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Peabody Education Fund.



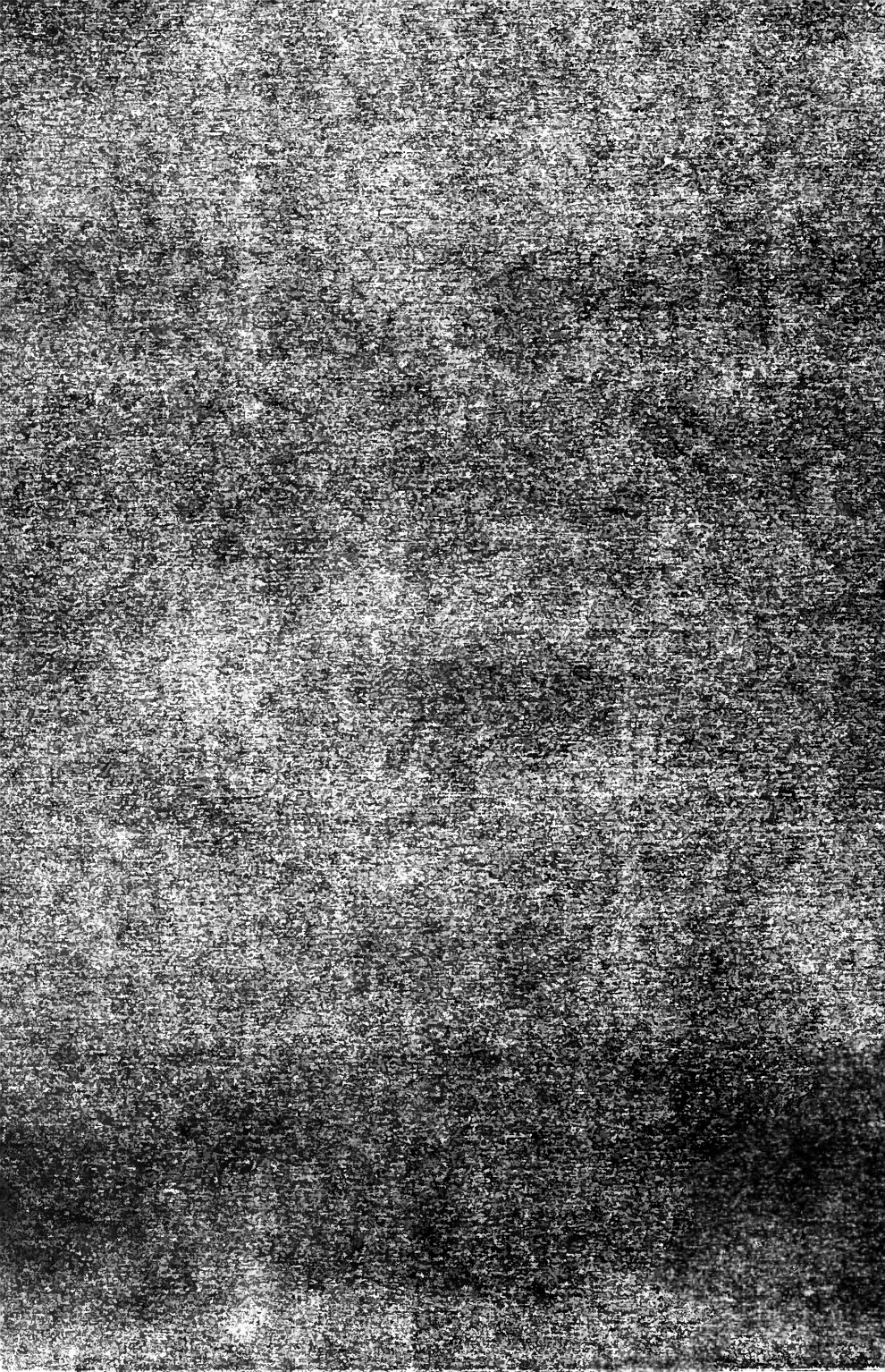
PROCEEDINGS OF THE TRUSTEES

AT THEIR

THIRTY-NINTH MEETING,

NEW YORK,

3 OCTOBER, 1900.



PEABODY EDUCATION FUND.

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NEW YORK, 3 OCTOBER, 1900.

WITH THE
ANNUAL REPORT OF THE GENERAL AGENT,
HON. J. L. M. CURRY.

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TRUSTEES
OF THE
PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED
BY MR. PEABODY.

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• 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>
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*Colonel THEODORE LYMAN (resigned). . .	<i>Massachusetts.</i>
*Ex-President RUTHERFORD B. HAYES . . .	<i>Ohio.</i>
*Hon. THOMAS C. MANNING	<i>Louisiana.</i>
*ANTHONY J. DREXEL, 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>
Ex-President GROVER CLEVELAND (resigned)	<i>New Jersey.</i>
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*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 (resigned) . .	<i>Massachusetts.</i>
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DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>
Hon. GEORGE PEABODY WETMORE	<i>Rhode Island.</i>
*Hon. JOHN LOWELL	<i>Massachusetts.</i>
Hon. GEORGE F. HOAR	<i>Massachusetts.</i>
Hon. RICHARD OLNEY	<i>Massachusetts.</i>
Hon. WILLIAM MCKINLEY	<i>Washington.</i>

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

(To whom communications may be addressed.)



PROCEEDINGS
OF
THE TRUSTEES OF THE PEABODY
EDUCATION FUND.

THIRTY-NINTH MEETING OF THE TRUSTEES.

NEW YORK, October 3, 1900.

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

There were present: MESSRS. FULLER, the First Vice-Chairman, and WHIPPLE, GREEN, PORTER, MORGAN, COURTENAY, SOMERVILLE, FENNER, HOAR, and OLNEY; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE.

Chief-Justice FULLER, on assuming the duties of the chair, expressed his gratification at meeting the members of the Board again, and said that absence from the country had prevented his attendance the last year.

On motion of Judge SOMERVILLE, it was —

Resolved, That this Board express to the Hon. WILLIAM M. EVARTS its deep sympathy with him in his long illness, and gratefully remember his faithful services in the administration of the Peabody Trust.

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

Dr. CURRY, the General Agent, then 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:

THE year has been one of unusual excitement, not limited to questions assuming larger proportions in the growth of our own great Republic, but embracing others, novel and difficult, arising out of our sudden entrance into, and alliance with, the Great Powers, and adoption of the policy of expansion to islands not adjacent to our former territory, nor inhabited, at present or prospectively, by our own or kindred people. Despite these drawbacks, the friends of public education have not relaxed their efforts, which must be continuous and wise to secure and retain permanent success. It may seem strange and hard that the downright battle for the right, for free and universal education, has to be fought over so repeatedly and that the victory when won should not be final. Is it not so with all great reforms, with all demands for popular freedom? Within the last twelvemonth, besides the useful State associations, general meetings, largely attended, have elicited much interest and able discussions. The Southern Educational Association, with representatives from the whole South, met in Memphis; the Southern Conference for the Discussion of Race Problems, in Montgomery; the Capon Springs Conference, in West Virginia; and the National Educational Association held its thirty-ninth session in Charleston. The deliverances of these important bodies, published in separate volumes, make a valuable contribution to the many-sided problem. The action of the Charleston Association, the bond of union of the large group of cultured educators and ambitious teachers, national in its composi-

tion, broad, scholarly, statesmanlike, is worthy of serious attention: "The common school is the highest hope of the nation," and in the last resort rests upon "the convictions and affections of the American people." Within the public school "American citizens are made, and no person can be safely excluded from its benefits." The extension of the system to Cuba, Porto Rico, and the Philippine Islands was declared "an imperative necessity," that "the foundations of social order and effective local government may be laid in popular intelligence and morality." While the National Government was invited to this great need, the opinion was strongly expressed that it must be kept rigidly in view that it is not the function of this government "to control the educational instrumentalities of the country." No rational American can deny that schools are indispensable to the good government, the advancing civilization, the better citizenship, of the inhabitants of the lately acquired islands, but the Fund, in remembrance of its past emphatic declarations, cannot shut its eyes to the needs of the negroes, their strong and unrecognized claims upon the Government, nor refuse assent to the resolution of the Capon Springs Conference, "that the National Government in recognition of its moral obligations incurred by the enfranchisement of the negro" should aid in the establishment of primary and industrial education in the South. Of what avail are citizenship and the franchise without even a minimum of education!

Whatever may be the character or urgency of issues, new or old, presented to the American people, of obligations growing out of enlarged relations, *free schools for all the people*, good enough to attract and instruct the rich and cheap enough to provide for and educate the poor, is the duty to which nothing can be paramount, and for the neglect or postponement of which no exigency of party or country is an excuse. What is the paramount issue is the furnishing by the Government of the widest possible

opportunities for the development of the faculties and personality of every citizen. It is said that in the struggle for world power, the United States is dependent on national resources, economic power, and social development; but all these, however concentrated, will be ineffective without general education and intelligent and trained skill in labor. Where Christian democracy obtains, and the man in man is sought out, one hears, as a writer in the August "Forum" quotes, "constantly the sound of polished boots descending, of wooden shoes mounting upward." Private and denominational schools will never educate the mass of the people, and every citizen should have furnished to him, without money and without price, the means of a fair and useful education. Hateful and mischievous and unchristian is that skepticism or narrowness which prates about keeping the poor in what is called their proper "station," or "pauperizing" the people by a gratuitous system of education. Amid clerical and other obstacles our sister republic of France is earnestly seeking to cure the ignorance of the agricultural masses and her backward state in many branches of information. For the furtherance of public instruction, especially in its primary branch, the yearly budget is more than ten times what it was before the war of 1870-71. Leaving out the art section, the appropriation was \$41,638,000. In spite of social and political upheavals, the Republic has made progress which reaches the masses, and primary instruction is now gratuitous, compulsory, and secular. ("Living Age," August 18, 1900).

What the Peabody Education Fund has done towards establishing and improving the public school systems of the South has been narrated, perhaps, at sufficient length in the "Thirty Years History," the publication of which was ordered by the Trustees. The record of what the States have done and are doing for teacher-training is most suggestive, and reflects credit on them and the auxiliary

co-operation of the Fund. By judicious and conditional appropriation, our gifts have been multiplied twofold and fourfold, and it may be affirmed that what the States have done in this direction would not have been done at all, or very inadequately, but for your aid and the frequent appeals to legislatures. The efficient State Superintendent in Alabama says, "The influence of the Peabody Fund upon our public and normal schools cannot be estimated." The Peabody Normal College and the Normal Schools of Virginia, North Carolina, South Carolina, Alabama, and Texas are the direct and acknowledged results of the watchfulness of the General Agents and of your timely benefactions.

A table, prepared from latest information, will show at a glance the appropriations made by the States for Normal Schools and Institutes:—

South Carolina . . .	Normal Schools	\$86,598.00
	Institutes	7,322.74
Texas	Normal Schools	57,100.00
Virginia	Normal Schools	50,000.00
	Institutes	2,500.00
West Virginia . . .	Normal Schools	39,664.60
	Institutes	3,000.00
North Carolina . . .	Normal Schools	39,000.00
Georgia	Normal Schools	36,400.00
	Institutes	7,000.00
Alabama	Normal Schools	32,000.00
Tennessee	Peabody Normal	20,000.00
	Institutes	2,500.00
Louisiana	Normal Schools	18,000.00
	Institutes	1,450.00
Florida	Normal Schools	9,500.00
	Institutes	1,800.00
Arkansas	Institutes	6,650.00
Mississippi	Institutes	2,500.00

These Southern States, from revenues raised by taxation, have given for teacher-training \$422,985.34, and the table is suggestive of the appreciation relatively by the

States of the importance of this work. It is worthy of honorable and grateful mention that Johns Hopkins University has furnished about one hundred and forty teachers for sixty-five southern institutions. "Every safeguard thrown about the profession of teaching, proper standards — both general and professional — for entrance upon the work of instruction, security of tenure, decent salaries, are indispensable if the schools are to attract and hold the service of the best men and women of the United States; and the nation can afford to place its children in the care of none but the best."

Much as the States deserve of credit for their generous and wise support of efficient agencies for teacher-instruction, the schools should become so thoroughly established in public confidence and have their power and usefulness so well recognized as not to be dependent on outside help. There is a tendency, perhaps inseparable from human nature, to be clamoring for more and to demand as a right what has been for several years gratuitously bestowed. How far the conviction of a sure possession may limit legislative generosity is a matter of conjecture. An examination of the table presented makes manifest a marked disproportion in some of the States between legislative and Peabody liberality.

The annual report of Dr. Payne is, as usual, a document of much interest. The friends of himself and the College have cause for thankfulness, that while he was constrained, on account of ill health, to make a second visit to Europe, he returned in full vigor and has resumed his duties with hope and cheerfulness. It is prophetic of the growing usefulness of the College that it had more Alumni and students at the Association in Charleston than any other institution in the United States.

The College purposes a celebration at the end of twenty-five years of its history. The representation of the Board on that historic occasion would be very appropriate.

At the last meeting a committee was appointed to confer with like committees from the State Board of Education of Tennessee, and the Trustees of the University of Nashville in order that the legal status of each body in relation to the Peabody Normal College might be determined and a plan for the future management of the College in case of disagreement or conflict might be agreed on. The committees met in Nashville in November, and after a full and pleasant conference agreed unanimously on a report, which it may be well to place on our records.

“The undisturbed harmony among the three boards represented in this joint committee, which has existed from the origin and establishment of the Peabody Normal College, is most gratifying, and has proved beneficial to the College and promotive of its great prosperity. In order to maintain this commendable relation and to prevent any possible friction or misunderstanding in the future, and to preserve this useful and cordial relation and co-operation, it is therefore recommended to the three boards, that the General Agent of the Peabody Education Fund, the State Superintendent of Public Instruction for Tennessee, and the President of the Board of Trustees of the University of Nashville, shall be an advisory committee, with power to act, and to confer with the President of the Peabody Normal College in any and all matters by them deemed necessary relating to the future management and control of the College.

“The University of Nashville, through its board, has already transferred the college buildings and grounds to the Peabody Board of Trust; the State Legislature has placed in the hands of a State official the management and distribution of all moneys appropriated by the State, while the Peabody Board of Trust has its own channels through which all money, so generously donated by it, are to be expended. We are satisfied that this agreement and arrangement is for the best interests of the institution, and recommend that it be continued.”

ARKANSAS.

The Hon. J. J. Doyme sends an interesting report : —

“In submitting my report of the institute work in this State, permit me again to assure you of the high appreciation that the teachers of Arkansas and the people generally feel for this generous aid. In addition to the Peabody Institutes held in forty-one counties for white teachers and twelve for colored teachers, many counties not so favored held private institutes and employed instructors who were paid for their services by the teachers themselves. In many instances the Peabody Institutes were extended from one to three weeks by the same means. I feel sure that the interest manifested shows an improvement.

“Educational conditions in Arkansas are being greatly improved; longer terms of school are being taught in the rural districts; the standard of qualification for teachers' license is being materially raised, and public interest in educational affairs is being more generally aroused. The permanent school fund practically controls the entire State debt, inasmuch as it owns nearly all of the outstanding bonds. Several years ago, when the Board of Common School Commissioners adopted the policy of buying Arkansas bonds, they were selling on the market at 60. and the State was making no provision for the payment of the interest due thereon. Now the bonds cannot be purchased for less than 95, and very few can be had at less than par. The State has paid all the interest due and has a balance of cash in the sinking fund. This condition is largely due to the efforts of the Board of Common School Commissioners and others interested in educational affairs. The State apportionment for 1900 is larger than ever before, while almost without exception the school districts throughout the State are levying the maximum local tax. The result of this is seen in the increased length of school terms. The average length of school term in this State heretofore has been less than seventy days. The average for 1899 shows seventy-six and one-half days, while that of 1900 will, I think, reach eighty days. We hope that the next legis-

lature will provide for county superintendency a State normal school, and an increase in school revenues.”

LOUISIANA.

The able and indefatigable Superintendent, the Hon. J. V. Calhoun, sends, as usual, an instructive report:—

“In addressing myself to the duty of making an annual statement of our educational work during the lapsed scholastic year, the first thought that occurs is that of the surprising improvement with which we have been blessed in the business of public education for some years past. There was a dark period during which we, who were then in the public schools, were driven almost to despair of any change for the better. Many abandoned the field and sought for encouraging employment elsewhere. With all the efforts of our best men, we only contrived to uphold a weak and impoverished establishment in the city of New Orleans; while in the country parishes there was but a mockery called the public school system. The reports of those years show an enrolment in New Orleans of about 16,000, and in the country parishes of almost none at all. During the past year we have had an enrolment in New Orleans of 30,770 pupils, and in the whole State of 196,169. The number of white pupils enrolled for the year is 121,936, and of colored pupils is 74,233. The average daily attendance of white pupils has been 90,187; of colored pupils, 56,136; making a total average attendance of 146,323. The total number of public schools in the State, exclusive of the higher public educational institutions, is 3,302, of which 2,293 are for white pupils, and 1,009 for colored pupils. The number of teachers employed in our public schools during the lapsed session is 4,157; 3,072 whites and 1,085 colored. In most of the parishes the length of the school sessions has been increased; in very few they fall to three months; in all our well-to-do parishes—and they are numerous—it exceeds six months, so that the average length of our school terms is six months. Our percentage of literacy based on the enumeration of educables taken a year ago is about forty-eight; but if we include all children and persons

under instruction in private schools, academies, colleges, universities, asylums, benevolent institutions, various religious establishments, I think our per cent of literacy would be found to be but little below sixty per cent. We hope to be able to obtain information from these schools and establishments, and to present a true table of the educational condition of our State.

“Our people everywhere are taking a very deep interest in the public schools. By the provisions of the Constitution of the State formed and adopted in 1898, communities are permitted to form themselves into separate public school districts and to vote a tax for the promotion and support of public schools, and I am agreeably surprised at the number of districts so formed. Everywhere special taxes are voted and voluntarily paid for public schools. During the past year some fine schoolhouses have been built. We are aiming at lessening the number of small schools, and establishing large central graded schools; and we are making some progress in the task. A few schoolhouses of the noblest order have just been erected in the parishes, and some are in course of erection and others are about to be begun. Five or six of these useful structures are costing from forty or fifty thousand dollars each. The total receipts of school revenue from all sources was, for the year 1899, \$1,244,329.71. The total disbursements were \$1,135,116.59, leaving a balance on hand at the beginning of this year of \$118,511.95.

“In seeking for the causes of this great conversion of the public mind to public education, it is impossible not to recognize, foremost among all, the normal and the institute work begun and still fostered by the Peabody Education Fund. By means of this aid our normal teachers were enabled to go out among the people, enlighten them by their lectures and instructions, and by practical and object lessons show them the proper methods of learning and teaching, and, with the gift of knowledge, impart to them a desire for its propagation. Our normal school has been a power house, sending currents of light to every parish in the State. To put it briefly, our improved condition in school matters is due to the normal influence, and to the institutes and summer schools, and these latter have been sustained in large part by the Peabody

Education Fund. In the past years we depended almost entirely upon the liberal aid of your philanthropic board. Never was money better applied.

“We have been enabled to help along our work among the colored people in a particular manner by means of your contributions. We find it difficult to obtain appropriations for any special work among the colored people, and only by means of the Peabody aid have we been able to keep up a normal and industrial school for them. With the money donated we have supported a good school for normal work for colored pupils at Alexandria. The success of the school induced many members of the community to urge the Legislature to grant lands and money to enlarge and put upon a firm basis the school so started. This would have been done had not the extraordinary demands for money by six institutions of higher learning, already existing, put it out of the power of the General Assembly to make the needed appropriation for the colored institution.

“Indeed without your aid we could not give any normal instruction to this class of our people; nor could we maintain our institutes. Our State venerates the name of George Peabody; his picture adorns many of our class-rooms; his anniversary is sacredly commemorated; and his life and virtues are familiar to every household. Our General Assembly, just adjourned, voted an appropriation of three hundred dollars as a subscription to the fund for placing the statue or bust of Mr. Peabody in the Capitol at Washington. I have also been instructed by our State Board of Education to send a resolution of grateful acknowledgment to the Peabody Board of Trust for the favors bestowed by them upon the State of Louisiana, and to express to yourself personally their appreciation of your valuable services rendered us in written and spoken discourses, and actions helping us in days of sorest need.

“Our State Normal School, which is aided by your honorable Board, is in a most flourishing condition. The number of students on roll was in the session just closed 487; 364 being in the normal course, and 123 in the practice school. We are looking for over 500 normal students next session, which will open on the

first Monday in October. At the last session there were sixty-one graduates. Since its establishment about fourteen years ago the normal school has graduated three hundred and forty-four students, all of whom have taught, and most of whom still teach in our public schools, and here is the secret of our great advance. We get from the State for ordinary expenses from \$15,000 to \$20,000, which is quite inadequate to the many needs of this useful institution. However, the Legislature does as well for the Normal as it can. It has just appropriated \$8,500 for the building to be used as a practice school, which will accommodate five hundred pupils and will illustrate the entire course of study from the kindergarten, through the high school to the normal. This school has depended largely upon your generous aid, and has made a noble use of the means placed annually at its disposal. Institutes for white and colored teachers have been held in about twenty-five parishes. The State appropriated for them \$1,450.00; the parishes contributed \$1,112.96; and your Board, \$1,750.00."

MISSISSIPPI.

The Hon. H. L. Whitfield presents this account of Institute work:—

"The following is a report of the work done for the public school teachers of the State during the summer of 1900.

"*Plan of Work.* The law requires that an Institute of not less than a week's duration shall be held in each county of the State for each race, unless there be less than fifteen school districts in a county. In thirteen counties, well distributed throughout the State, during the present season the Institutes were extended four weeks. These extended Institutes are known as Peabody Normals. The State is divided into districts containing from three to five counties each. Two Conductors are assigned to each district, one Conductor for the white institute, and the other for the colored. They exchange work, and thus bring both Conductors before each Institute. The Normals have faculties of from three to eight instructors each. The public school curriculum is re-

viewed, and regular text-book work is done in Pedagogy. Lectures are delivered on methods.

Resources. The funds that have been available for the work during the present season were derived from the following sources :

“Peabody Fund, \$2,500.00 ; State Appropriation, \$2,500.00 ; Local Subscriptions, \$1,650.00 ; and Institute Fund, \$5,460.00 ; Total, \$7,610.00. The Institute fund is collected from the teachers as an examination fee, each teacher in the schools contributing fifty cents per year.

Attendance. All of the Normals for white teachers have closed and show the most gratifying results. More white teachers have attended the Normals than ever before. Thirteen hundred and ninety-four teachers, or a little more than 33 $\frac{1}{3}$ per cent of the employed white teachers, have attended these schools.

“I have not received complete reports from all the colored Normals, a part of them still being in session. I do not think that the number of colored teachers attending Normals will be more than usual, owing to the fact that this has been a year of unprecedented rain. A great many of the colored teachers have small farms and they could not leave their crops. The Institutes are now in session, and I am receiving the most encouraging reports from the conductors. Attendance is not compulsory, but I think that at least 75 per cent of the teachers will have attended either Normals or Institutes during this season. Salaries are small, and school terms are short. What we need is better salaries and longer terms. I know of no teachers who are making greater sacrifice to prepare themselves for their work than the teachers of Mississippi. Our State is not doing as much for education as we desire, but when our peculiar conditions are taken into consideration, I think that we will compare favorably with other States.

“As the representative of the public school interests of the State, I wish in behalf of the State to thank you for the continued help that has been extended to us from the Peabody Fund. I do not believe that money has ever been spent for public purposes that has given greater results.

“Our Legislature has just adjourned, and it affords me pleasure to give you the following appropriation items of schools.

“The Legislature has been very liberal, the appropriations for school being much in excess of that for any previous year. The following are for two years :

“Direct appropriation for common school, \$2,000,000.00 ; Industrial Institute and College \$91,631.00 ; Textile School at A. & M. College, \$40,000.00 ; Repairs on University, \$34,000.00 ; Support of A. & M. College, \$56,738.56 ; Alcorn A. & M. College (colored), \$47,034.54 ; Chickasaw School Fund (common schools), \$105,467.94 ; Support of University, \$65,287.34 ; Historical Society, \$2,000.00 ; Summer Normals, \$5,000.00 ; Interest on Seminary Funds, \$25,458.00 ; Holly Springs Normal (colored), \$4,000.00 ; Total, \$2,476,617.38. The resolution introduced in the Senate providing for a division of the school fund between the races in proportion to taxes paid by each received only two votes. We have a fine school sentiment in the State, and I am sure it dates to a great extent from the time you extended to us the benefits of the Peabody Fund.”

NORTH CAROLINA.

The Hon. E. H. Mebane, who has been a most efficient Superintendent, unfortunately retires from a position which he has illustrated by unusual zeal and ability. He sends a brief report :—

“The summer schools at Winston, Fayetteville, Elizabeth City, and Washington were very successful, and had pupils and teachers from fourteen counties. One of the conductors says : ‘In no other way could yourself and the Trustees have appropriated Peabody money to greater advantage. In less than six months more than three thousand boys and girls will receive impulse, life, character, push, energy, love, and good-will from the teachers who attended the Summer Normal School at this place.’ Another conductor, Professor Atkins, of marked ability, says : ‘It is my candid opinion that a repetition of this Institute effort, if begun in time, will enable us next year to reach not

less than one thousand colored teachers and educational workers. It may be possible the next year to enlist the interest of the counties to the extent of securing small appropriations from them as supplementary to the Peabody contribution.' We have passed through a hot political campaign, almost a revolution, and I am sorry to say that education is a secondary matter in comparison with party success. I am more convinced than ever that, with two or three exceptions, our colored Normals are a mere farce. In most cases the work done should be done in the Graded Schools, and the money given by the State should be expended at one or two places for real Normal work. The Graded Schools receiving aid have used the money well, and the Peabody aid has been a great stimulus to our towns in their efforts to establish such schools. The College at Greensboro passed through a severe test during the past year. Several deaths occurred from fever, and the exercises were closed for six weeks or more. A large amount of money was spent on sewerage, renovation of buildings, water apparatus, etc. Out of all this trial the College has safely come, and is more firmly fixed in the hearts of our people than ever before."

SOUTH CAROLINA.

Because of the excellence of the College and the honor paid to our beloved first President, Winthrop College has, as it eminently deserves, the warm interest of the Trustees. President Johnson says:—

"We enrolled 503 pupils,— 353 in the College proper and 150 in the Model School and the Kindergarten parts of the Normal Department. Two hundred students were turned away for lack of dormitory room, and the Legislature gave \$35,000 for additional buildings. When they are completed we shall be able to accommodate 475 girls in the dormitories and to enroll 550 or 700 students altogether. A large number of students are applying for admission next session."

In a letter from Superintendent McMahan he says, writing of the Peabody influence:—

“The Peabody appropriation was the principal sustenance of the Winthrop Training School, from which grew the Winthrop Normal and Industrial College, which is now the pride of the State. The Peabody sustained the teachers’ institutes until they attracted attention sufficient for the Legislature to make an appropriation for them, and for a certain school fund we have to be given up to this work. Of course there were other influences, but that of the Peabody Aid has been very strong in the State, and it is greatly appreciated by our people.”

GEORGIA.

The Hon. G. R. Glenn, a Model State School Commissioner, makes his annual statement, which is worthy of the most thoughtful consideration.

“With the aid of the Peabody Fund I have been able to hold Institutes for the colored teachers at the following places this year: Atlanta, Rome, Augusta, Athens, Eatonton, Sandersville, Valdosta, Albany, Waycross, Americus, Columbus, Newnan, Fitzgerald, Statesboro, and Griffin. You will observe these points are accessible to nearly all the colored teachers of the State.

“The institutes lasted two weeks at each point. In most cases the work was done by our best colored teachers under the supervision of white superintendents. At several points it was not practical to secure colored instructors, and in these cases white teachers were employed. More than two-thirds of the colored teachers of the State attended these institutes, and I am sure great good has been done. The improvement in the colored teachers has been steady, though not as rapid as we could wish. We have a good number of very excellent colored teachers in our schools, but the great masses of the teachers in our colored schools are yet fearfully unprepared for training the children intelligently. Our people have not yet learned that it is a waste of time and money, and an infinite wrong to the children, to place them in charge of people who are unfit to train them aright. When we consider the character of the teachers that the colored children have had for the last thirty years, the marvel is that the condition

of the race in the South is as good as it is. If the colored children of the Southern States could have had, in this long period, white teachers or teachers of their own race, capable of instructing them properly, their condition to-day would be altogether different from what it is. Our white people have travelled four thousand miles to teach and christianize the 'heathen Chinees' to be murdered at last by the 'yellow boxers,' while very few have responded to the Macedonian cry that comes from the black belts here in our own territory.

"There are still many phases of our situation here that look ugly and are full of puzzles for the most optimistic. We are daily in contact with naked and forbidding facts that excite in every thoughtful man the gravest apprehension. Our chain gangs and jails are filled with young negroes, the vast majority of them under thirty years of age. Dastardly crimes seem to be on the increase every year as soon as the month of July comes. These crimes are perpetrated for the most part by young negroes under thirty years of age, and who have in most cases no education at all. The other day I made a visit to our Insane Asylum, and I found there, to my astonishment, that more than one-third of the inmates were negroes, and most of them born since the war. The superintendent of the Asylum tells me that their insanity is the result of diseases that were almost unknown in the negro race before the war. Good men among my own people point to these things with ominous misgivings and have no faith in ameliorating the condition of the negro by processes of education.

"An intelligent citizen put the matter in this way: 'You have,' said he, 'invested in the schools for higher education of the negro in Atlanta alone, more money than has been invested by the whites for the higher education of the whites in the entire State of Georgia, and yet look at the result upon the character of the negro in Georgia!' He stated what is true so far as the amount of money invested for negro education is concerned. My reply to him was, that if all of these schools in Atlanta were doing such work as is done at Spellman Seminary the result on the negro race would be far different; and I called his attention to the fact that the two intelligent black nurses that helped to save the lives of

two of my children, who were victims of typhoid fever last summer, were graduates of Spellman Seminary.

“The question is, how are we to make the white people North and South understand that the children of the negro race must have the same wise and intelligent treatment, under skilful supervision of the white race, before we can expect satisfactory results. The Northern people have wasted millions of dollars on so-called higher education that ought to have been devoted to the maintenance of manual training schools for the little children of the colored race. Booker Washington is doing more for the colored people in the South than all the leaders of the colored race put together by insisting that his race shall make progress and make character, and everything else worth the making, by training the children of the race to learn how to make a dollar and how to take care of it when it is made. One hopeful rift in the clouds is seen in the greatly increased numbers of people among the blacks of this country that are now following the teachings of Professor Washington. He may not be a great scholar, but he is doing a great work in a practical and helpful way to both races in the South. But it will take time for this leaven to work.

“At every Peabody Institute this summer manual training was stressed as never before. In Washington County, where one of these institutes was held, we had one large room filled with articles of many kinds that the children had learned to make, even in the country schools of the county. There was work in iron, and wood, and clay, and grass, and all manner of needle-work by the girls. Every teacher from the adjoining counties recognized at once the value of this work for the children, and we shall have in that section next year at the Peabody Institute an exhibit that I shall be glad for you and the Peabody Board to see.

“If we can get this manual training intelligently grafted in our school system with trained teachers to direct it and utilize it for the full and well-rounded development of the children of the negro race as well as the white race, I believe it will work a great change morally as well as intellectually in the State. Hampered and hindered as we are for lack of means to employ the right

kind of teachers and establish the right kind of schools, it will take a long time to get the results that we desire, but public sentiment is starting in this direction, and it will grow.

“Manual training is now a part of the regular school work in Columbus, Athens, Newnan, Augusta, Atlanta, Washington County, Dahlonega, and in many individual county schools in the State.

“The Normal School at Athens, the Normal and Industrial School for Girls at Milledgeville, and the school at Dahlonega, all receiving aid from the Peabody Fund, have done well. At Athens we are gradually raising the standard, and the trustees will probably add another year to the course for graduation after the present year has closed. The Industrial School at Milledgeville enrolls more than 400 students. The school turns away annually over one hundred applicants for lack of room. I enclose a copy of President Stewart’s report on the value of the Model School at Dahlonega. This school at Dahlonega is doing a great work for those people in the mountain districts.

“Altogether the outlook in Georgia is cheering and full of promise. We have had many educational rallies this year, when we formerly had only political gatherings. A strong address on education will draw a bigger crowd in most places than a harangue on politics. Our teachers’ Institutes and Chautauquas have become our popular assemblies.”

Chancellor Payne, of the Peabody Normal College, who visited the Georgia Normals at my request, pays this high and just compliment to Dr. Glenn: —

“I am impressed more and more favorably with the wisdom, industry, and well-directed zeal of School Commissioner Glenn. His policy is broad and wise, and his hold on the public sympathies is very firm, and his administration, I doubt not, will mark an era in the educational history of Georgia.”

TEXAS.

The Hon. J. S. Kendall sends this report of the work in his State: —

“During the present school year I have personally inspected the work done at the Sam Houston Normal and the Prairie View Normal, and I desire to state to you, and through you to the honorable body of curators whom you represent, that both institutions are doing efficient work in their respective spheres and that both well deserve the benefactions which your Board has all along so generously given them. The graduates of the Sam Houston Normal hold honorable rank among the teachers of the State. The outgoing class of each year swells this number, until in numerical strength, as well as in equipment, the teachers sent out from the Sam Houston form an important factor in the large corps of 16,000 teachers now employed annually in the Texas public schools. Among the negroes of the State, the influence of the Prairie View Normal forms a great uplifting force, morally as well as intellectually. The school is fortunate in having a strong body of teachers, and these teachers seem to be fully alive to the grave responsibility which rests upon them in furnishing to the State and to the colored race the largest class possible of good citizens and efficient teachers. The board of directors of this school has for several years past grafted certain industrial features into the curriculum, and this year the Peabody donation has been partly used to aid this cause. I am satisfied that the results obtained have justified the expenditure.

“The summer Institutes, or summer Normals as they are called in Texas, were more numerous this year and showed a larger attendance than ever before seen in the State. More than 5,000 teachers were enrolled in these schools during the months of June, July, and August. The shortest term of any school was four weeks, while many of them continued for periods of eight and nine weeks, the average term being about five weeks in length. As a means of supplying in part the lack of professional training among the majority of our teachers, these summer normals are of great and lasting benefit to the school work of the State. Future legislation based upon past experience can and should improve the character and work of these schools, but their existence in some form will ever hereafter be a public necessity.”

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President Pritchett, of the Sam Houston Normal, thus writes of his excellent school:—

“I am glad to report that the last session of the Sam Houston Normal Institute was a very successful one. We enrolled 493 students during the year, of which number 97 completed the Senior Course and received diplomas, 174 completed the Junior Course and received First Grade Certificates, 83 completed the Elementary Course and received Second Grade Certificates. We have endeavored to profit by our experience, and to make the work of each year better than that of the preceding. With this end in view, as our classes were somewhat crowded, I asked the Board of Education at the last meeting to grant me an additional teacher, which was done, and I hope to accomplish more valuable work this year than ever. It has been and is my constant aim to keep the Normal abreast of the times, to make the institution what it should be, a training school for teachers for our public schools, to maintain a curriculum as high as is consistent with thoroughness in the work it undertakes, to keep it a Normal School rather than a College, to have its pupils carefully trained in those subjects which they will be called upon to teach in the public schools, rather than to extend its course into the field of College and University studies. The Peabody Educational Fund has aided us most materially. It would have been impossible for us to have had the success we have achieved without its aid. We shall need its help in the future, as without it we will be unable to retain our present faculty and accomplish the work I anticipate.”

An article from a Missouri paper is added as conveying interesting information.

“The State Board of Education has fixed the per capita for the coming scholastic year at \$4.75, which means that the sum of \$3,527,000 will be spent in the education of 736,000 children between the ages of eight and seventeen years, inclusive.

“The school fund of Texas is something great. In the State Treasury there are notes, mostly for small amounts, given by purchasers in partial payment for land belonging to the school fund. Those notes which are good aggregate \$13,101,339, bearing interest at differ-

ent rates, according to the law under which the land was purchased; some of them bear only 3 per cent interest, the others 4, 5, 6, 8, and 10 per cent, though there are not many of the latter class. In addition to these good notes, there are also a large number which are accounted as no good, and on which suit is to be entered to recover the land for which they were given. The school fund also has 13,880,000 acres of land leased to cattlemen, and from these two sources derives an annual income of about \$1,000,000, which goes to the available fund. The money which is paid in as principal on the notes goes to the permanent fund, and must be invested in State or county bonds drawing not less than five per cent per annum. The school fund already owns about \$7,500,000 worth of bonds, and from them derives an income of approximately \$365,000.

“Most of the money, however, comes from taxation. The tax rate in Texas is not exorbitant (only one State in the Union is lower), and half the money derived from ad valorem taxes goes into the school fund, adding about \$2,250,000 to the fixed income.

“In addition to these sources of income the permanent free-school fund has more than \$1,000,000 now lying idle for want of an investment which will comply with the requirements of the law, and also has a large amount of land which does not produce any revenue, either because it is not under lease or because it is in litigation or in process of litigation.”

ALABAMA.

The Hon. J. W. Abercrombie, the faithful and able Superintendent, sends a full and valuable report from which extracts are given. The letter of Mr. Washington is given special prominence because of the important discussion.

“I take pleasure in handing you reports from the Normal Schools at Florence, Troy, and Tuskegee, and the Academy at Pinckard showing the disbursement of the Peabody Fund, and the work they are doing. I regret that I am not able to furnish you a report from the Normal School at Montgomery. In addition to reports from schools receiving aid from the Peabody Fund, I hand you reports from the Jacksonville Normal, the Livingston Normal, the Huntville Normal, and the Girls' Industrial School at Montevallo, that you may see what Alabama, as a State, is doing in the way of Normal education. Since my term of office began, I have taken an especial interest in the

work of our State Normals, and I am glad to report to you that these schools are doing better work than at any time in their history. The demand for trained teachers has been steadily increasing in the State, and our Normal schools are doing a great work in supplying the demand. I cannot close without saying to you that the entire State of Alabama, and especially the teachers and those interested in the cause of education, feel under lasting obligations to the Peabody Board for the aid you have so kindly given us. Without this aid, the impetus now dominating our educational affairs would have been a longer time coming. Permit me to extend to you my personal thanks for the interest you have taken in the work of this department, and for the advice so often given.

“The State Normal College at Florence reports 329 students enrolled, 50 in the Model School, and 279 in the Normal College. Thirty-six counties are represented in the student body.

“In the Normal College all the students except thirty are being trained for the profession of teaching. One hundred and seven of these students were teachers in the public schools of the State before coming here. Rigid entrance examinations have been insisted upon, the result being that the course of study has been distinctly raised in grade, and the students have had more thorough drill on the subjects to be taught in the public schools of the State. The course of study is planned solely to aid teachers to prepare themselves to teach in the schools of the State. Almost the entire student body is composed of persons who are teachers, or preparing themselves for that purpose. Out of a class of fifty-four graduates of the preceding year, forty-eight have taught in the public schools since their graduation. Thirty-nine persons were graduated this year, every one being a teacher. A very large number of undergraduates are also teaching. The Board of Directors, at its last meeting, abolished the department of art, and substituted therefor a department of manual training. During the last year \$532.49 were spent for repairs of the building. Together with the thirteen acres of ground situated in the most desirable part of the city, it is valued at \$50,000.00. This institution is gradually accumulating a fine library; it has about 2,000 volumes of the

best books. New books are purchased each year with library fees charged to the students. The cost of attendance here averages about \$100 a year. A most valuable adjunct to the Normal College is the Model School, whose recitation rooms are located in the same building. There are six grades in this school. Students in the Senior class, who have been instructed in methods of teaching, assist in the instruction of these grades. Each pupil-teacher submits each day to the principal a carefully prepared plan for the recitation, which is given under the direction of the principal. One year of work in teaching under this guidance is worth to the young teacher as much as three years of teaching without such supervision. The Laboratory has received supplies of apparatus and chemicals amounting to \$141.24.

"The Normal College at Troy reports a total enrolment of 565,196 in College classes, 209 in Model School, and the remainder in adjunct departments, such as music, art, business, etc. The adjunct teachers received no salaries from the College. Thirty-eight counties in the State were represented.

"A gratifying feature of our enrolment is the large percentage of non-resident students. Of the 197 enrolled in our College Classes this year, 144 (nearly 74 per cent) live away from Troy. . . . Of a college enrolment of 180 last year, 104 (about 58 per cent) were non-residents.

"Our great needs are more funds and building accommodations. The wonder is that we have accomplished so much upon such a small investment."

No apology can be needed for giving a detailed account of the Tuskegee Normal and Industrial Institute, which in its distinguished Principal, in its history and extraordinary development, is unique among the educational institutions of the world. In a letter to Superintendent Abercrombie, B. T. Washington, A.M., reports: —

"There has not been a year since freedom came to the Negro that has witnessed such widespread discussion, both North and South, of all phases of his condition, as the present one. I cannot rid myself of the feeling that much, if not all, of this discus-

sion is going to prove most helpful to the Negro's education and general development. I am of the opinion that there is more thoughtful interest in the Negro at the present time than has ever existed. The mere spasmodic and sentimental interest in him has been in a large degree replaced by the more substantial thoughtful interest based upon a comprehension of the facts. One is often surprised at the misleading and unfounded statements made regarding the progress of the Negro, but these very exaggerations serve a good purpose in causing individuals to seek facts for themselves. For example, I have recently seen a statement going the rounds of the press to the effect that out of twelve hundred students educated at industrial schools, only twelve were farming, and three working at the trades for which they were educated. Whether the Tuskegee Institute was enclosed in this list I do not know. It is to be regretted that those who presume to speak with authority on the advancement of the Negro do not in more cases actually visit him where they can see his better life. Few of the people who make discouraging statements regarding the Negro have ever taken the trouble to inspect his home life, his school life, his church life, or his business or industrial life. It is always misleading to judge any race or community by its worst. The Negro race should, like any other race, be judged by its best types rather than by its worst. Any one who judges of the value of industrial education by the mere number who follow the actual industry or trade learned at school, makes a mistake. One might as well judge of the value of arithmetic by the number of people who spend their time after leaving school in working out problems in arithmetic. The chief value of industrial education is to give to the students habits of industry, thrift, economy, and an idea of the dignity of labor. But in addition to this, in the present economic condition of the masses of the colored people it is most important that a very large proportion of those trained in such institutions as this actually spend their time at industrial occupations. Let us measure the value of our work by this test: On January 10 of this school year we dedicated the Slater-Armstrong Memorial Trades Building. The plans of this building were drawn by our instructor

in mechanical drawing, a colored man. Eight hundred thousand bricks were laid into the building by students who were being taught the trade of brickmasonry. The plastering, carpentry work, painting, and tin roofing were done by students while learning this trade. The whole number of students who received training on this building alone was about one hundred and ninety-six. It is to be lighted by electricity, and all the electric fixtures are being put in by students who are learning electrical engineering. The power to operate the machinery in this building comes from a one hundred and twenty-five horse power engine and a seventy-five horse power boiler. All of this machinery is not only operated by students who are learning the trade of steam engineering, but was installed by students under the guidance of their instructor. Let us take another example: Our students actually cultivate every day seven hundred acres of land while studying agriculture. The students studying dairying actually milk and care for seventy-five milk cows daily. Besides, they of course take care of their dairy products. All of this is done while learning the industry of dairying. The whole number of students receiving instruction in the divisions of Agriculture and Dairying the past year is 142. The students who are receiving training in farming have cared for six hundred and nineteen head of hogs this year, and so I could go on and give, not theory and hearsay, but actual facts gleaned from all the industrial departments of the school. It does not look reasonable that of all the large number of students engaged in the construction of the building referred to, and engaged upon the farms and in the dairy, that only about one per cent should make any practical use of their knowledge after leaving Tuskegee. But this is not the fact. The best place to get a true estimate of an individual is at home. The same is true of an institution. Let us take, for example, Macon County, Alabama, in which the Tuskegee Institute is located. By a careful investigation, it is to be found that there are not less than thirty-five graduates and former students in Macon County and in the town of Tuskegee alone who are working at trades or industries which they learned at this institution. At the present time, a large two-story brick building is going up in the town of Tuskegee that is to be used

as a grocery store, which is owned by a graduate of this institution. From the making of the brick to the completion of all the details of this building the work is being done by graduates or former students of this school ; and so the examples could be multiplied. Following the graduates and former students into the outer world, the record is as follows : A careful examination shows that at least three-fourths of them are actually using, during the whole time, or a part of the time, the industrial knowledge which they gained here. Even those who do not use this knowledge in making a living, use it as housekeepers in their own homes, and those who teach in the public schools, either directly or indirectly, use it in helping their pupils. A careful analysis of our list of graduates reveals the fact that 342 graduates have received diplomas from the Normal Department of the institution. Of these 114 are engaged in teaching, although, as you perhaps know, and as I have stated, many of them work at their trades in connection with their teaching. That is, they work during the vacation at the trade which they were educated to follow after their school terms have ended. It must be kept in mind that the whole subject of industrial training on any large and systematic scale is new, and besides, is confined to very few institutions in the South. Industrial training could not be expected to revolutionize the progress of a race within ten or fifteen years. At the present time the call for graduates from this institution to take positions as instructors in the industries in other smaller institutions, as well as in city schools, is so urgent and constant that many of our graduates who would work independently at their trades are not permitted to do so. In fact, one of the most regretful things in connection with our whole work is that the calls for our graduates are so many more than we can supply. As the demand for instructors in industrial branches of various schools becomes supplied, a still larger percentage of graduates will use their knowledge of the trades in independent occupations. One thing which every Negro institution should seek to do is the giving of such training as will result in creating an influence that will keep the masses of the colored people in the rural districts. This should be done both in the interest of the white man and the Negro himself. Every

landowner needs every laborer he can secure. The Negro is not so much in demand in the cities as in the country. The colored man is at his best in the rural districts, where he is kept away from the demoralizing influences of city life, and, besides, in most cases, the competition in the cities is too severe for him. The only way to keep the colored man in the rural districts and away from the cities is to give him first-class agricultural training to the extent that he will not consider farming a drudgery and a degradation, but will see in farm life dignity and beauty. Any agitation in which the Negro feels that he is likely to be deprived of school privileges in the country tends to make him leave the country for the cities. The demand for the introduction of industrial manual training into the public schools of both the cities and the country has become so widespread throughout the South that this institution is constantly appealed to for information. We are having visits from school superintendents and boards of education seeking such information as will enable them to introduce our methods into their schools. In order that we may meet these demands in the best manner, we ought to have an addition to our present industrial department for the older students, a model primary school that will serve as an object lesson to those who want to get information as to the manner of introducing manual training into the public schools. The present primary school of 176 pupils which is taught upon our grounds will serve as a foundation. To carry out the plan I have mentioned we should have a new and larger building, and the location should be where there is plenty of land that can be used for the purpose of teaching simple lessons in gardening, etc., to the small children. In addition to the usual class-rooms, such a building should contain space for teaching kindergarten, mechanical drawing, carpentry, sewing, cooking, and laundering. There should also be a place for bathing. Such a building, well equipped, would cost about \$2,000. I urge this as one of our most pressing needs. Few things would so much extend the influence for good in all parts of the South as the securing of this building. During the present school year students have had training in the following twenty-eight industries in addition to the religious and academic training:

Agriculture, Dairying, Horticulture. Stock-raising, Blacksmithing, Brickmasonry, Carpentry, Carriage Trimming, Cooking, Architectural, Freehand, and Mechanical Drawing, Plain Sewing, Plastering, Plumbing, Printing, Saw-milling, Housekeeping, Harness-making, Laundering, Machinery, Mattress-making, Millinery, Nurse Training, Painting, Shoemaking, Tailoring, and Wheelwrighting.

“This year we have made progress in the matter of training young women in outdoor occupations. Beginning with this school year, we are now giving a number of girls training in poultry raising, bee culture, dairying, gardening, fruit growing, etc. In this climate there is no reason why women should not be trained in such industries, and thereby get a knowledge which will command a good living and enable them to live at the same time out in the open fresh air. A large hennery is now being built, and it will be almost wholly under the supervision of our girls. The average attendance for the school has been 1,083; 321 young women and 762 young men. The total enrolment has been 1,231; 359 young women and 872 young men. Nine-tenths of the number have boarded and slept upon the school grounds. In all the departments, including officers, clerks, and instructors, 103 persons are in the employ of the school. Counting students, officers, and teachers, together with their families, the total number of persons constantly upon the school grounds is about 1,200. Students have come to us from 27 States and Territories, from Africa, Porto Rico, Cuba, Jamaica, and Barbadoes. There are 12 students from Cuba alone. Notwithstanding the stress put upon industrial training, we are not in any degree neglecting normal training for those who are to teach in the public schools. The number to graduate this year from all the departments is 51. In addition to religious training, each one of these graduates has had training at some trade or industry. In considering the number that go out each year, account should be taken of those who are well trained, but who are unable to remain long enough to graduate. Our graduates and former students are now scattered all over the South, and wherever they go, they not only help the colored people, but use their influence in cultivating

friendly relations between the races. While our work is not sectarian, it is thoroughly Christian, and the growth in the religious tone of the school is most gratifying. We have had more visits this year than ever before from Southern white people, who are more and more showing their interest in our effort.

“The total cash income of the institution for the year, including beneficiary funds, has been \$197,630.69. Of this amount \$47,407.10 were given for endowment. \$22,916.80 have been used in making permanent improvements in the way of buildings, etc., and \$123,845.79 for the current expenses of the institution for this and last year.

“An especial effort in which Ex-President Grover Cleveland took special interest has been made during the year to secure a partial endowment fund of at least \$5,000. I am glad to say that counting a pledge of \$50,000 from Mr. and Mrs. C. P. Huntington, the Endowment Fund has now been increased to \$165,662.49.

“In closing this report, I would say that my feelings grow stronger each year that the main thing that we want to be sure of is that the Negro is making progress day by day. With constant, tangible, visible, indisputable progress being made evident, all the minor details regarding the adjustment of our position in the body of politics will in a natural way settle themselves.”

WEST VIRGINIA.

The Hon. J. R. Trotter, State Superintendent, sends a short report:—

“With this week the institute season for West Virginia has practically closed, there being but one more institute in the State. The total number for the year has been fifty-nine, — fifty-six for white teachers and three for colored, — besides two city institutes in Wheeling and in Huntington, which are conducted by the boards of education and for which instructors are paid by the city and not by the State.

“As this year’s work closes my term of four years I desire to say that I have endeavored from the very first up to the present

time to make the institutes of the State absolutely necessary to the live, progressive teacher, and to this end I have endeavored each of the four years to give a course of instruction essentially different from anything that had been given before. On assuming the duties of my office I soon learned that from twenty to forty per cent of the teachers employed in the State each year were without experience, and that the main purpose must be to provide for them instruction in primary methods. I soon found also that instruction in primary methods was highly beneficial to the older teachers, for but few of them, unfortunately, had ever had the benefits to be derived from a distinctly professional training. My attempts in this direction have been especially well received by instructors and institute attendants, and I can now look back upon the work of the four years as particularly beneficial to all classes.

“If I had had the means I should, in addition, have provided for many of the county institutes special teachers in drawing, in music, and in primary work, but as this was not possible I endeavored to secure for each institute, instructors who would be particularly acceptable to the teachers whom they would instruct and who would give them something new in educational thought. To this end I have, with perhaps three exceptions, not assigned an instructor twice to any place. To do this it has been necessary in some instances to send instructors long distances, and thereby incur heavy expense, but the expense has all been justified in the superior advantages this arrangement offered the teachers.

“As my administration will soon close I shall probably not be intimately associated with you again in an official way, and I deem it but my duty at this time to extend to you on behalf of the 7,000 public school teachers and 300,000 pupils my very sincere thanks for your uniform kindness and generosity in helping them to better lives.”

VIRGINIA.

It is always a pleasure to receive the clear, full, and satisfactory reports of the accomplished Superintendent, the Hon. Joseph W. Southall. The unavoidable delay in

sending the paper compels the omission of some important parts:—

“*The State Normal Schools.*—It is impossible to overestimate the great work that the State Normal Schools are doing for the public schools of Virginia. They have become absolutely indispensable to our educational system, and the high estimate of work done by them is recognized in the increasing demand that comes from every section of the State for teachers that have been trained in some of these institutions. All the State Normal Schools were well attended during the past session, and the work done was of a high order of excellence. Frequent visits to them has enabled me to verify by personal inspection the encouraging reports sent to this department by the heads of these institutions.

“In the State Female Normal School at Farmville there were enrolled during the past session three hundred and fifty-one students, twenty-five of whom were graduated at the close of the session.

“The Act incorporating the school requires that free tuition shall be given to one hundred and thirty students from the counties and cities of Virginia, conditioned upon their agreement to teach two years in the State; but in admitting applicants no worthy young woman who gives promise of usefulness as a teacher is ever turned away. And so, as a rule, there are only a few students who are required to pay tuition, the number receiving free tuition being always considerably more than two hundred.

“During the sixteen years that this school has been in operation it has sent out with its diplomas three hundred and ninety-four young women to teach in the schools of the State. These graduates have been employed in the cities, towns, villages, and counties, and thirty-four in other States. Fifty-seven of these graduates have taught in high schools and colleges. This statement does not include the twenty-five graduates of last year. It is doubtful if another school in the country can show a better record. Besides these graduates there are hundreds of others who received their training at the school, and who are doing excellent work in the schools of the State. The esteem in which

the graduates of this school are held is attested by the fact that the demand for them far exceeds the supply.

“The General Assembly, at its recent session, made a special appropriation of twenty thousand dollars for enlarging and improving the dormitories of the school, for the erection of a gymnasium, and for a steam-heating plant. Upon the completion of these improvements, the school will be well equipped with modern educational appliances; and this will be notably true of the gymnasium and the laboratories of chemistry, physics, biology, and psychology.

“The Hampton Normal and Agricultural Institute is so well known to you that it is unnecessary to emphasize the character and value of the work it is doing. In his able report to this department, Dr. Frissell, the principal of the institution, says that the work of the school never seemed better worth doing or more hopeful than at present, and that there has been a distinct advance in every department of the school during the past year, not only in the quality of the student material, but in the grade of the work done. The school is granting teachers' certificates only to the graduates from the normal department, which is now greatly strengthened and abler than ever before to send out well-trained teachers. Principal Frissell calls attention to the fact that in the early days of the school ninety per cent of the graduates became teachers in the public schools; and that though in late years the school has laid more stress on industrial training, about sixty per cent of its graduates are still engaged in teaching. Thirty-two of these are principals of graded schools in cities, but the great majority of them have taken up their work in rural communities. Investigation has revealed the fact that a large majority of those who teach in the country also cultivate the land; and in some counties almost every one of them owns his own home and little farm. Education at the Hampton Institute has always been eminently practical, stress being laid on doing rather than on talking; and the students are taught to make a practical application of everything learned in the classroom. Every boy is required before graduation to take a course in agriculture, and to work in wood, iron, and tin; and each girl is required to take courses in agriculture, wood-work, sewing,

cooking, and dressmaking. The trade school now embraces harness-making, tailoring, carpentry, wheelwrighting, blacksmithing, machine-work, brick-laying, plastering, and steam-engineering; and one hundred and twenty-one colored boys are taking trades. And the buildings now in the course of erection on the school grounds afford to these students unusual opportunities for the exercise of their mechanical skill and training. It has been ascertained that of the colored students who finished their trades at Hampton since 1885 one hundred and ninety-seven, or about seventy per cent, are either teaching trades or are working at them. Many of them have opened shops, and are conducting successful business enterprises of their own. Last year Mr. Huntington empowered the Principal of the Hampton Institute to purchase thirteen hundred acres of land in Hanover County for the founding of an industrial training school for young negroes who have heretofore been confined in the county jails or the penitentiary in company with old and hardened criminals. Hon. John Henry Smythe, former United States Minister to Liberia, is in charge of the institution, and Mr. C. C. Leneave, a Hampton graduate, who has done excellent work as a teacher and farmer, has been called to assist him. This benefaction of Mr. Huntington was duly recognized by the General Assembly, which at its last session made an appropriation for the erection of suitable buildings and for the support of the institution. The importance of this move towards the reformation of prospective criminals cannot be overestimated. These are some of the things that indicate the influence of the Hampton Institute on the industrial and educational development of the Commonwealth. Every pupil in the school is required to pursue a regular course of instruction in agriculture, in which all the academic work is made to centre. One of the chief objects of the school is to create in the students an enthusiasm for country life and to teach them how to make the soil yield them a living. To this one great end all the studies and occupations are made to minister. To my mind this is the only system of education that offers any hopeful solution of the much-vexed negro problem.

“Dr. Frissell informs me that the school has a most creditable exhibit at the Paris Exposition.

“The Virginia Normal and Collegiate Institute at Petersburg for the education of colored teachers continues to do excellent work. During the last session 341 students were in attendance. Of the 333 graduates who have gone out from the school in the fourteen years of its existence 222 are engaged in teaching, 12 are doctors, 14 are lawyers, 5 are preachers, 17 are pursuing higher studies, 4 are clerks, 19 are in industrial pursuits, 19 of the female graduates are married and housekeeping, 11 are dead, and 6 cannot be heard from. These figures obtained by the President of the institution make a most creditable record for the students of the school, especially when it is remembered that those who are reported dead or married and housekeeping were at one time engaged in teaching.

“In spite of this deficiency in the equipment and course of instruction the school is doing excellent service in sending out every year well-equipped teachers for the colored public schools ; and I cannot commend too highly the fidelity and efficiency of President Johnston and his associates, who in addition to the regular session conduct, without extra compensation, a summer session of four weeks for the benefit of the colored teachers of the State. The Visitors and other officers of the school are profoundly grateful to you for your generous aid to this deserving institution.

“During the past summer five normal schools were held in the State for the training of the teachers of the public schools, three for white and two for colored teachers, all of them running for four weeks. All are agreed that the summer schools this year drew together the finest aggregation of teachers ever seen in the Commonwealth, teachers who came to work and to learn. The course of instruction in these schools has been so arranged as to require regular and systematic work on the part of the teachers who attend, so that they are real schools of instruction.

“These summer schools have become a permanent part of the educational system of Virginia, and it is impossible to estimate the influence they are exerting in disseminating knowledge and better methods among the teachers of the State. To sus-

tain these schools the General Assembly appropriates annually \$2,500, and you, as the General Agent of the Peabody Education Fund, have always given generous support. I should not fail to mention the fact that the city of Roanoke and the counties of Rockbridge and Henrico, where the summer schools for white teachers were held, made liberal appropriations for defraying the local expenses. The total number attending the summer schools this year was 1,232, of whom 854 were white and 378 colored. It is sincerely hoped that the time is near at hand when the State can make such appropriations for this purpose as will enable the Department to hold a summer school every year in each one of the grand divisions of the Commonwealth.

“Peabody Scholarships.— Nine of the eighteen scholarships allotted to Virginia in the Peabody Normal College at Nashville fell vacant this year. Two of the vacancies were filled by the appointment, on the nomination of Dr. Payne, of two young men who have been studying in the college. The other seven vacancies were filled by competitive examinations held at different places. Nineteen persons stood the examination, and the lowest average made by any successful applicant was eighty out of a possible one hundred. These scholarships continue to attract many of the most ambitious young men and women in the State who expect to make teaching their life work. The Peabody graduates are among our best teachers, and the demand for them is steadily increasing.

“The State School System.— The school statistics for the year ending July 31, 1900, are not yet available, but enough is known to justify the assertion that never before has such deep interest been felt by the people in the success of the system, or so much discussion carried on about the improvement of the schools. In many counties successful efforts are making to consolidate the small ungraded district schools into graded schools with longer terms and better teachers. Until this policy becomes general and effective we cannot hope for much improvement in the rural schools. During the school year of 1898-99 there were in operation in this State 8,806 public free schools, of which 6,492 were for white and 2,314 for colored pupils. Of the 358,825 pupils enrolled, 241,696 were white and 117,129 colored. There

were employed during that year 6,671 white and 2,165 colored teachers, making a total of 8,836. The value of the school property amounted to \$3,336,165.82. The revenue derived from State funds for school purposes amounted to \$1,011,814.97, and from local taxation \$998,808.56, making a total of \$2,010,623.53. There was expended for the pay of teachers \$1,453,623.64; for other current expenses, \$263,308.89; for equipment, \$254,331.87 — the total expenditures amounting to \$1,971,264.40.

“During the thirty years that the public school system has been in operation in this State, it is estimated that it has cost not less than forty millions of dollars, of which twenty-five millions have been spent for the white schools, and fifteen millions on the colored schools; and, while accurate statistics are wanting for an exact calculation, it is safe to say that the entire amount paid by the colored people of the State during all these years for school purposes does not exceed two million dollars. It will thus be seen that the white people of this Commonwealth have had not only to support their own schools, but to pay not less than thirteen million dollars for the support of the negro schools. This burden on the white people of the State is rendered all the more grievous by the necessity that compels the support of a dual system of schools for the two races. And yet, according to investigations recently made by an accomplished statistician in one of the departments of the State government, the negroes own one twenty-sixth of all the land in Virginia, and are acquiring land at the rate of about fifty thousand acres a year. The assessed valuation of this one twenty-sixth of the acreage of the State is only one thirtieth of the valuation of the whole acreage. They own one sixteenth of all the land in Virginia east of the Blue Ridge, one tenth of all the land in twenty-five counties of the State, one seventh of Middlesex, one seventeenth of Hanover, and one third of Charles City County. The report of the Auditor of Public Accounts for 1899 shows that the total valuation of all lands, town lots, and buildings owned by colored persons in this State is \$11,643,164, while the value of such property owned by white persons is \$299,742,290. The entire State tax levied on the colored people for the support of the schools is \$139,107.51, of which not more than \$75,000 is collected annually. Colonel

Morton Marye, the able and accomplished Auditor of Public Accounts, informs me that the records of his office show that the amount of money appropriated annually for the support of the negro schools and the cost of trying negro criminals exceeds the entire amount of taxes paid by the negroes by at least a half a million of dollars. It is estimated that the colored schools cost not less than \$450,000 annually.

"That the questions arising from this state of affairs will be discussed in the approaching Constitutional Convention is very evident; but I have an abiding faith in the wisdom and the justice of the Virginia people, and I feel sure that in revising our organic law no backward step will be taken, but that such provisions will be adopted as will enable this ancient Commonwealth to move grandly forward in the noble work of public education.

"In the past you have rendered effective and distinguished service to the cause of education in Virginia, for which I, in common with all Virginians, feel profoundly grateful to you. The interest you manifest and the benefactions you continue to bestow are doing much to foster and promote the cause of public education in Virginia. Permit me again to express to you the high appreciation and the grateful thanks of the Virginia people for the noble work you have done and are still doing in spreading the gospel of sweetness and light throughout the land."

Distribution of Income since October 1, 1899.

ALABAMA.

Florence Normal	\$1,600.00	
Troy Normal	1,600.00	
Tuskegee	1,500.00	
Montgomery	1,100.00	
Pinckard Public School	150.00	
	<hr/>	\$5,950.00

ARKANSAS.

Teachers' Institutes		1,800.00
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FLORIDA.

Institutes		1,200.00
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GEORGIA.

Milledgeville Normal	\$2,000.00	
Athens	1,500.00	
Dablonaga	500.00	
Institutes	1,600.00	
	<hr/>	5,600.00

LOUISIANA.

Natchitoches Normal	\$2,000.00	
Alexandria	500.00	
Institutes	1,700.00	
	<hr/>	4,200.00

MISSISSIPPI.

Institutes		2,500.00
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NORTH CAROLINA.

Greensboro Normal	\$2,000.00	
Winston	600.00	
Public Schools	1,850.00	
Summer Institutes	600.00	
	<hr/>	5,050.00

SOUTH CAROLINA.

Winthrop Normal	\$2,200.00	
Charleston	1,000.00	
Institutes	2,200.00	
	<hr/>	5,400.00

TENNESSEE.

Institutes		1,200.00
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TEXAS.

Sam Houston Normal	\$2,000.00	
Prairie View	500.00	
Institutes	1,250.00	
	<hr/>	3,750.00

VIRGINIA.

Hampton Normal	\$2,000.00	
Farmville Normal	1,500.00	
Petersburg Normal	400.00	
Institutes	1,400.00	
	<hr/>	5,300.00

WEST VIRGINIA.

Institutes		1,500.00
Dr. A. D. Mayo		150.00

PEABODY NORMAL COLLEGE.

Salaries	\$14,100.00	
Library	500.00	
Chemistry laboratory	500.00	
	<hr/>	15,100.00

SCHOLARSHIPS.

Alabama	\$1,760.30
Arkansas	2,127.20
Florida	1,017.90
Georgia	2,235.02
Louisiana	1,780.00
Mississippi	1,745.43
North Carolina	2,438.05
South Carolina	1,802.15
Tennessee	3,889.90
Texas	2,788.25
Virginia	2,395.01
West Virginia	1,376.40
	<hr/>
	25,355.61
	<hr/>
	\$84,055.61

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Oct. 1, 1900.

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, which was referred to Judge FENNER and Judge SOMERVILLE as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Dr. GREEN, 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.

The Standing Committees were then appointed as follows: —

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, Hon. JAMES D. PORTER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. WILLIAM WIRT HENRY, Hon. GEORGE PEABODY WETMORE, Hon. HENDERSON M. SOMERVILLE, Hon. RICHARD OLNEY, with the Treasurer, Mr. MORGAN, *ex officio*.

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

Judge FENNER, 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.

Mr. COURTENAY 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.

Bishop WHIPPLE, in behalf of the Committee appointed last year, said that they had attended to their duty, and were happy to report that everything now was working satisfactorily, and that the management of the College was entirely harmonious.

On motion of Mr. COURTENAY, it was —

Voted, That there be appointed a Committee of five, who, besides the General Agent, should represent the Board at the coming celebration of the Peabody Normal College.

Whereupon the Chairman named as such Committee: Bishop WHIPPLE, Governor PORTER, Mr. COURTENAY, Judge FENNER, and Dr. GREEN.

It was furthermore —

Voted, That the Committee just appointed to attend the Quarter-centennial Celebration be instructed to consider the expediency of an appropriation by this Board toward the expense of erecting certain buildings; and after consultation with the authorities of the State of Tennessee, that they report at a future meeting of the Board.

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.

Mr. MORGAN suggested the expediency of placing the financial affairs of the Corporation in the hands of a Trust Company, which should manage the details of the business, subject to the general supervision of the Finance Committee; and on his motion the subject was referred to that Committee to report at the next meeting.

Mr. MORGAN announced the death of Mr. JOSHUA L. THOMPSON, which took place in New York, on February 14 last. He said that Mr. THOMPSON had had charge of the Treasurer's accounts from the very beginning of the Trust, now more than thirty years ago; and he paid a tribute to his long and faithful services in that capacity. In token of such labors, and as a return for them, he moved that the sum of \$1,000 be given to Mr. THOMPSON's widow, which motion was duly passed.

It was also voted that the next meeting of the Trustees be held in New York, on the first Thursday of November, 1901, 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.

APPENDIX A.

PEABODY NORMAL COLLEGE, NASHVILLE.

TO THE HONORABLE J. L. M. CURRY,

General Agent of the Peabody Board of Education: —

MY DEAR SIR, — I have the honor to submit my thirteenth annual report as President of the Peabody Normal College for the year ending May 30, 1900.

The growth of this school in numbers may be said to be wholesome. The beginning was small, and the growth for the first few years was slow but steady, evincing the fact that the seed of the new tree had fallen on good ground and had received wise and beneficent husbandry. The later growth of the College has been more rapid, indicating the fact that the roots of the tree have struck more deeply into the soil, and that the conditions of its organic life have been improving from year to year. For the first few years of its history, this College was essentially an exotic, and the conditions of its prosperity had to be created. This was the task of Dr. Stearns and his little band of devoted associates; and when we take into account the manifold difficulties that beset their way we can scarcely ascribe too much praise to their patience and heroism, to their sagacity and wisdom.

To those who are acquainted with the actual conditions under which the Normal College is now administered, it goes without saying that large addition should be made to our space accommodation.

There is no room on the College Campus large enough to seat all our students at one time. In order to create a

sense of the corporate life of a school, it should have a room large enough to seat in comfort its students, faculty, and visitors ; and in order that the work of instruction may proceed under Normal conditions, there should be classrooms large enough to seat students without physical discomfort. Just how these needed accommodations are to be provided it is not for me even to suggest, but it seems to me that the time has now fully come for enlarging our assembly rooms and class-rooms. It is on Commencement occasions that the need of a larger hall is most keenly felt. We now graduate from the Normal College one hundred and fifty students each year, and after room has been made for them and for students who remain to witness the ceremonies, there is but little room to offer to relatives and friends, and none whatever to the general public ; so that it has come to pass that our Commencement has become a private affair, in which the educational public manifests no interest, because it is excluded from the College Chapel. This year the Pastor and Trustees of Grace Church offered us the free use of their larger Auditorium. This offer was accepted, and by means of these larger accommodations, so kindly tendered, the faculty, the students, and their friends were comfortably seated, but there was still no room for the public at large, and there was a prevalent feeling that there was a lack of zest and tone, because the College was not in its own home ; for plain and homely as our Chapel is, it is still the centre of the intellectual and the emotional life of the institution.

For several years, from near and from far, from graduates of the College and from teachers who have no opportunity for study, save in the long vacation, requests have come for a summer session of the Normal College. Students who have taken our L.I. degree are ambitious to earn a University degree, A.B. or A.M., and teachers who have received no professional education proper are anxious to devote their vacations to a systematic course of instruc-

tion, which is not obtainable in the institutes and summer schools of the day.

Within our faculty the feeling has been growing from year to year that the Peabody Normal College should respond to this urgent call, and should provide for a summer session, where some or all of our regular courses should be offered, and for which credit should be given on our books under the same conditions that prevail through the College terms proper. In other words, there is a prevalent feeling that teachers should have an opportunity of graduating from our College by means of a summer session, administered under the very same regulations that prevail during the other sessions of the school. So many institutions of the higher class have already organized these summer sessions that the movement promises to become a prominent factor in educational progress, and I sincerely hope the Peabody Normal College will promptly and heartily participate in this forward movement, and thus do for the teaching profession of the South what no other institution is so well prepared to do; carrying in this way into fuller effect the beneficent purposes of George Peabody and Robert C. Winthrop.

Towards the closing of the last College year, I appointed a special committee, consisting of Professors Bourland, Huntington, and Vance, to make a careful study of this question, and after a painstaking inquiry into the subject in all its phases, they made a unanimous report favoring the establishment of a summer session of the College, and recommending that it be held at Asheville, North Carolina, if suitable arrangements could be made with the railroads, and with the city and school authorities. This proposed extension of our College term has my hearty approval, but before taking any active steps in a matter of such importance, I wished to be assured of the hearty approval and explicit consent of the Trustees of the Peabody Education Fund. If this projected measure should become an actual

fact, the question of funds becomes a matter of prime importance. The teachers who administer these courses of instruction must have some compensation. I would hope ultimately that the fees paid by students would cover all the running expenses, but at first these would not suffice. The State Board of Education of Tennessee would not be authorized to spend a cent for work done outside the State; so that I am constrained to ask whether your Board would be willing to supply a moderate sum to supplement students' fees, till the latter suffice to pay the cost of the extra session. In the main I would expect the work of the session to be done by the members of the faculty, but in cases where this is impracticable, other competent instructors would be employed.

It gives me pleasure to report a year of unusual excellence.¹ The enrolment has been maintained at very nearly its highest figure; the general spirit prevailing among students has never been so high and so wholesome; there has been a sensible rise in their maturity and proficiency, and the discipline of the large number of students has caused scarcely a conscious effort. There was an outbreak of smallpox in the College at about the close of the first term, and for a few days there was all the material required for a panic, but the student body was cool-headed, and nothing more serious occurred than a falling off in the number of new students who entered the College at the opening of the second term.

I am, most respectfully,

Your obedient servant,

W. H. PAYNE.

KONSTANZ, July 30, 1900.

¹ Alabama, 32 students; Arkansas, 27; Florida, 11; Georgia, 50; Indiana, 1; Indian Territory, 1; Kentucky, 4; Louisiana, 21; Maryland, 1; Mississippi, 33; North Carolina, 21; South Carolina, 25; Tennessee, 302; Texas, 26; Virginia, 36; West Virginia, 16. Total, 602.

APPENDIX B.

SOUTH CAROLINA.

The State Superintendent, hindered by various causes from sending in a complete report, makes this partial statement: —

“The State School at Rock Hill was as great a success as last year. There were 349 actual teachers, most of whom stayed to the end of the four weeks, taking the examinations. Professor Pattison of the Chicago Art Institute continued the art instruction which was so popular last year. 174 teachers took this study. Prof. Wm. C. A. Hammel of the Maryland State Normal gave a four weeks' course in practical school physics, apparatus-making, etc., that was new to our teachers and proved a great attraction. The apparatus carried home by the teachers who had made the pieces will be the means of introducing elementary physics into many of our country schools. Many teachers write me enthusiastically of this work, which they are determined to carry on in their schools.

“A school or institute of four weeks was held in every county, except Beaufort, where there are few white teachers. Five of these were induced to attend the State School at Rock Hill, and their expenses paid. Without Beaufort there are 39 counties, and in each a summer school was held for four weeks.

“*Drawing.* In ten county schools there was a teacher of drawing. This beginning was attended with most gratifying results. An enthusiasm was created among teachers who at the opening of the school begged to be excused from taking the drawing, which was compulsory, however, on all that attended the schools (institutes). The limited number of instructors employed for drawing were very capable, having studied in New

York for several years (most of them), and assisted Professor Pat-tison at Rock Hill, or studied under him this summer. They were much encouraged with the results attained. Especial effort will be made to follow up this work another year in these counties where a start has been made, and a beginning will be attempted in other counties. Two courses of study were offered as alternatives. Instructors report that good work was done, but that a higher order of work was uniformly observable in those teachers who had attended the Summer Schools the previous year. With us there is pressing need of attempting to increase the *scholarship* of the teachers of the outlying country schools.

"Schools for Negroes. 1. Seven schools for Negro teachers (four weeks), with Negro instructors as usual in this State, were held, at points specially accessible. Moreover, several county Boards of Education appropriated small sums and conducted such schools for the Negro teachers of the respective counties where the State provided none. The instruction was centred on English and arithmetic. The Negro teachers were highly pleased, and worked well. They are always ambitious, and will make heavy sacrifices for professional advancement.

"2. State School for Negro teachers, with white instructors. This was an innovation in South Carolina. It was fought by many Negro preachers and other leaders as a reflection on the fitness of the Negroes to do a high order of work. Many white men were prejudiced against this 'mixing of the races.' The attendance was not as large as it should have been, but the results on the whole were satisfactory. The instructors bore up nobly under the trying ordeal, and won the admiration and praises of the Negro teachers who attended. The instructors were gratified to find the worth and scholarship of some of the teacher-pupils."

FLORIDA.

Hon. W. N. Sheats, State Superintendent, writes: —

"It being impossible to begin Teachers' Schools as early as was demanded, the establishment of Normal Classes for the spring term in the higher institutions of learning under State management was encouraged, for the dual purpose of



