body you represent, in the name of the people of Tennessee, for your valuable assistance."

ARKANSAS.

From an interesting Report of the Hon. Junius Jordan, the State Superintendent, some facts are derived:—

"The State, at the last session of its Legislature, appropriated ten thousand dollars per annum for two years, for establishing a county normal school of one month's duration in each county of the State. Some of these normal schools were so crowded, I used a part of the Peabody Fund to supplement the State fund. The law allowed only one instructor to each normal school, to be paid from the State fund. The rural schools have

been more benefited than ever before, and there have been awakened a thorough educational enthusiasm and zeal in every county. Each community where the normal schools were held took an earnest interest in the work. The reports and resolutions from all the counties showed an indorsement of the work and of the system far beyond my expectations. It was an experiment; but so positive and practical have been the results that those who heretofore opposed the normal work now give it their hearty support. Our reports show that seventy-five per cent of the teachers attended the normal schools, and they ask for a longer term of normal work next year. I hope, with assistance from the Peabody Fund, to have a five-weeks term hereafter, and in addition to carry on a State normal school for nine months.

“The Jonesboro Normal School was organized with a force of three teachers; but, owing to a lack of patronage caused by local troubles, I discontinued the work of two teachers the second term, and used the services of the principal alone for the remainder of the time. The school worked through with twenty-five very interesting, hard-working, and promising teachers. The Prescott Normal School was continued two months under the management of Prof. W. C. Parham and two assistants. Seventy-two teachers attended, and the work was of the same high grade as at Jonesboro, embracing thorough academic and college training.

“Nine thousand nine hundred dollars were appropriated by the last Legislature for the Negro Normal School at Pine Bluff. Seven thousand two hundred dollars of this amount were for teachers' salaries. The State expenditure for this year for Negro county normal schools was \$1,445.”

MISSISSIPPI.

The faithful and able Superintendent, Hon. J. R. Preston, sends a valuable Report, every word of which is worthy of publication. Some extracts are given which will show the masterly work accomplished by an officer whose retirement from the superintendence of the schools is a calamity:—

“For a period of four weeks each, four Normal Institutes for both races were held at Aberdeen, Brookhaven, Meridian, and the

University, and at Tougaloo, Greenville, Sardis, and West Point, with an enrolment of 1129 white teachers and 479 colored. The percentage of white enrolment was $25\frac{1}{4}$ and of colored, $15\frac{1}{2}$. In the State are 230,000 white children of educational age, and 336,000 colored; seventy-two per cent of white attend school, and sixty per cent of colored.

"The work done at the Institutes was of a higher type and better quality than heretofore. Some of the best talent in the land was included in the Faculties, and the teachers appreciated and availed themselves industriously of their rare privileges. The University Normal, with Professor Wickliffe Rose, of the Peabody Normal College, as director, was a marked success. He was aided by able assistants. A notable feature of the University Normal was the presence of Dr. Harris, the Commissioner of the National Bureau of Education. He delivered four lectures, discussing inimitably the foundation principles of educational philosophy. Director Rose, in his Report, says: 'We have endeavored during the present session to make instruction the primary aim, and to reduce mere entertainment to a minimum. Large classes and public halls have been avoided. Most of the work has been done in small sections, and it has in spirit approached the work of the class-room. We have studiously avoided that degree of emotional excitement which is antagonistic to a high type of intellectual activity. In short, we have tried to approach, as nearly as circumstances would permit, the conditions, spirit, and work of the real school. Work of good type has been done, and there has developed here within the four weeks a widespread demand for work of higher order next year. To meet this demand there should be organized and established at the University a number of department summer-courses, in which the work should not differ materially from that of real university class-room exercises. The work of the ordinary summer normal schools should be done elsewhere, so that students in these courses here may be left free from the disturbance of too large numbers and the distractions of other work. These courses should be supported by the State, on the ground that the most economical investment of money for education is that expended in developing teaching ability and directive power of this higher type. This work could thus be

made the head of the Institutes in the State, and could be articulated with the higher work of the University.'

"Aberdeen has the best public school-building in the State. With a population less than four thousand, the city has built and thoroughly equipped a school-house which cost thirty thousand dollars. Superintendent Phillips, of Birmingham, Ala., conducted here one of the best normal schools ever held in the State. Besides other competent instructors, Dr. E. E. White was a member of the Faculty, and delivered twelve lectures on psychology and moral training. His presence and able presentation of these subjects were an inspiration to all. Teachers and citizens crowded the hall at every lecture. The interest and appreciation were unabated to the last.

"At Brookhaven, Mr. W. H. Ker, of Natchez, held the fourth white normal school and conducted it to a successful termination. The conditions for the model school were favorable, and actual model class-work was done in the first, second, and third grades, pupils being selected from the grades of the previous year in the public schools of the town. Class-management and methods of instruction were exemplified, and the teachers presented model work with which to compare their own. Great good was accomplished, and this work was highly appreciated. Heretofore our model classes have consisted only of beginners; this year the work was extended so as to embrace first, second, and third grade instruction. The normal school had a faculty of strong practical instructors, all home material, except one.

"Four colored normal schools were held, at points most accessible to the teachers. The Faculties consisted of white instructors selected from among our best teachers. The directors speak in high terms of the zeal and enthusiasm of the teachers, and of their persistent efforts to improve their scholarship. Within ten years the number of first-grade colored teachers has risen from two hundred and thirty-eight to six hundred and six, so that now more than twenty per cent of those employed in colored schools hold first-grade licenses. At one of the Institutes, out of nineteen teachers, eighteen were college graduates. The colored schools are of course in a hopeful stage of development. The colleges for colored youth were full this year, and the public schools had an increase of fifty-five hundred in average attendance.

"In addition to these eight summer Normal Institutes, a conductors' school was held at the University, in charge of Dr. Payne, of Nashville. In this school is given special instruction to the conductors of County Institutes, who are required by the Board of Education to attend the full session. From the ablest teachers in the State twenty-eight conductors were selected by the Board of Education, under whose direction the County Institutes are held. The conductors are sent forth to the counties in pairs, one to hold the institute for each race. These conductors' schools have proven one of our strongest levers in uplifting the teachers of the State. From thirty-five to fifty teachers attend the schools annually, and the stimulus to professional study has been marvellous.

"The past three years are conspicuous in the development of the teachers of the State. The lyceums established last year in most of the counties have brought teachers together for professional study. In many counties there are libraries of works on teaching for the free use of the public-school teachers. It is a mild statement to say that the teachers have studied more professional literature within the past three years than in the twenty years preceding. These blessings are the direct result of the Peabody Fund, without which all this progress would have been impossible. The Peabody scholarships at Nashville are eagerly sought after, and we had last year twenty-three students, all the vacancies this year being taken by students who have paid their own way one year in the College.

"The department of pedagogy established two years since at the University enrolled more than thirty students the past session. The general demand for trained teachers led the trustees in June, 1895, to establish a department of pedagogy in the Industrial Institute and College — an institution located at Columbus and maintained by the State for the education of young women. Three-fourths of the pupils of this school become teachers; hence this new department will be a strong factor in supplying trained teachers.

"Through the general educational revival resulting from the Peabody summer normal schools the country schools have received a mighty impulse, evidenced by an increase last year of twelve thousand in average attendance. The town and city schools were

all full; the high-schools, denominational colleges, and State institutions closed in June with increased enrolments. The counties last year expended \$5,100 on Institutes, and the cost will be about the same this year. The Peabody normal schools cost \$5,400. The State paid last year for the education of the negroes \$440,583, and has averaged this amount for the past twenty-four years — which aggregates for negro education more than ten and one half millions. We have kept a steady march forward on all educational lines, despite the industrial depression; and the records show an increase of twenty thousand dollars the last year in public school revenues.

“It is a grateful task thus to report progress in all substantial matters pertaining to the sacred trust which the people of this Commonwealth confided to my care a decade ago. Honor and praise are due the noble band of teachers through whose zeal, fidelity, and superb spirit these achievements were made.

“This Report closes my official connection with you as agent of the Peabody Fund. In behalf of all citizens of the State, I beg that you will convey to the Trustees our grateful appreciation of the beneficence that has come through their generous aid to the children of this Commonwealth. Your courteous treatment and kind counsel have often strengthened my purposes; and for these I tender you my cordial personal thanks. Wishing you many more years of service in the noble cause to which you have devoted your life, etc.”

TEXAS.

The Hon. J. M. Carlisle, Superintendent of Education, sends a full and interesting Report:—

“I am pleased to call your attention to the notable increase made by the Legislature at its late session in our State *ad valorem* school tax. Heretofore, the rate has been twelve and one-half cents on the one hundred dollars. It was fixed at twenty cents on the one hundred dollars for the current year, and at eighteen cents for the years that are to follow. Twenty cents on the one hundred dollars is the maximum rate permitted by the Constitution; and the friends of the public schools were quite earnest in their efforts to have the rate fixed permanently at that maximum. It is

encouraging to note that our Governor boldly recommended the adoption of the maximum in his regular message to the Legislature, and that in a special message he urged it in the strongest terms. I do not feel at liberty to omit this mention of the Governor's friendly interest in the public schools as shown in this matter of taxation — a subject upon which almost all public men are particularly timid. The increase for the present year is sixty per cent of the former rate, and the increase for subsequent years is forty-four per cent of the former rate. The estimated increase of funds from taxation for this year is \$625,000, and for subsequent years the increase is estimated at \$450,000. I doubt whether any Southern State can make a better showing of educational progress and in the growth of popular interest.

“The State Board of Education has just made the apportionment of school funds for the next scholastic year. The scholastic population is as follows: White children, 547,570; colored children, 171,079, — total, 718,649. The apportionment was fixed at \$3.50 *per cap.* and results as follows: For white children, \$1,915,495; for colored children, \$598,776.50 — total \$2,514,271.50. This apportionment was made after providing for the payment of \$547,690.50 yet due on the apportionment for the current year. The total estimated receipts of our available school-fund for next year are, therefore, \$3,061,962.02.

“At the opening of the year, the outlook for summer normal work was most discouraging. But the depressing effects of the financial stringency that continues to affect all parts of our community were in a measure overcome, interest in the work was revived, and now a careful review of the work done convinces me that the results are better and more permanent than the results of any former year.

“The School of Methods held at Dallas for three weeks was the most brilliant and successful school for professional improvement of teachers ever held in this State. The Faculty — of which Dr. O. H. Cooper, of Galveston, was principal — included much of the best school talent of Texas. The attendance was large, the enrolment reaching two hundred and eighty-five. The teachers in attendance and the instructors in charge of the work were all full of interest and enthusiasm. Fifty-five summer Normal Institutes

for white teachers and eighteen for colored teachers were organized. The number has been larger than heretofore, and about three thousand teachers attended.

“No one informed upon the subject of the needs of our teachers doubts the value of these Normal Institutes. From them is drawn the inspiration for much of the best work that is done in our schools. In them are thrown out the hints and suggestions that are rapidly giving many of our schools their most progressive and enterprising teachers.

“The Sam Houston Normal Institute closed in June the most prosperous session in its history. The enrolment reached five hundred and forty-nine, the highest record yet made. Too much cannot be said in praise of the judicious management of this institution by the distinguished principal, Prof. H. C. Pritchett. His long experience and his natural capacities fit him perfectly for the position he occupies; and in no other one particular is Texas more fortunate than in having him at the head of her State Normal School. Perhaps in no single respect has public opinion in this State undergone a more marked change than in respect to the State Normal. This is the result of rare talent and tact used in the management of the institution, and of the solid and enduring work done for the teachers and schools of Texas by the experienced Faculty.

“The State University is enjoying a prosperity and a growth most gratifying to the friends of higher education. The leading members of the Faculty are making intelligent efforts to put themselves in touch with the teachers of the common schools, and to bring the University into close relations with all the efficient high-schools of the State.

“The Agricultural and Mechanical College, under the direction of Ex-Governor Ross, continues to grow in popularity. A number of young men had to be turned away on account of a lack of room.

“The Prairie View College for colored teachers continues to prosper. This institution is doing a work of great importance in educating teachers for our colored schools. Liberal appropriations were made for the college by the last Legislature, and its sphere of usefulness will be enlarged from year to year.

"I believe that the white people of this State are thoroughly and heartily in favor of educating the colored people. Our Constitution requires 'impartial provisions' to be made for the education of both white and colored children, and our statutes require each school district to maintain its white and colored school for the same annual term. There is, so far as I know, no disposition upon the part of any considerable number of our people to change the liberal policy so long pursued in reference to the education of the colored people. I am pleased to add that I do not think it can be questioned that the negro is becoming educated. The colored teachers especially are rapidly becoming an educated class. This is the best hope of the negro race.

"Upon the whole, a review of the educational conditions of this State gives us great reason to feel encouraged. There are, of course, discouraging features, but that the cause of popular education is gaining ground may be distinctly perceived. With feelings of profound gratitude to the Peabody Board of Trustees and to the able General Agent for the great benefits that have during so many years come to our schools through this Fund, I am, etc."

ALABAMA.

The new Superintendent, Hon. John O. Turner, sends a full and satisfactory report, from which I gather some interesting information. The State has four Normal Schools for white pupils, and two for colored. It aids also the Tuskegee School by an annual gift of three thousand dollars. At the last session of the Legislature, a girl's Industrial School was established.

"At the Troy Normal College there were 504 students, of whom 236 were in the normal department. Fourteen teachers were employed, and twenty-three were graduated. There is one feature connected with this school which makes it superior to any of its class in the State. This is the extension course of Peabody Summer School of Pedagogy, which has enrolled more than one hundred students. About eighty per cent of the male graduates and fifty per cent of the female continue to teach. Dr. Eldridge

is an untiring and painstaking worker. The entire Faculty is composed of teachers of ability and energy. The prospects of the College were never brighter. Its influence for good is being felt throughout this and other States. The Legislature, in recognition of the management and conduct of the College, increased the appropriation from two thousand to four thousand dollars.

"Florence Normal College enrolled 346 students, including 257 in the normal department, and 57 in the 'model' training department. Nine teachers were employed, and twenty-two persons graduated. The State appropriates \$7,500. The prospects for the coming year are very flattering. Practically, all of the normal graduates teach. A careful estimate, covering all graduates, showed that they averaged over three years each in teaching. President Powers is a gentleman of scholarly attainments, and as an educator is the peer of any man in Alabama of his age.

"The Tuskegee Normal and Industrial Institute enrolled 978 students, of whom 512 were in the normal department. Sixty teachers are employed, and one hundred and ninety persons were graduated. Everything points to a fuller school next year, and the work will be greatly improved. Ninety per cent of the graduates teach and do educational work. I was present at the closing exercises in May, and I do not believe, considering all the circumstances, that the school has an equal in the Union. It is a little world in itself. Twenty-four industries are carried on and taught. Students were enrolled from twenty-five States and Territories. The merits and worth of President Washington are recognized wherever he is known. His name stands out as one of the most prominent of his race in the world. He has been chosen as the representative of his race at the Atlanta Exposition.

"The Montgomery Normal School enrolled 878 pupils, with 542 normal students and twenty teachers. The State appropriates annually \$7,500. The students who take the regular normal course take high positions as teachers. Principal Paterson is one of the best school men in the State, and has done more to put the negro on a high plane, both in morals and education, than any one man in the State. His work is systematic, methodic, and thorough; and to his faithful services the progress of negro education in Alabama is largely due. His school will rank with the very best in

the land, and is an honor, not only to the colored people, but to the State and to the cause of education everywhere. With the many other good schools for the colored children under the auspices of the churches, together with the facilities offered in the public schools, the problem of negro education will soon be solved in Alabama."

Owing to the diminished income placed at my disposal, no grant was made to the State for Institutes. This is not much to be regretted, as the State law is not marked by much liberality. By Act of February 28, 1887, the Legislature required the Superintendent to hold an Institute for a term of one week or more in each Congressional district, and appropriated five hundred dollars annually — provided there was no unapportioned and unexpended balance in the treasury; and provided further that the sum paid for Institutes should not exceed the amount paid by the Trustees of the Peabody Education Fund.

FLORIDA.

Chancellor Payne visited the State during the winter, and made five addresses before the State Teachers' Association at Orlando. "The session lasted from December 31 to January 4. Six hundred teachers were in attendance, and I think the audience was as intelligent as any I ever addressed."

The Superintendent, Hon. W. U. Sheats, did not send in his report in time to be included with the others, because the schools had not closed. Six summer schools were held but the results were not satisfactory. "The public school system is daily taking deeper hold upon the affections of the whole people and is making rapid advancement in all directions, which is largely due to the fact that our schools are being constantly supplied with a better grade of teachers, which you are helping us to provide."

Distribution of Income since October 1, 1894.

ALABAMA.

Florence Normal	\$1,400.00
Troy "	1,200.00
Tuskegee "	600.00
Montgomery Normal	800.00
	<hr/> \$4,000.00

FLORIDA.

Teachers' Institutes	1,000.00
--------------------------------	----------

GEORGIA.

Milledgeville Normal	2,000.00
--------------------------------	----------

LOUISIANA.

Natchitoches Normal	\$1,500.00
Institutes	900.00
	<hr/> 2,400.00

MISSISSIPPI.

Institutes	3,000.00
----------------------	----------

NORTH CAROLINA.

Elizabeth City Public School	\$250.00
Greensboro Normal	2,000.00
Colored Normals	1,000.00
	<hr/> 3,250.00

SOUTH CAROLINA.

Winthrop Normal College	\$2,000.00
Clafin University	1,500.00
Beaufort Public School	300.00
	<hr/> 3,800.00

TENNESSEE.

Institutes	1,200.00
----------------------	----------

TEXAS.

Sam Houston Normal	\$2,500.00
Prairie View	500.00
Institutes	500.00
	<hr/> 3,500.00

VIRGINIA.

Hampton Normal	\$1,300.00	
Farmville "	1,000.00	
Petersburg "	300.00	
Institutes	1,400.00	
	<hr/>	\$4,000.00

ARKANSAS.

Normal Schools	2,350.00
--------------------------	----------

WEST VIRGINIA.

Normal Schools	\$700.00	
Institutes	1,550.00	
	<hr/>	2,250.00

PEABODY NORMAL COLLEGE.

Salaries	\$13,300.00
Alumni Catalogue	300.00

SCHOLARSHIPS.

Alabama	\$1,897.78	
Arkansas	2,102.40	
Florida	1,099.55	
Georgia	2,262.46	
Louisiana	1,477.53	
Mississippi	1,532.26	
North Carolina	2,642.50	
South Carolina	1,563.03	
Tennessee	3,552.87	
Texas	2,541.90	
Virginia	2,154.45	
West Virginia	1,305.00	
	<hr/>	\$24,131.73
Returned to Treasurer	518.27	
Total Scholarship account	<hr/>	24,650.00
		<hr/>
Total		\$71,000.00

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Sept. 25, 1895.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no material changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge FENNER as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Mr. MORGAN, it was —

Voted, That the investments of capital belonging to the Trust made during the past year by the Treasurer, with the approval of the Finance Committee, be ratified and confirmed.

Voted, That the Treasurer be authorized to purchase for the capital account \$20,000 Bonds secured by furniture in the Gerlach House, on which this Trust holds the First Mortgage, if, at the time, such sum be available for investment, and such purchase be approved by the Finance Committee.

Bishop WHIPPLE, in behalf of the Special Committee appointed at the last Annual Meeting to visit the Normal College at Nashville, asked for further time in which to make their report, which was granted.

The Standing Committees were then appointed as follows:—

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, Hon. WILLIAM C. ENDICOTT, DANIEL

C. GILMAN, LL.D., Hon. CHARLES E. FENNER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, President CLEVELAND, Hon. WILLIAM WIRT HENRY, Hon. JOSEPH H. CHOATE, Hon. GEORGE PEABODY WETMORE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which Report was accepted.

Chief-Justice FULLER reported the following Tribute to the memory of Mr. WINTHROP, which he said had been prepared by Mr. CHOATE; and it was unanimously accepted:—

The Trustees of the Peabody Education Fund, convened at their annual meeting for the year 1895, desire to put on record their profound regret at the death, since their last meeting, of their distinguished president, the Honorable Robert C. Winthrop, and their high appreciation of his great qualities of mind and heart, which were never exhibited to greater advantage than in his long and zealous devotion to the interests and affairs of the Trust as its chief executive officer during the whole period that has elapsed since its foundation.

His renowned career in the public service of his country and in the noblest pursuits of private life may well be reserved for a suitable biographer, but his relations to this Trust were so peculiar and of such transcendent im-

portance to its welfare, that we may well pause in our deliberations to recall them. He was a warm personal friend of Mr. Peabody before the establishment of the Trust, and while that friendship and his great public and private repute might account for his original selection by our founder as a trustee, Mr. Peabody's designation of him as the permanent president of the Trust is to be ascribed to his thorough knowledge of the man, and of his fitness, by his long and frequent occupation of a similar position in other institutions, for guiding, controlling, and developing the affairs of the great charity which his generous heart intended this Trust to be. His wide and thorough knowledge of the whole country, to whose service he had given a large portion of his active life, and especially of the needs of the Southern people, among whom Mr. Peabody designed to distribute his bounty for the purposes of education, his admirable tact and skill in dealing with educational and charitable problems, naturally pointed him out to Mr. Peabody as the most competent adviser that he could call to his aid in the constitution of the Trust, and the proper person to preside over its future. And so in his original letter, in which he declared the general objects of the Trust to be "the promotion and encouragement of intellectual, moral, and industrial education among the young of the more destitute portions of the Southern and Southwestern States of our Union," while leaving the details and organization of the Trust wholly to the trustees, he requested that the chairman might be Mr. Winthrop, to whom he referred as "the distinguished and valued friend to whom I am so much indebted for cordial sympathy, careful consideration, and wise counsel in this matter."

The result, during a presidency of twenty-seven successive years, has fully justified the selection. It may be

said, with truth and moderation, that the great success of Mr. Peabody's intentions for the amelioration of the destitution and sufferings of the Southern people by education has been largely due to the ceaseless and vigilant devotion of Mr. Winthrop, during these twenty-seven years, to the business of the Trust. Not a school was aided but after careful consideration of its merits by him. Not a dollar was expended without his serious consideration of the utility of the outlay in the direction intended by Mr. Peabody.

His lofty character, his courteous bearing, his uniform kindness in all his dealings with the trustees over whom he presided, endeared him to each member of the Trust as a warm personal friend, and the light which his experience and knowledge shed upon every question that arose for deliberation always made the task of his associates an easy one. We felt that whatever Mr. Winthrop approved, after the study and reflection which he insisted upon giving to every measure projected, must, of course, be right. It was a very great thing for an institution like this to be presided over by such a man, who for a quarter of a century was willing to give to its continual service the best powers with which he was endowed.

The Winthrop Training School in South Carolina, which, by Act of the Legislature of that State, has been transformed and developed into the Winthrop Normal and Industrial College, will stand as a permanent memorial of the great service rendered to the country by Mr. Winthrop in the exercise of his duties as our president. That such an institution of learning, fostered by this Trust, and sustained by the aid of the State of South Carolina, whose interests are so much involved in the advancement of education in the South, should have received his name, was always a great source of pride and satisfaction to

him ; but his interest in it on that account did not surpass the deep-seated concern and solicitude which he always felt for the success of all the institutions scattered through the Southern States, which were made the object of our founder's bounty.

His work in carrying out the proud and noble designs of Mr. Peabody was but a fitting sequel to the earnest interest which throughout his prolonged public career he had manifested for the welfare of the people of the Southern States ; and it was no small satisfaction to him that incidentally Mr. Peabody's bounty relieved, to some extent, that emancipated race which for centuries had been deprived by law of all possibility of education. As an object lesson, the beneficial results of gifts to such schools as Hampton and Tuskegee made good his own words when he said : " Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education." Whatever speculations may be indulged in as to the future of that race in America, this sentiment of Mr. Winthrop's will ever remain the only safe guide for public or private treatment of the vast and complicated subject ; and his wise utterances, the result always of careful study and reflection, as they appear in the published Proceedings of the Trust since its foundation, will always serve as a valuable contribution to the advancement of education in the South among both races.

We shall ever look back upon our association with Mr. Winthrop in the Trust as a rare privilege and a great honor, and can only hope to approximate in the conduct of its affairs to his fidelity and his wisdom.

MELVILLE W. FULLER.

WILLIAM A. COURTENAY.

JOSEPH H. CHOATE.

Bishop WHIPPLE made a motion that the sum of \$500—if in the judgment of the Executive Committee it is practicable—be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. GREEN it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary.

On motion of Mr. HENRY it was —

Voted, That the Committee appointed at the last Annual Meeting to consider the expediency of publishing Dr. CURRY's account of the Peabody Education Fund be continued, substituting the name of Mr. EVARTS, the Chairman, for that of Mr. WINTHROP.

On motion of Mr. MORGAN, it was —

Resolved, That in view of the authority given by the Founder to liquidate the Peabody Trust and to distribute the principal at the discretion of the Trustees, on or after the expiration of thirty years;

Resolved, That a Committee of three, together with the Chairman, the First Vice-Chairman, and the General

Agent, be appointed to consider the whole question, and to report its conclusion at the next Meeting of the Trustees.

Whereupon the following members were named: Governor PORTER, Mr. HENRY, and Mr. CHOATE.

The subject of a statue to Mr. PEABODY was informally brought up, when it was unanimously —

Voted, That this Board has heard with deep satisfaction the report that it is proposed by some of the Southern States, which are the recipients of Mr. Peabody's bounty, to erect in the city of Washington a statue to his memory.

It was also voted that the next meeting of the Trustees be held in New York, on the first Wednesday of October, 1896, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,

Secretary.

Under the Act of Incorporation of "The Trustees of the Peabody Education Fund," obtained from the State of New York at the beginning of the Trust, Mr. Winthrop was made Chairman of the Corporation; and Governor Fish and Bishop McIlvaine were made Vice-Chairmen. For that reason they held permanent positions, and hitherto in the choosing of officers the entry in the records has had reference to the fact by specifying those "subject to election." Of these three gentlemen Mr. Winthrop was the last survivor, and hereafter the expression will not be used.



APPENDIX.

To HON. J. L. M. CURRY, *General Agent*:

I HAVE the honor of transmitting through you, to the Trustees of the Peabody Education Fund, my Eighth Annual Report as President of the Peabody Normal College.

Our annual catalogue shows an aggregate enrolment of five hundred and twenty-eight students—a gain of twenty over the enrolment of the preceding year. This gain is really larger than it appears, for the enrolment just stated does not include the Freshman Class of about sixty, which, for the first time in the history of the college, is this year catalogued in the Winthrop High School. This transference of students is one of the measures taken for the purpose of raising the grade of the school. Besides, the elimination of this class makes possible one uniform standard of admission for all students, whether scholarship or non-scholarship.

Our Commencement on May 29 was an occasion of great interest. Probably no class of equal size was ever graduated from any other educational institution in the South. An aggregate of one hundred and seventy-six degrees was conferred, as follows: Licentiate of Instruction, one hundred and twenty-five; Bachelor of Letters, nine; Bachelor of Science, nine; Bachelor of Arts, twenty-eight; Master of Letters, two; Master of Arts, three. Honorary degrees were conferred as follows: On Miss Lizzie L. Bloomstein, of the Peabody Normal College, Master of Arts; on Professor Edward C. Benson, of Kenyon College, Doctor of Laws; on Chancellor Robert B. Fulton, of the University of Mississippi, Doctor of Laws; on President J. Harris Chappell, of the Normal and Industrial College of Georgia, Doctor of Philosophy.

On February 18, the centennial of George Peabody's birth was celebrated with appropriate and impressive exercises. A biograph-

ical sketch of Mr. Peabody was read by Miss Bloomstein ; a history of the Peabody Education Fund was given by Professor Bourland ; and lessons from Mr. Peabody's life formed the theme of an address by the President.

Though Mr. Winthrop's death occurred on November 16, it was thought best to defer the memorial services in his honor till a date near the anniversary of his birth ; and so, on May 15, in the chapel, a Memorial Address was delivered by Dr. A. D. Mayo, of Boston.

At the close of the preceding year, Mrs. Mary E. Cheney, of the department of vocal music, was granted a year's leave of absence for study in Europe ; and her place has been supplied by Miss Lula O. Andrews, a graduate of the College. Mrs. Cheney's leave of absence has been extended for another year, and Miss Andrews will continue her services during the coming year.

Very unexpectedly, and to the general regret, Mrs. Mary E. W. Jones, Director of the Ewing Gymnasium for young women, resigned her position late in the last vacation, and Miss Venie J. Lee, an alumna of the College, was elected to the vacancy. By long and superior service, Mrs. Jones earned the hearty confidence and respect of successive classes of students, and the high standing of our Gymnasium throughout the country is due in large measure to her fidelity and skill.

The liberal treatment of the College by the General Assembly of Tennessee at its recent session is a matter of warm congratulation. The two committees on education had made a thorough inspection of the College, both as to its business methods and its scheme of instruction ; and the result of their report was not only a continuance of the yearly appropriation of fifteen thousand dollars by a nearly unanimous vote in both Houses, but an additional sum of five thousand dollars annually for a chair of American History in the Peabody Normal College. At a recent meeting of the State Board this trust was accepted, the chair was established, and this new professorship was given to Dr. W. R. Garrett, formerly State Superintendent of Instruction in Tennessee.

While the growth of the College in numbers, under standards of admission that have been rising from year to year, is a source of just congratulation, I count the steady development of the inner

life of the College as a fact of surpassing importance. The professional side of our work is pushed just far enough to create a wholesome and inspiring *esprit de corps*, but not to such an extreme as to defeat the culture-aims of the school. For a teacher, liberal scholarship is the standard professional equipment; and method, to be helpful in a high degree, should be held subordinate to this higher professional aim. In this adjustment of method to scholarship, I think we have found the middle way of safety; and the success of our students in actual school administration confirms me in the belief that the general policy of the College is essentially sound. In the working out of this policy, our library has been an agent of the highest value; and it is not too much to say that the school has been transformed through the agency of good books. While the effect of the reading habit on our own students has been so beneficent, how shall we compute the influence, near and remote, on the countless schools into which this generous contagion is transmitted by the little army of recruits that is yearly sent into the teaching profession?

Among the more urgent needs of the College, I beg leave to mention the following: —

In our scheme of instruction, our greatest weakness is in the department of Physics, where we have neither laboratory nor apparatus, and where the instruction is given by one teacher, already overcharged with work — our Professor of Chemistry. These two departments cover such vast fields of their own that they should be intrusted to distinct professorships. Some of our classes are abnormally large, and a larger number of teachers is needed in order that our students may spend their time to a reasonable advantage. For our morning reunions, and still more for our lectures, concerts, and Commencement services, our chapel has become very inadequate, and a larger assembly-room is an urgent need.

There will be transmitted to you by my secretary a documentary history of our graduates, so far as I have been able to obtain it, after the most faithful and persistent efforts. This record is still very incomplete, and I shall do all that can be done by correspondence during the coming year to complete this *curriculum vite*.

I owe you personally, and through you the Board of Trust, sincere thanks for leave of absence to visit England and Scotland during the coming fall.

Very respectfully,

WILLIAM H. PAYNE,

President.

NASHVILLE, TENN., July 22, 1895.

EXTRACTS FROM AN ADDRESS DELIVERED BY HON. J. L.
M. CURRY, IN RESPONSE TO AN INVITATION OF THE
GENERAL ASSEMBLY OF SOUTH CAROLINA, DEC. 13, 1894.

Senators and Representatives:

It has been said that among the best gifts of Providence to a nation are great and good men, who act as its leaders and guides, who leave their mark upon their age, who give a new direction to affairs, who introduce a course of events which come down from generation to generation, pouring their blessings upon mankind. Public men are the character and conscience of a people. Respect for the worth of men and women is the measure of progress in civilization. On the 16th of November, 1894, passed away one of America's purest and noblest men, one of the last links which bound the present with the better days of the Republic. For South Carolina he cherished a great affection, and sought to rekindle and keep alive the memories and fraternity of the Revolutionary period, when Massachusetts and South Carolina were struggling together for the establishment of our free institutions. Deeply touched and very grateful was he that South Carolina honored him so highly, by attaching his name in perpetuity to one of her most beneficent institutions of learning. The watchword of his life was the worship of truth and devotion to the Union. He saw clearly that "whoever would work toward national unity must work on educational lines." We may well pause to drop a tear over the grave of the author, orator, philanthropist, patriot, statesman, Christian gentleman. Governor Tillman said last May, at the laying of the corner-stone of the College at Rock Hill: "On one thing the people of South Carolina are

certainly agreed, — in their love for Robert C. Winthrop and the new College that bears his name.”

I have said that he was a Christian statesman. Christianity and Democracy have revolutionized the ideas and institutions of the world in reference to man, his rights, privileges, and duties. The arrival of Democracy, says Benjamin Kidd, is the fact of our time which overshadows all other facts; and this arrival is the result of the ethical movement in which qualities and attributes find the completest expression ever reached in the history of the human race. Kings and clergy, as having superior access to God and command of the Divine prerogatives, have been relegated to the background. Man's attainment to an enjoyment of privileges and possibilities depends on the development of latent, original, God-given powers. Families, churches, and States recognize and provide for the unfolding of these capacities. “Education, a debt due from present to future generations,” was the idea and motive which permeated Mr. Peabody's munificence, and the sentiment is the legend for the official seal of the Peabody Education Fund. Free schools for the whole people should be the motive and aim of every enlightened legislator. South Carolina incorporates the duty into her organic law. There can be no more legitimate tax on property than furnishing the means of universal education; for this involves self-preservation. The great mass of the people are doomed inevitably to ignorance, unless the State undertake their improvement. Our highest material, moral, and political interests need all the capabilities of all the citizens; and then there will be none too much to meet life's responsibilities and duties. As the people are sovereign, free schools are needed for all of them. We recognize no such class as an elect few. It is desirable that citizens should read the laws they are to obey. A governor once put his edicts above the heads of the people; we sometimes, practically, do the same by keeping the people in ignorance. When all must *make* laws as well as *obey*, it is essential that they should be educated. The more generally diffused the education, the better the laws; the better are they understood and the better obeyed. The highest civilization demands intelligent understanding of the laws and prompt, patriotic, cheerful obedience.

When schools are established, what will perfect them? The first need is sufficient money, to be obtained through State and local revenues. In no instance should this money be appropriated for sectarian purposes. In England, since the Free Education Act, there has been a determined effort to quarter denominational schools upon the rates. In the United States a persistent effort is made to subsidize from general revenues certain sectarian schools in States and among the Indians. During the nine years — 1886-1894 — our Government gave for education of the Indians \$4,277,940, and of this appropriation one church received \$2,738,571. The remainder was distributed among fifteen various schools and organizations. Another requirement is efficient local and State supervision, divorced from party politics, and controlled by civil service principles. If education be of universal and vital concern, it needs for its administration the highest capacity. The system of common schools reached its pre-eminent usefulness in Massachusetts under the administration of such remarkable men as Mann, Sears, and Dickinson. Pupils should be graded so as to economize time, utilize teaching talent, and secure systematic progress. At last, all depends *on good teaching*, and children, with all their possibilities, deserve the best. There is often a criminal waste of time, talent, opportunities, and money, because of incompetent teachers. There is sometimes a distressingly small return for money and labor expended upon schools. It is not well-organized school systems, nor excellent text-books, nor systematic courses of study, nor wise supervision, however important, that make the good schools; it is *the teacher*, not mechanical in method and the slave of some superficial notion of the object and the process of the work, but a thorough master of the profession, widely knowledge and cultured, able to interest the pupils, to develop the highest power and efficiency. A good teacher will make a good school, in spite of a thousand hindrances. One able to awaken sluggish intellect, give a mental impulse running through after life, who understands child nature, the laws of mental acquisition and development, whose mind has been expanded and enriched by a liberal education, who has accurate scholarship and a love for sound learning, who can awaken enthusiasm, mould character,

develop by healthful aspirations, inspire to do duty faithfully, — will have a good school. Andrew D. White called Dr. Wayland the greatest man who has ever stood in the college presidency ; and such men as Mark Hopkins, M. B. Anderson, Doctors McGuffey and Broadus, show the value of high qualifications in teachers. In our public schools are thousands of men and women doing heroic work noiselessly and without ostentation, who deserve all the praise which is lavished upon less useful laborers in other departments. As the State has undertaken the work of education, it is under highest obligations to have the best schools, which means the best teachers.

How shall South Carolina meet these imperative obligations? Your schools average 4.7 months ; but no schools should have a term shorter than eight months, and the teachers, well paid, should be selected impartially, after thorough and honest examination. All should have unquestioned moral character, sobriety, aptitude for the work, desire and ability to improve. It has been suggested that if only one law were written above the door of every American school-room, it ought to be, No man or woman shall enter here as teacher whose life is not a good model for the young to copy. The experience of most enlightened countries has shown that these teachers should be trained *in normal schools* ; and by normal schools I do not mean an academy with deceptive name and catalogue, and the slightest infusion of pedagogic work. Teaching is an art, based on rationally determined principles. The child grows, and runs up the psychic scale in a certain order. The mind has laws, and there is no true discipline except in conformity to and application of these laws. Acquaintance with and application of these laws come not by nature, not spontaneously, but by study and practice. The real teacher should be familiar with the history, the philosophy, and the methods of education. He will best acquire and accomplish the technical and professional work if he have a well-balanced mind, fine tastes, and “the faculty of judgment, strengthened by the mastery of principles, more than by the acquisition of information.” We have professional schools for the lawyer, the doctor, the engineer ; why not for the teacher? His ability to teach should not be picked up at hap-hazard, by painful experience, and with the sacrifice of the children. A sign-board near my residence reads, “Horses shod

according to humane principles of equine nature." It conveys a true principle, and suggests that children should be instructed according to the true principles of mental science.

President Eliot, in one of his excellent papers, enunciates six essential constituents of all worthy education : —

1. Training the organs of sense. Through accurate observation we get all kinds of knowledge and experience. The child sees the forms of letters, hears the sound of letters and words, and discriminates between hot and cold, black and white, etc. All ordinary knowledge for practical purposes, and language as well, are derived mainly through the senses.

2. Practice in comparing and grouping different sensations, and drawing inferences.

3. Accurate record in memory or in written form.

4. Training the memory ; and practice in holding in the mind the record of observations, groupings, and comparisons.

5. Training in the power of expression, in clear, concise exposition, logical setting forth of a process of reasoning.

6. Inculcation of the supreme ideals through which the human race is uplifted and ennobled. Before the pupil should be put the loftiest ideals of beauty, honor, patriotism, duty, obedience, love.

Teachers are greatly helped by Teachers' Institutes, when those who assemble get the wisdom and experience of many minds on the difficult problems of the profession. The work should be practical, systematic, logical, continuous from year to year ; and a course of professional reading should be prescribed, so as to increase the intelligence and culture of the profession.

We very often lose sight of the true end of education : it is, or should be, *effective power in action*, doing what the uneducated cannot do, putting acquisition into practice, developing and strengthening faculties for real every-day life. The only sure test is the ability to do more and better work than could be done without it. The average man or woman with it should be stronger, more successful, more useful, than the average man or woman without it. It is the human being with an increase of power which makes one more than equal to a mere man. It is not so much what is imparted, but what is inwrought ; not what is put in, but what is got out. It is not so much what we *know* as what we *are* and can *do* for productive ends. The object of Christianity is to

make good men and good women here on earth. The object of education is to make useful men and women, good citizens. And here comes in the need of manual training, which is not to fit for special trades, but to teach the rudiments of mechanics, — those common principles which underlie all work. The pupil can acquire manual dexterity, familiarize himself with tools and materials, be instructed in the science without a knowledge of which good work cannot be done. The object of this industrial instruction is to develop the executive side of nature, so that the pupil shall *do* as well as *think*. This introduction of manual training into schools has been found to be very helpful to intellectual progress. Gentlemen need not reject it as something chimerical and utopian ; it is not an innovation ; the experiment is not doubtful ; it has been tried repeatedly ; it is comparatively inexpensive, and has been and is now in very successful operation. It is not wise statesmanship, nor even good common sense, to forego for many years what other peoples are now enjoying the advantages of. In a quarter of a century, trade-schools, technical schools, manual training, the kindergarten, will have nearly universal adoption. Why, during this period, should a State rob her children of these immense benefits ?

As population increases, the struggle to maintain wages becomes more severe, the pressure being the hardest upon the unskilled, and less severe on each higher rank of laborers. Every possible facility for education should be put within the reach of laboring men, to increase their efficiency, to raise the standard of life, and to augment the proportion between the skilled and the unskilled. Dr. Harris, our wisest and most philosophical educator, says : " Education emancipates the laborer from the deadening effects of repetition and habit, the monotony of mere mechanical toil, and opens to him a vista of new inventions and more useful combinations." Our industrial age increases the demand for educated directive power. Business combinations, companies for trade, transportation, insurance, banking, manufacturing, and mining, demand, as essential conditions of success, intelligent directive power. Production is augmented by skill. An indispensable condition of economic prosperity is a large *per capita* production of wealth. Socialism, as taught by some extremists, would sacrifice production to accomplish distribution, and means annihilation of

private capital, management by the State of all industries, of production and distribution, when government would be the sole farmer, common-carrier, banker, manufacturer, storekeeper ; and all these would be turned into civil servants, and be under the control and in the pay of the State, or of a party.

States may have ideals as well as individuals, and embody the noblest elements of advanced civilization. Agriculture, manufactures, mining, mechanical arts, give prosperity when allied with and controlled by thrift, skill, intelligence, and honesty ; but what is imperishable is the growth and product of developed mind. Greece and Rome live in their buildings, statuary, history, orators, and poems. Pliny said, "To enlarge the bounds of Roman thought is nobler than to extend the limits of Roman power." The founders of the great English universities, centuries ago, builded wiser than they knew, and opened perennial fountains of knowledge and truth, from which have unceasingly flowed fructifying streams. All modern material improvements are the outgrowth of scientific principles applied to practical life. If you would legislate for the increased prosperity and glory of South Carolina, be sure not to forget that this is the outcome of the infinite capacities of children. Hamilton said there was nothing great in the universe but man, and nothing great in man but mind. "No serious thinker," says Drummond, "can succeed in lessening to his own mind the infinite distance between the mind of man and everything in nature." Fiske says, "On earth there will never be a higher creation than man." Evolutionists say that the series of animals comes to an end in man ; that he is at once the crown and master and the rationale of creation. What you know and admire in South Carolina is what has been done by cultivated men and women. What other country can show such a roll of immortal worthies as your Pinckneys and Rutledges ; your Marion, Sumter, and Pickens ; your Harper, Johnson, O'Neill ; your Fuller and Thornwell ; your McDuffie and Hayne, Legare and Petigru ; and, towering above all, the great unrivalled American Aristotle, John C. Calhoun?

REMARKS MADE BY DR. SAMUEL A. GREEN BEFORE
THE MASSACHUSETTS HISTORICAL SOCIETY, BOSTON,
DECEMBER 13, 1894.

WHEN death comes to a man full of years and full of honors, who has led a spotless life, and whose bodily frame has become enfeebled by the infirmities of age, his departure is not an event for sorrow, but rather an occasion for devout gratitude that he was spared during so many years. The noble example of such a man is as lasting as the countless ages of time, and is never lost, for the continuity of life keeps up the thread of connection. Of this type of manhood Mr. Winthrop was an eminent instance ; and he illustrated in his own character so many sides of a distinguished career that it is somewhat embarrassing to select that particular setting in which he shone the most, as he was so brilliant in them all. The world at large knew him under the manifold aspect of a ripe scholar, a wise statesman, a finished orator, and a Christian philanthropist ; but at this time I shall speak of his work solely in connection with the Peabody Education Fund, that noble trust founded to promote the cause of popular education in certain States of the American Union. To the casual or careless observer it might seem that labors in this rough and uninviting field were beneath the attention and dignity of a man who had filled so many high offices, but this view of the case would be superficial.

When George Peabody was putting into definite shape the long-cherished plan to distribute in his native land a large share of his princely fortune in token of his gratitude for the many blessings that had been showered upon him, Mr. Winthrop was the first person with whom he held long and confidential relations on the subject. For months before the letter of gift was written to the Board of Trustees, he had been in close correspondence with Mr. Winthrop in regard to the matter ; and for the successful beginning of his great benefaction it was fortunate that Mr. Peabody had the advice of such a counsellor, which on the one side was freely given, and on the other as readily accepted. At an early day an Act of Incorporation was obtained from the Legislature

of the State of New York, under which his almoners were created a body by the name and title of "The Trustees of the Peabody Education Fund." By this Act Mr. Winthrop was made permanent Chairman of the Board; and it is needless to say that the duties of an office were never better or more conscientiously performed. His care and forethought were seen equally in the larger affairs of the Trust, and in the details of its minutest business. No subject ever came up for consideration which did not receive his most thoughtful attention, and his counsels always carried great weight. Outside of the domestic circle, his loss will be felt nowhere to a greater degree than among the members of that corporation, who looked to him for practical suggestions.

When Mr. Peabody's gift was made, the Southern States were staggering under many burdens, both financial and political, resulting from the effects of the Civil War; and the cause of popular education was met everywhere by obstacles that were then considered almost insuperable. Public schools were unknown in those States; and, with the sparse population of the neighborhood, it was very difficult to introduce a plan which would lead up to such a system. Entangled with the question was the presence of a large class of unfortunate beings, thoroughly lacking in all kinds of mental training, for which they themselves in no way were responsible; and this element complicated a free solution of the problem.

At that time, without some aid and encouragement from the outside world, it is very uncertain what course of action would have been taken in order to ward off the evils. The fact was recognized, however, that popular education was the proper remedy for the troubles; and Mr. Peabody's benefaction, coming in the nick of time, turned the scale in the right direction. The number of schools and colleges at the South helped from the income of the Education Fund in former years was very large; but at the present time the distribution is confined to institutions of a high grade, or is used to supply courses of instruction and lectures among teachers in the several States. The testimony of the various Superintendents of Education in those States has always been strong and unanimous in regard to the practical help thus given.

In the autumn of 1886 a Training School for Teachers, under the charge of Professor David B. Johnson, was established at Columbia, South Carolina, which was named after Mr. Winthrop, in recognition of his eminent services in behalf of the cause of popular education at the South. In December, 1887, the school was incorporated by an Act of the General Assembly, and from that time till the present it has continued to grow in the number of its students and in general prosperity. To-day it stands one of the largest and most successful institutions in any part of the country for the training of young women as teachers. A touching tribute to the memory of Mr. Winthrop, on the part of the officers and students, is shown in their custom of keeping the anniversary of his birth as a holiday, and of celebrating the event in a manner befitting the occasion. This school, now known as the Winthrop Normal and Industrial College of South Carolina, has far outgrown its original limits; and at the present time a large and commodious structure is in process of building at Rock Hill, of which the corner-stone was laid with appropriate ceremonies on the last birthday of Mr. Winthrop.

In his Annual Report, made at the end of 1893, President Johnson recalls the fact that this institution, now in the way of becoming so conspicuous and destined to such high ends, was originally organized without State recognition through financial help from the Peabody Education Fund.

It may be worthy of note, also, that Mr. Winthrop's last formal production of a literary character was an address prepared for the Annual Meeting of the Trustees of the Education Fund in New York, on October 4, when he expected to be present and to deliver it himself, but owing to the infirmities of age was unable to attend. The paper, written only a few weeks before his death, was read at the meeting, and showed on the part of the writer no signs of mental weakness; and it was marked by all that felicity of expression and vigor of style which so peculiarly belonged to him on such occasions.

In many prominent walks of life Mr. Winthrop's efforts have long been conspicuous, but in the humbler fields of usefulness his labors have been equally important, and in after-years they will place his name high up on the roll of those men who have

served mankind in their day and generation, and have reached distinction through their philanthropic work. The foresight of a statesman is clearly shown throughout Mr. Peabody's great scheme, which did more than legislation could have done to close up the rifts caused by many a deadly struggle between brothers of the same household, friends of the same neighborhood, and citizens of a common country. For these delicate touches the London banker was indebted to the sagacity of the gentleman who by his presence so often graced the meetings in this room. Statecraft will save when doubt will destroy.

