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REPORT

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OF THE

State School Commissioner

OF GEORGIA. *Dept of Education*

TO THE

GENERAL ASSEMBLY

FOR 1896.

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STATE SCHOOL COMMISSIONER.

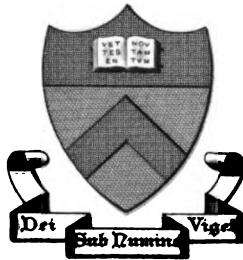
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Hon. Grover Cleveland

OFFICE STATE SCHOOL COMMISSIONER,
ATLANTA, GA., October 1, 1897.

To His Excellency Governor W. Y. Atkinson:

My Dear Sir:—I beg to submit herewith the annual report required by law from this department. I have tried to lay before the legislature as complete a statement as possible of the present condition of the public schools. I trust that this report will be carefully studied by Your Excellency and by every member of both branches of the legislature.

Very respectfully,

Your obedient servant,

G. R. GLENN,
State School Commissioner.

(RECAP)

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THE TWENTY-FIFTH ANNUAL REPORT
FROM THE
DEPARTMENT OF EDUCATION
TO THE
GENERAL ASSEMBLY OF THE STATE OF GEORGIA.

Gentlemen: The law requires from this Department, annually, a report setting forth a statement of the present status of the schools and such statistical matter as will indicate the growth of the schools for the year.

In order to ascertain intelligently and satisfactorily, the actual educational conditions of every county in the State, the law requires that the State School Commissioner shall visit, as often as possible, each one of the 137 counties. Within the last two years I have visited personally, every one of these counties. I have traveled within that time, more than sixty thousand miles; have delivered more than five hundred addresses on education.

I am glad to report very many hopeful indications of an educational revival in the State. We have built more and better schoolhouses. We are tearing down the old plank shacks and the uncomfortable log huts, and we are erecting in their places cozy, modern school buildings, furnished with comfortable seats and modern appliances.

Another significant movement is the centralizing of the schoolhouses and the changing of residences to a closer proximity to the schoolhouses. In the rural districts especially, the people should gather closer together, and this is

being done. I think our people in the rural districts are realizing as never before, the importance of educating the children. In both the town and country the sentiment is growing in favor of the same educational facilities for the country as we have provided for the towns and cities. The more intelligence we invite into the rural districts, the more wealth we can develop in the rural districts, and as a natural consequence values in the towns and cities will improve again.

The following statistics will show that we have made gratifying progress during the last school year:

Number of teachers in 1896	8,125
Number of teachers in 1895	7,982
Increase in 1896	143

Number of first grade teachers in 1896.....	3,187
Number of first grade teachers in 1895.....	2,909
Increase in 1896.....	278

Number of normal trained teachers in 1896.....	937
Number or normal trained teachers in 1895.....	695
Increase in 1896.....	242

Number of pupils enrolled in 1896.....	389,057
Number of pupils enrolled in 1895.....	366,937
Increase in 1896.....	23,120

Number of visits made by County School Commissioners in 1896.....	10,615
Number of visits made by County School Commissioners in 1895.....	8,742

Increase in 1896.....	1,873
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Number of schoolhouses owned by boards in 1896..	421
Number of schoolhouses owned by boards in 1895..	277

Increase in 1896.....	144
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Estimated value of these schoolhouses in 1896....	\$78,977
Estimated value of these schoolhouses in 1895....	59,157

Increase in 1896.....	\$19,820
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	White.	Colored.	Total.
Number of schools in 1896...	4,813	2,606	7,419
Number of schools in 1895...	4,650	2,603	7,253
Increase in 1896.....	163	3	166

The increase in the normal trained teachers and in the teachers holding first grade license will indicate clearly to the legislature that our teachers are beginning to study and equip themselves for their work as never before.

The increase of pupils enrolled from 1896 over 1895 is 23,120.

Another significant increase is found in the number of visits made to the schools by the County School Commissioners in 1896 over last year. The increase for 1896 is 1,873.

SENTIMENT IN FAVOR OF BETTER PUBLIC
SCHOOL SYSTEMS GROWING
IN GEORGIA.

I think our people everywhere are beginning to appreciate the value of an improved system of education for our children. Intelligence is on the increase. We are paying a higher premium for intelligence than ever before. We are finding out that ignorance is the costliest thing in the State. We have boundless resources that intelligence alone can develop and put upon the market. It may be true, or it may not be true, that the world is more and more inclined to measure things by their money or market value. We might wish that when it comes to things of the mind and soul that those things should be rated far above any financial considerations; but the fact remains that men are accustomed to value character even, by the financial stamp that character can put upon material things. So it has come to pass that man is valued, largely at least, by the amount of intelligence he is able to stamp upon raw materials of the State or country in which he lives. The wealth of the State or nation is measured by the aggregated product of the value of the raw materials plus those same raw materials converted into manufactured goods. States and nations become rich in proportion as they multiply manufactures. Mere producers of raw material can never make the State of Georgia rich. We must multiply the smokestacks on every railroad in this State before we can greatly increase the wealth of the State. We might double the acreage of our cotton and corn fields, but we would not necessarily double the value of the farms that yield our cotton and corn. But the moment we begin to spin up every bale of cotton raised in Georgia, inside of the boundaries of the State, that moment we shall begin to prosper.

There is no reason why Georgia should not vastly multiply her manufacturing institutions and work up every pound of raw material produced in the State.

I call attention of the legislature to this fact, that those States in this Union have the greatest prosperity that have the lowest percentage of illiteracy, and those that have the lowest percentage of illiteracy have the largest number and the greatest variety of manufacturing institutions.

Another fact deserving special attention. Those States that produce the greatest amount of wealth annually by converting raw material into manufactured products are those States that have the finest systems of public schools. This also is true as the records will show. Crime decreases among the native population just in proportion as intelligence spreads among the laboring classes. If these statements are true, and the records of all the States will verify every one of them, then it follows that the best money that Georgia can spend within the next ten years at least, will be the money that she will spend in making the masses of the people in Georgia intelligent enough to work up the measureless amount of raw material that we can produce inside of the State.

The plain people of this State are beginning to study this question, I believe, as never before, in their history, and they will continue to demand more and more the kind of popular education that will fit our children, not only to bring our raw material out of our soil, but to convert that raw material into manufactures for the markets of the world.

Manufacturing establishments may vastly increase our population and vastly increase the earning power of the laboring classes. They will also increase the demands for the supplies that the farms produce. This will increase and improve the character of the products of our farms, and will help to increase the tide of population flowing into the

country, as well as the tide of population flowing towards the towns and cities. Manufacturing people in the towns and cities can earn enough wages to buy all the supplies that the agricultural communities can produce. All this must come by the spread of intelligence among our people, that the public schools and the public schools alone can distribute. Our own children can be made strong enough and wise enough to develop Georgia resources, if they receive at the hands of the State the training of hand and of eye and of ear and of head and of heart that is necessary to prepare them for the waiting opportunities that are abundant everywhere in the State.

After all, the State is going to live in the children of the State as it lives nowhere else. The perpetuity of our institutions and the advancement of our growth as a people, and the increase of the taxable wealth of the State, all of these, depend more upon the foundations of life and character that are now laying in the public schools of Georgia than they depend upon everything else combined.

It is not the increase in our bales of cotton, barrels of corn, bushels of wheat and pounds of rice, the price of any one of which can be "cornered" in Liverpool, New York or Chicago any day in the year, but it is the increase of brains in the masses of our people that will produce and create in the State of Georgia everything that the State consumes, that will make us independent. Nobody has ever yet made a "corner" on brains.

No State in this Union has such boundless possibilities as the State of Georgia possesses and as our children will be able to control and utilize if we will only make our children strong enough and wise enough by a well ordered system of public education.

BUT THERE IS ANOTHER SIDE TO THE QUESTION OF EDUCATION.

That other side is not the money side and not the mere financial value of education. I hope that the time has not yet come in Georgia, and will never come, when we will insist upon a system of public education simply on the ground that it will enable our children to produce more wealth for the State. It is well enough from a financial view of the case to argue that an intelligent citizenship will create more wealth than an ignorant citizenship can create. Ignorance never was and never can be anything but a curse to the people who are ignorant, but an educational policy that is pitched upon no higher motive than mere creation of intelligence because intelligence produces wealth, is not pitched upon the highest and best basis.

There is something else that must enter into the character of an individual, of a State and of a nation besides mere ability to create money values, before an individual or a State or a nation can be called great.

Besides, it is as true now as it was two thousand years ago, that man does not live by bread alone. Our children must be taught that the acquisition of wealth and the power to produce wealth, is after all an incidental thing.

It is a serious question whether mere money-getters are worth much to the world. We want underlying our system of public education a better thought than that. We desire that our children shall learn at school and at home, and in society and everywhere, that the best product of civilization is manhood and womanhood, and that manhood and womanhood cannot be purchased in any of the markets of the world.

The time has come when we should insist upon it, in the legislature, in the administration of the government, in the

conduct of public and private affairs, in social and business life, in our school system, from the kindergarten up through the universities, that honesty of purpose, integrity of life, cleanness of conduct in public and private station, uprightness of character, purity of heart, and loyalty to an intelligent sense of duty—that all of these graces of manhood and womanhood count for more in the estimation of the people of Georgia than anything and everything else that we hold dear in this life.

The best product of any civilization, after all, is not what we have dug out of the hills, and not what we can dig from our richest mines. It is not what we can garner from our fields into our barns and storehouses, it is not what we have produced in any or all of our manufacturing industries; but the best product of our civilization is the splendid type of manhood and the matchless type of womanhood that has given to this grand old State the proud title of Empire State of the South.

Our right to this title must be maintained in the future, as it has been in the past, because of the fact that we lay more stress upon the character of a man than we lay upon the money of the man.

The schoolhouse of the future, therefore, must be more and more a place where the destiny of a man or woman can be shaped, where power for usefulness can be forged, where inflexible purpose of high thinking and noble living can be immutably fixed in the lives and characters of our children.

The returns that the State desires, therefore, from all the outlay that we make for the education of our children should not be estimated by the increased power alone which may be given to our children to make money, but those returns should also be estimated in the increased usefulness of our citizenship and unselfish devotion of that citizenship to everything that is true and right, and the larger and the more unwavering loyalty of that citizenship to the service of God and the cause of humanity.

THE OPINION OF A HIGH EDUCATIONAL AUTHORITY ON THE PUBLIC SCHOOL SYSTEM.

Our public school system has passed beyond the stage in which it needs to be either apologized for or defended. It is no eleemosynary institution in which education is provided by a charitable community for the children of the poor. It is no mere preventive for crime, prescribed on the ground that it is cheaper to teach children than to police adults. Our public school system is based on the broad principle that universal suffrage requires as a condition precedent universal education; that self-government is impossible without self-education; that a State which maintains a policy of political power must be founded on a democracy of learning; that the people cannot safely assume that they are wise enough to govern themselves without making provision to acquire the wisdom. On this basis, and on no other, is our American system of public education established—the right and duty of the State to provide for the education of its rulers. As in a democratic State all the people are rulers, the State must provide for the education of all the people. But all the people constitute the State; the people must therefore educate themselves.

If the State has a right to teach at all, and if that right depends upon the fact that self-education is essential to self-government, then it has a right and a duty to teach all that is necessary to self-government. The citizen must be able to understand his fellow citizen; he must therefore be able to understand the English language, as spoken and written. He must be able to communicate with his fellow citizens; he must therefore be able to speak and write the English language. He must know something of the world he lives in, especially his own quarter of the world; he must, there-

fore, know something of geography. He must be able to transact at least the simpler forms of business; he must, therefore, know arithmetic. He must know something of the experience of the past, that he may not repeat old errors; he must, therefore, know something of history. He must be able to appreciate the thoughts of great thinkers, that he may have the benefit of the true leaders of mankind; he must, therefore, know something of literature.

But these alone are not enough. Conduct is not only the greater part of life, it is almost the whole of government; and conduct depends upon the motive power and the will. These, therefore, must be trained in right directions. The citizen must first of all be able to govern himself; he must next be able to co-operate with his fellow citizens in community self-government. But for this is necessary, not only knowledge, but wisdom; not only wisdom, but wisdom in action. "Education," says Professor Huxley, "is the instruction of the intellect in the laws of nature, under which name I include not merely things and their forces, but men and their ways; and the fashioning of affections and of the will into an earnest and loving desire to move in harmony with those laws. For me education means neither more nor less than this. Anything which professes to call itself education must be tried by this standard; and if it fails to stand the test, I will not call it education, whatever may be the force of authority or of numbers on the other side." This enlarged idea of education, as including "the fashioning of the affections and the will into an earnest and loving desire to move in harmony with these laws," we need to embody in our system of public education; we must incorporate it in our laws and constitutions and in our judicial interpretations of them; we must inspire with it our school boards, our superintendents, our teachers, and most of all the parents themselves.

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IMPROVEMENT IN SCHOOL BUILDINGS.

The improvement in the schoolhouse buildings in Georgia for the last two years has been remarkable. In many of the counties as many as fifteen new modern schoolhouses have been built. The interest that the country people are taking in this matter has been noted, I am sure, by the members of the present legislature in their own counties. The counties for the most are now laid off into school districts as the law requires, and the county boards of education are actively engaged in securing for the children comfortable school buildings. The people in each one of these school districts of course contribute, in many instances, everything that goes into the new schoolhouse. In many instances where the people cannot build the schoolhouse without help, the Board of Education makes a small contribution.

Nearly all of these new schoolhouses are equipped with modern school furniture, maps, charts and other appliances necessary to do efficient work.

Another noticeable fact in this connection is that the people in many instances are erecting new homes around the new schoolhouses. This is as it should be. The homes of the people in the country should be brought nearer together, not only for the protection of the women and the children, but also for social, educational and religious privileges. It is not necessary that the home should be in the middle of the farm. As the matter now stands, it is necessary that the homes of the people in the country should be as near together as possible.

These school improvements that have been going on in the country are leading to other improvements, that bring from year to year, material enhancement of value of real estate in the country.

The improvement in the country schoolhouse suggests the improvement of the country roads, and everywhere in Georgia the country roads are being improved. The improvement in the schoolhouse and in the road suggests the building of new barns and the building of new homes, and all of this is gradually being done in the State of Georgia.

As the result of this general improvement in the schools, roads and homes, eighty counties that might be called the rural counties of the State, no one of which has a large town in the county, show an increase in the taxable valuation of nearly six millions of dollars for the present year. While this is only a small increase perhaps, such an increase under the present circumstances, is certainly indicative of what will continue to happen, year by year, as we improve the conditions of rural life.

I have had prepared by the architects Messrs. Bruce and Morgan, of Atlanta, plans and specifications for three classes of country schoolhouses. In order that these plans may be of service to the County School Commissioners and the Boards of Education, the plans are respectively for a one-room schoolhouse and a two-room schoolhouse. These plans, as the legislature will see, place the same comforts in the single room schoolhouse for the country that are to be found in the large imposing school structures in the towns and cities.

In no branch of architecture has there been more improvement within the last few years, than in the school architecture. I trust that the new schoolhouses that we shall build in Georgia during the next few years will embody every idea that has been approved by the leading architects and educators.

LOCAL TAX.

Every State in this Union that has a successful common school system has in operation a law requiring a levy on all of the counties and districts for the support of the schools. As a rule the State provides about one-third of the school money and the counties provide the other two-thirds by the levy of a local tax. When the people pay a direct tax for the support of the schools, they take more interest in their school system. This is true without a single exception, so far as I am informed. The idea of local self-government and local control in the county affairs, and the prejudice against paternalism and centralization seem to suggest that the county should be required to raise some part of the school fund by local taxation. Under our present constitution the local tax cannot be levied except upon the recommendation of two successive grand juries and then upon the approval of two-thirds of the voters of the last registration list of the county.

It frequently happens that one grand jury will recommend local taxation and the next grand jury will refuse to recommend it. It has also frequently happened that two grand juries have recommended the tax levy and a vote is taken, and while a well-nigh unanimous vote has been cast in favor of the tax for schools, yet the indifference of the voting population and their failure to go to the polls have resulted in the failure to get the requisite constitutional two-thirds.

The legislature should take some step necessary to simplify this matter and make it easier for the people to secure local taxation for their schools, when a majority of the people interested really desire it.

We can turn the tide of population into the rural dis-

tricts in this State just as soon as we can provide a school system in the rural districts that will educate the children.

There are thousands of people in the cities and towns in Georgia eking out a wretched existence, who would be glad to go back to the country if they could educate their children in the country.

We have no more vital question before the people of Georgia than the question that affects the proper settlement of this rural school problem. In my humble judgment, we can double the taxable and market value of our farms in the State of Georgia if we shall aid the people in establishing an adequate school system for the children of the farmers. Here as elsewhere the only thing that is necessary to increase the value of our lands is to stamp intelligence enough upon our broad acres. The schoolhouse has always been and always will be the pioneer post of prosperous and intelligent citizenship.

I do not go anywhere in this grand old commonwealth that I do not find the agents of many syndicates spying out Georgia resources. In the mountains they are searching for our mineral wealth; towards the south and west they are buying up our forest lands; through the central portion of the State they are taking options on our water-power. The eyes of the whole world seem to be fixed on Georgia as never before. The testimony from every direction is that we have vast resources here yet undeveloped, and we have vast power not utilized. These resources and this power ought to be developed and utilized by our own people. They constitute the best heritage of our children.

Intelligence, and intelligence only, can give a market value to all of these possibilities. The question is, shall we sit idly by and allow the people who have been educated and trained in the public schools of other States, and who have acquired the capacity through their intelligence, to take possession of a heritage that ought to be transmitted

to the control of Georgia children? We have come to the time when the world is placing a larger premium on intelligent citizenship than ever before in our history. Every thoughtful student of advancing civilization has noted this. The earth itself is yielding larger increase to intelligent hands than ever before. The forces of nature are yielding more readily to intelligent control than ever before. Our children must be made ready to utilize the wonderful energy that science and art are bringing to our aid in every department of labor, or else our children must become mere helpless drudges in the activities of the future. I believe that many of our people are beginning to realize what is possible for Georgia and for the children of the State if we can only provide a system of public education that will be adequate to the wants of the children.

I am glad to testify also, as I have done in a great many public addresses, that our people everywhere are awaking to the demands of the present times. So far as I can observe, the people of the State are now ready to be taxed any reasonable amount necessary to provide sufficient school facilities for their children.

"THE RURAL SCHOOL PROBLEM."

The interest in rural schools is reviving everywhere in the United States. Two years ago, at a meeting of the National Educational Association, a committee of twelve was appointed to report at the meeting this year, 1897, upon a plan for the improvement of the rural schools in the United States.

This committee of twelve has spent two years investigating the subject, and I give the legislature elsewhere the results of their investigations as reported to the National Association that met in Milwaukee in July.

The committee reported among other things that the

county should be a school unit in all of the States. The committee assumes that all of the school affairs of the county should be in the hands of one board of education and that the same school facilities should be provided for the rural districts that are provided for the towns and cities.

It will be gratifying, I am sure, to the Georgia legislature to know that this ideal system approved by this committee of distinguished educators, was found to be in operation here in Georgia. This system so highly commended has been for many years in actual operation in the counties of Bibb, Chatham and Richmond.

In my report to the legislature in 1895, the very year of the appointment of this committee, I called attention to the system in vogue in these three counties, and have been urging the adoption of such a system in every county in the State.

I ask the careful attention of the legislature to a summary of the report of this committee of twelve, which will be found elsewhere in these pages.

WOMEN'S CLUBS AND PUBLIC EDUCATION IN GEORGIA.

The interest that the good women of this State are taking in the cause of public education is another hopeful indication of the times.

The Federation of Women's Clubs has taken up the question with growing interest and great enthusiasm. These clubs are being formed in almost every county in the State, and are destined to be a potent factor in arousing sympathy and support in the cause of popular education in this State. These clubs are forming reading circles among the young people. They are studying the conditions of home life and of school life in the rural districts. Mother's

clubs are also being formed in this State as well as elsewhere. One great trouble with our schools has been that the mothers and fathers have taken too little interest in their children at school. The school and home have been too far apart. The object of these women's clubs has been to bring the school nearer to the home.

Their thoughtful study of the work that is being done by the children at school will aid us materially in overcoming the difficulties that are in the way of educating our children properly.

I call attention to this matter because I beg to commend to the legislature the interest that these good women are taking in the children and in the young people of Georgia. If they can aid us through their reading circles in placing the right kind of books in the hands of our children, this, of itself, would prove the salvation of many a wayward boy.

In a number of towns and cities in this State these good women are also establishing free kindergartens for the needs of little children whose mothers, in many instances, are compelled to be away from home during the tender years of the child's life.

These free kindergartens are intended for the children from three to seven years old, and no man can limit the good that these noble ladies are doing in this modest and quiet way for the salvation of the little children.

I wish it might be so that we could establish kindergartens in connection with every public school in the State. All these good women in Georgia who are taking up the little waifs everywhere and training them, as only the wise kindergarten teacher can train these children, may be laying the foundations for an educational reform that will make their names blessed among men long after they are dead and gone.

Mrs. Robert Emory Park, of Macon, Ga., is the Chair-

man of the Committee on Education for the Georgia Federation of Women's Clubs. The entire State is to be congratulated that this splendid woman, herself for many years a successful teacher, is in charge of this noble work.

INSTITUTE WORK.

There has been a great improvement in the manner of conducting our institutes. The institute has now become a valuable feature of our educational work. There has been a very great improvement in the manner and methods of conducting the weekly institutes. The law now requires an institute of only one week. I beg to suggest to the legislature that the law be changed so as to require an institute of not less than four weeks duration. This is the almost universal custom in the other States in the Union. One week is entirely too short a time for the work that the teachers should undertake when they are brought together in annual session.

With the increase of our school fund, and the increase of the school term, we can now afford to have an institute last for an entire month.

The teachers not only do not object to this, but in most cases they are anxious for the extension of the institute time.

In this connection I beg also to suggest that the county Board of Education be allowed to spend whatever amount in their judgment may be necessary, for the proper conducting of the institute, in case the legislature should see fit to lengthen the time to one month.

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**OUR CHILDREN SHOULD LEARN THE TRUTH
 AS TOLD BY OUR OLD VETERANS.**

I bring another important matter to the attention of the Legislature. There is a growing demand on the part of the schools everywhere for what are known as supplementary readers. These readers are made up for the most part of stories and incidents that are located elsewhere than in Georgia.

No State in this Union is richer in legends and incidents calculated to interest and instruct the minds of the young than the State of Georgia. Yet, with the exception of one or two books like that prepared by Joel Chandler Harris, we have neglected this important field of our literature.

The noble company of old veterans who passed through the late war can tell stories and incidents of that struggle that will entertain and instruct our children for ages to come.

These old veterans are rapidly passing away, and nobody will be left when they are dead and gone to tell these stories of heroic struggle on the battle-field as they alone can tell them. No more charming literature, full of healthful and holy sentiment, can be put into the hands of our young people than the stories which can be taken down from the lips of the old guard while they are still in life. I have wished thousands of times that I had stenographic reports of these stories illustrating the courage and endurance of the Confederate soldier from Georgia.

The legislature should take steps at this session to provide for the preservation of this unwritten history of the State. Nobody can tell the story of Georgia heroism, the stories of sacrifice and suffering on the part of men and women of that day and time, as the actors in that tragedy can tell it.

A skillful stenographer could take down verbatim a report of the incidents and events on a thousand battlefields, and forced marches, illustrating the heroism of our fathers in the camp or on the field, and these records should be handed down to our children as the history told by their fathers. As I see it, in no other way can our children learn the truth of that long and heroic struggle to which the State of Georgia contributed the best and brightest of her sons.

This is too important a matter to admit of delay. The cost of taking down these stories will not amount to a great sum. The editing and preparing for publication such a series of books would cost but little, and the publication of such a series could be made without any expense to the State. The important thing is to have the truth told to our children as it comes from the lips of our fathers and grandfathers who were engaged in that struggle.

If the legislature will authorize the employment of a stenographer or stenographers for taking down verbatim accounts of the stories that these old veterans can tell, I will gladly see to it that the stories are properly edited and prepared for publication.

A committee could also be appointed from the Veterans Association to verify and approve the records to be submitted.

THE TEACHERS GROWING.

No fact in connection with the recent educational progress in Georgia has been more gratifying than the fact that the teachers are rapidly advancing in their professional studies. They are reading as never before the best professional books and educational literature.

At least two books on school management and methods are now required for preparation for the general examination.

The texts selected for this purpose are those that have the approval of the best educators in the entire country. The texts selected for next year contain the latest and best thought as to the methods of managing and training children.

More and more our teachers are learning that all school education that amounts to anything must result in good conduct. Our teachers are learning rapidly, therefore, what the great masters of the profession have found to be the wisest and best guide posts by which the children can be led in the right direction.

THE NORMAL SCHOOL.

The increase of attendance at the Normal School during last year has nearly doubled the attendance of the former year.

Four hundred and fifty teachers have attended the school this year.

The faculty has been greatly strengthened by the addition of Prof. E. C. Branson, Prof. D. L. Earnest, Miss Ida Young and Prof. Orr.

No normal school in this country is doing better work with the facilities at its command, than our own Normal School, at Athens, is doing. President S. D. Bradwell has managed the finances of the school with consummate ability. Board, including fuel, lights, washing and expenses for books, does not exceed \$7.00 per month. This school is bringing normal training within the reach of every teacher in the State, and has already justified the prophecy of its friends as to its usefulness. Although the Commission has added about eighty new rooms to the dormitory since the beginning of the year, these new rooms are all occupied and the President reports that he will need at least 100 more new rooms in the near future.

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THE SCHOOLS SUPPORTED BY THE STATE.

The following schools are supported by annual appropriations from the State legislature:

The University of Georgia.....	\$22,500
The School of Technology.....	22,500
The State Normal School.....	22,500
The Georgia Normal and Industrial College..	22,900
The North Georgia Agricultural College....	6,000
The Academy for the Blind.....	20,000
The School for the Deaf.....	25,000

All of the reports of the opening days show a gratifying increase in the attendance. Everything points to a successful school year for all of the schools supported by the State.

\$400,000.00 ADDITION TO OUR SCHOOL FUND.

No act of the legislature in recent years has provoked so much favorable comment all over the country as the act of the last legislature which added \$400,000.00 to our common school fund. This act of the legislature is a long step in the right direction. With the \$600,000 already raised by direct taxation, we will now have one million dollars raised for the schools by direct taxation.

Gradually our people are beginning to see how small a school tax we are paying in comparison with the other States. We have about two million population, so that this million dollars of direct tax is only about 50 cents per head for our population. Very few States in the Union pay so small a per capita tax for schools. Many of the States pay over \$4 per capita for school population. Only seven States in the Union pay less than one dollar and Georgia is one of the seven.

By reference to the table published elsewhere showing the school statistics of the United States, the members of the legislature can see just what each State is doing for its children. The tables will also show how much each State is raising by local taxation and how much by general taxation for the support of the schools.

This addition of \$400,000 will enable us to lengthen the school term, provide better pay for the teachers, improve the schoolhouses, and add generally to our school equipments.

THE SCHOOL-BOOK QUESTION.

A matter of great importance in connection with the public school affairs of the State, and of which the legislature has already taken cognizance, is the school-book question.

Since the School-book Commission appointed by his Excellency, the Governor, in compliance with a resolution adopted by your honorable body, has investigated this question very thoroughly, and will make a report to you, at your coming session, any comments or recommendations upon this subject from myself are unnecessary at this time. The School-book Commission has endeavored to discharge its duties carefully, and I ask for its report your thoughtful consideration.

THE GRADING OF THE COUNTRY SCHOOLS.

The county school authorities are giving very gratifying attention to the matter of the grading of the country schools, in order that the studies may be consecutive, and may be arranged under a definite and intelligent plan, whereby better results may be secured.

As an illustration of what is being done in this direction, the plan adopted for Fulton county is described and outlined elsewhere in this report.

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EDUCATION AND CRIME.

What is education doing to diminish crime? This is a question often asked and often answered. There are those that believe that education is a remedy for all sorts and degrees of crime; there are those also who study the criminal records, and out of these records build the argument that education does not diminish crime.

Dr. William T. Harris, the Commissioner of Education of the United States, and who is perhaps the ablest authority in the country, has studied this question with his usual philosophical acumen, and some of the conclusions that he has reached may be helpful to the Georgia legislature at the present time.

Dr. Harris shows conclusively that the illiterate population furnishes about eight times as many criminals as come from that portion of the population that can read and write. This statement of Dr. Harris is practically confirmed by the records of our own penitentiary system.

Everybody will admit that mere ability to read and write will not save a man from becoming a criminal. A school or a school system that does not get beyond the training of the intellect would have small claims on the public for support. Our public school system is intended to develop, normally and naturally, every part of the child's being—its intellect, sensibilities and will: its moral and spiritual nature. A system of education, therefore, that has for its object the development of the child's entire being is bound to be a preventive to crime. If this assumption is not correct, then there is absolutely nothing to justify the maintenance of the public school system. But Dr. Harris's statements are so strong on this important matter that I prefer that he should speak in his own language:

"Statistics are collated to show that the majority of criminals in our jails have attended school for a longer or shorter period. Statistics are likewise quoted to show that those States which have the oldest and most efficient school systems have the largest number of criminals in their jails and State prisons. Assertions are made that education merely changes the character of the crime, for example, from robbery and theft, the crime of the illiterate, to forgery and embezzlement, or breach of trust, which are the crimes of those who have had school education. The returns of the prisons and jails have been often studied with a view to get the facts in these particulars. Most teachers are familiar with the collation of statistics made on the census returns of 1870, by E. D. Mansfield, and published in Gen. Eton's report of the Bureau of Education for 1872.

"The returns from the prisons and jails of seventeen States, fourteen of which were Western or Middle States, gave an aggregate of 110,538 prisoners, of whom 27,581, or almost exactly twenty-five per cent., were illiterate, or not able to write.

"The fact that three quarters of all the prisoners could read and write and had had some schooling, looked serious enough to challenge the good influence claimed for the schools. If school education is adverse to crime, why should not the statistics show that a majority of the prisoners are illiterate?

"At this point the subject was taken up by those who understood arithmetic, and the question was modified so as to ask whether a given number of illiterates in the population furnished as many criminals as the same number of persons who could read and write. Put in this shape the answer was intelligible.

"The illiteracy of the population in the seventeen States

which furnished the twenty-five per cent. of illiterate criminals was about four per cent., according to the census of 1870. This four per cent. of the population furnished twenty-five per cent. of the criminals, and the ninety-six per cent. who could read and write furnished only seventy-five per cent. If one per cent. of the illiterates had furnished only one per cent. of the criminals, it would appear that education made no difference in regard to crime. But the illiterates furnished more than six times their quota, while those who could read and write furnished one-fifth less than their quota, and the ratio of the two was one to eight. A thousand illiterates on an average furnished eight times as many prisoners as the same number who could read and write.

Within the past ten years many of the jails and reformatories have published comparative tables, showing results for a term of years, during which accurate records have been kept. These are of course more valuable than the returns for any single year, because inequalities and unusual conditions are eliminated. In 1887, for instance, the jail at Detroit gave a summary for twenty-five years, showing an aggregate of 40,338 committals, of whom 28,652 could read and write, and 11,686 could not write. This gives eight times the quota of criminals to the illiterate, because in the total population of the State there were less than five per cent. of illiterates.

"The main point in the interpretation of criminal statistics is to consider the ratio between the number of criminals furnished by a given number of illiterates as compared with a like number of those who can read and write. We must consider not only the numerators, but also the denominators of our fractions in order to get at the true value.

"Massachusetts, it is said, committed to its jails and prisons only 8,761 persons in 1850, while in 1885 it commit-

ted 26,651, or nearly three times as many. In 1850, only one person to 113 inhabitants; in 1885, one to seventy-two. This evidently demanded a qualitative inquiry. What crimes are on the increase? Mr. Torrey classified them, first under two heads, and found that the crimes against person and property were, on an average, from 1865 to 1870, one to 301 inhabitants, while from 1880 to 1885 they were one to 436; thus showing a decrease in serious crime of forty-four per cent. The second heading was commitment for crimes against order and decency, and these had increased largely.

"Investigating further into these crimes against order and decency, Mr. Torrey found that they were mostly cases of drunkenness. The commitments for drunkenness in 1850 were only 3,341, while in 1885 they had risen to 18,701. The commitments for all other crimes than drunkenness in 1850 amounted to one for 183 inhabitants, and in 1885 to only one for 244 inhabitants. The average from 1850 to 1865 was one to 174 inhabitants, while the average from 1870 to 1885 was one to 241 inhabitants, for other crimes than drunkenness.

"This showing completely turned the tables on that class of sensational or emotional writers who deal with what I call hysterical statistics. Person and property have become more safe in Massachusetts. Between 1865 and 1885 commitments for crimes against them decreased forty-four per cent. allowing for increase of population. The decrease was greatest in crime against property, but there was a decided decrease of crimes against person. But while person and property have become safer in twenty-five years, drunkenness is not nearly so safe; the prisons and jails are crowded with intemperate people, who were formerly allowed to go unmolested through the streets and country roads."

SYNOPSIS OF STATISTICS.

NUMBER OF SCHOOLS.

Number of schools under common school system.....	7,419
Number of schools under local school system.....	337

TEACHERS.

Number of teachers under common school system..	8,125
Number of teachers under local school system....	1,136
Number of normal trained teachers under common school system.....	937
Number of first grade teachers under common school system	3,187
Number of second grade.....	2,554
Number of third grade.....	2,344

ENROLLMENT AND ATTENDANCE.

School census of Georgia (census of 1893).....	604,971
Total enrollment under common school system..	389,057
Total enrollment under local school system.....	57,114
Total average attendance in school under common school system.....	205,732
Total average attendance under local school sys- tem	40,951
Amount per capita of enrollment of school fund to children under common school system.....	\$ 2 72
Amount per capita of enrollment of school fund to children under local system.....	\$12 79

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PAY TO TEACHERS.

Amount paid to teachers under common school system.....	\$935,906	43
Amount paid to teachers under local school system	500,481	18
Average annual salary paid to teachers under common school system.....	126	14
Average annual salary paid to teachers under local school system.....	440	56

COMMISSIONERS AND SUPERINTENDENTS.

Number of County School Commissioners.....	133
Number of Superintendents of Schools under local system	35
Amount paid Commissioners.....	\$54,952 58
Amount paid to Superintendents.....	42,680 00
Number of visits made by County School Commissioners during year.....	10,615

INCIDENTAL EXPENSES.

Amount expended for postage, printing and other incidentals on account of schools under common school system.....	\$ 12,357 85
Amount expended for incidentals under local school system.....	187,544 56

SCHOOL FUND.

Amount of fund received from the State for schools under common school system.....	\$1,050,902 26
Amount of fund received from State for schools under the local school system....	191,109 04
Amount of fund raised by local taxation for schools under local system.....	358,353 51

8ar

SCHOOLHOUSES AND SUPPLIES.

Number of schoolhouses belonging to County Boards of education.....	421
Estimated value of these houses.....	\$78,977 00
Number of schoolhouses outside of cities, not owned by Boards of Education, but used for schools under common school system.....	4,763
Estimated value of these houses.....	\$728,657 00
Estimated value of school supplies, maps, desks, etc., in schools under common school system	83,914 00
Amount expended during past year for supplies for schools under common school system	19,029 92
Number of school houses in cities and towns, belonging to County Boards	23
Estimated value of these.....	\$27,400 00

ESTIMATE OF SCHOOL FUND FOR 1896-7.

Sources.	1896.	1897.
Liquor tax.....\$	92,000	\$ 89,000
Show	7,000	4,000
Div. Ga. R. R. stock.....	2,046	2,046
Hire of convicts.....	16,000	16,000
Fees of oil insp.....	13,000	14,000
Half rental W. & A.....	210,000	210,000
Direct appropriation.....	600,000	600,000
Poll tax.....	221,000	226,899
Guano .....	.....	8,000
	\$1,161,052	\$1,169,945

GEORGIA NORMAL AND INDUSTRIAL COL-
LEGE, MILLEDGEVILLE, GA.

ANNUAL REPORT, TO HON. G. R. GLENN, STATE SCHOOL
COMMISSIONER, FROM PRESIDENT J. HARRIS
CHAPPELL, FOR THE SESSION 1896-'97.

*Hon. G. R. Glenn, State School Commissioner, Atlanta,
Ga.:*

Dear Sir—I have the honor to present to you the following report of the work of the Georgia Normal and Industrial College for the session of 1896-7.

ATTENDANCE.

During the session we had in attendance three hundred and seventy-nine (379) regular matriculate students, coming from one hundred (100) different counties in Georgia. Three hundred and forty-two (342) of the number were boarding pupils, most of them boarding in the college dormitories, and the rest in private families. The college was crowded to its utmost capacity throughout the session and nearly two hundred (200) applicants for admission were turned away for want of room in the buildings.

Besides the three hundred and seventy-nine (379) college students, there were sixty-four (64) children from six to fourteen years of age in our Model School, making a total attendance of four hundred and forty-three (443) pupils.

CLASSIFICATION.

The students were divided among the several departments, or courses of study pursued in the college, as follows:

Collegiate Normal Course	150
Collegiate Industrial Course	148
Special Industrial Course	28
Preparatory Course	53
Model School	64
Total	443

NORMAL DEPARTMENT.

There were in attendance in the normal department last session one hundred and fifty (150) young women, coming from all parts of Georgia. They came, without an exception, in good faith to prepare themselves for the profession of teaching and they devoted themselves to the work with remarkable earnestness and enthusiasm.

Our normal course of study is designed to give both general scholarship and professional knowledge and skill. On the scholarship side it consists of the usual collegiate, or, more strictly speaking, high school studies in mathematics, English, Latin and natural science; on the professional side, it includes methods of teaching, psychology, pedagogy and practice teaching in the model school. All normal students are also required to take a thorough course in free-hand drawing and physical culture, and a short course in the elements of sight-singing. The entire normal course of study extends through four years, and to students who gain their diplomas it means invariably four years of very hard study.

Our curriculum is not very high, either in the scholarship or in the professional branches, but our methods of instruction are exceedingly thorough and our requirements

for class admission and promotion and for graduation are very exacting, more so, perhaps, than in any other educational institution in Georgia. The teachers are all instructors of great ability and are full of zeal for their calling. They are all graduates of leading normal colleges, and their methods of teaching are fully in accord with the best developments of modern pedagogy.

The model school, connected with our normal department, enables us to give our normal students the finest kind of practical teacher-training. The school consists of about one hundred and twenty (120) children from six to fifteen years of age, and includes our collegiate preparatory department. The pupils are divided into eight classes, corresponding with the first eight grades in the best city public school systems. These classes are in charge of three expert normal training teachers, and occupy three well furnished, well equipped rooms in the main building. The classes are taught largely by the members of our senior normal class, under the careful direction and supervision of the three training teachers and of the gentleman who is at the head of the normal department. The schedule is so arranged that in the course of the year every member of the senior class has very considerable experience in teaching every one of the eight grades. This practice teaching in the model school is of inestimable value to our pupil teachers. It trains them (as they could not be trained under any other conditions) to apply practically and skillfully the principles of pedagogy that they have studied in the previous years of their normal course. We have the strongest possible proofs of the great benefits of this practical training. From all parts of the State of Georgia where our graduates are teaching in the public schools of the State and in the city graded schools, we are constantly getting gratifying intelligence of their splendid

work, and they themselves almost invariably attribute their success mainly to the training they get in our model school. Scores of them have said to me, or written to me in effect, "I would not take anything for my model school training, it has helped me so much!"

This model school is supported almost entirely by the Peabody educational fund. The salaries of the three training teachers are all paid from that fund, the incidental expenses being defrayed by a small fee charged the pupils. But for the generous aid given us by the Peabody fund it would be entirely impossible for us to have a model school, and the absence of it would make the normal department almost like the play of "Hamlet" with the part of Hamlet left out.

The Peabody fund also aids us materially in furnishing the very best of instruction in free-hand drawing and sight-singing to our normal pupils. A part of the salary of the teacher of each of these branches is paid from our Peabody appropriation; but for this aid we should be forced to dispense entirely with one of these teachers, or else to employ in both cases inferior teachers at a lower salary.

We are preparing to make important changes and improvements in the plan of the collegiate-normal course of study. By the new plan the first two years of the course will be devoted exclusively to the purely collegiate studies without any technical normal work, the idea being to lay well and deep the foundation of general scholarship before attempting to give professional knowledge. Through the third and fourth years the collegiate course of study will be continued, and in addition thereto the principles underlying the profession of teaching will be carefully imparted by the study of psychology and pedagogy. A fifth year will be devoted exclusively to the more practical parts of a teacher's professional education. It will be given up

almost entirely to the study of methods of teaching, school management, and to practice teaching in the model school.

This new plan amounts virtually to adding another or a fifth year to our collegiate-normal course of study. It will undoubtedly enable us to do better work, on the scholarship side and the professional side of a teacher's education. It has the most enthusiastic support of every member of the collegiate-normal faculty, and the indorsement of the board of trustees. Dr. J. L. M. Curry, manager of the Peabody educational fund, to whom in a personal interview I explained the plan fully, also approves it heartily. His standing as an educator and his thorough acquaintance with normal schools throughout the country give great value to his opinions on such subjects.

It is deemed unwise to upset the established order of things in our school by the too abrupt substitution of this new plan for the old one. The changes will therefore be made gradually. The first step towards it will be taken next session, and in a year or two we hope to have the new plan fully established. We shall then have, I sincerely believe, the very best normal or practical teacher training school in the South.

INDUSTRIAL DEPARTMENT.

The industrial arts taught in our school are such as are most suitable for women, either for making a livelihood or for home and domestic purposes. The industrial branches taught are stenography and typewriting, bookkeeping, dressmaking, cooking, telegraphy, and free-hand drawing. The number of pupils pursuing each of these branches during the past session was as follows:

Stenography and typewriting	37
Bookkeeping	24
Dressmaking	112
Cooking	52
Free-hand and industrial drawing	246

Nearly every student in the college, except those taking the full normal course, studied one or more of the industrial arts last session.

The teachers of these several industrials were chosen with the utmost care from a great number of applicants. Each of them is an expert of extensive and successful experience in teaching the special branch for which she was employed. The same thoroughness, exacting requirements and intolerance of sham and superficiality prevail in this department as characterize all of the other work done in this institution.

FREE-HAND DRAWING.

I would call special attention to our department of free-hand drawing. It is perhaps ahead of anything of the kind in any woman's college in the South. It is taught with the utmost thoroughness and embraces every branch of the art from drawing simple geometric forms up to modeling in clay from the "living model." It is an invaluable accomplishment in the equipment of a teacher, and our normal pupils are required to take a two years' course in it. There is also a fuller course for those who wish to prepare themselves for the specialty of teaching free-hand drawing in city graded schools and other educational institutions. There is a growing demand for teachers and supervisors of free-hand drawing in Southern schools, and already we have supplied several institutions with splendidly equipped instructors who have given the highest satisfaction.

THE DORMITORIES.

In my report of a year ago I spoke of the new dormitory then in process of erection. It was finished in the latter part of August and was very appropriately named "Atkinson Hall." The entire establishment, including the building, furniture, fixtures and all appurtenances, cost

about \$30,000. It accommodates one hundred and forty students, and it was full to its capacity last session from the opening day of school. The old dormitory ("The Mansion") accommodates one hundred and ten boarders, and was also full to overflowing. Many students were compelled to board out in private families for want of room in the dormitories.

COST OF ATTENDANCE.

Every student pays an incidental fee of \$10.00 a year. Tuition is entirely free, except for music and fine art, for which moderate charges are made. The dormitories are run strictly on the co-operative plan, the boarders paying only the actual expenses of running the establishment. The cost last session averaged only \$9.08 a month, or \$51.72 for the session, including fuel, lights and laundry. For this small amount the girls lived as well in every particular as they do in fashionable female colleges where the board is \$18.00 or \$20.00 a month.

The entire cost of a year's attendance, including incidental fee, board, books and stationery, is about \$110.00. This is a liberal estimation; the actual cost usually falls below, and never goes beyond, that amount. In no other school in America, I believe, can a girl get such fine advantages at so small a cost.

DISCIPLINE.

The discipline of the school last session was well-nigh perfect. A large majority of the students came to the college for a very earnest purpose and pursued it with great steadfastness. The moral tone of the school was very fine, and the conduct of the students was wonderfully good, considering the great numbers and the different classes of people and the various communities from which they came.

The school is opened with brief religious exercises every

morning. All students are required to attend church (the church of their choice) every Sunday morning. A very flourishing and zealous Young Woman's Christian Association was maintained in the college throughout the session, the membership being very large though entirely voluntary.

Students are required to dress strictly in uniform—a remarkably pretty and becoming suit, though inexpensive. The rule is as rigidly enforced as it is at any military academy. If we should have a millionaire's daughter among our students, she could not be distinguished by her dress, either on Sunday or every day, from the poorest girl in school.

The steadfast and uncompromising enforcement of our requirements for class admission, class promotion, and for graduation has now become pretty well known throughout the State and is fast establishing for us a reputation for thoroughness that few colleges, and especially female colleges, have. This in time is bound to have a stimulating and wholesome effect on preparatory schools throughout Georgia, for our pupils come from all parts of the State and from nearly all sorts of schools.

GRADUATES AND PROFICIENTS.

On last graduating day, Wednesday, June 2, 1897, the number of diplomas and certificates of proficiency awarded was as follows:

Normal graduates	14
Collegiate graduates	10
Proficients in stenography	5
Proficients in bookkeeping	1

Most of the normal graduates and also several of the collegiate graduates of the session have already secured good positions as teachers. Several of the proficients have

also obtained positions where they are earning their own livelihood.

SOME STATISTICS.

Although the college was established only six years ago, fully four hundred of its students—graduates and undergraduates—have become school-teachers, mainly in Georgia schools. About one hundred others have been making a good living by the practice of the industrial arts—stenography, bookkeeping, telegraphy, dressmaking, free-hand drawing—that they learned at this school.

NEEDS OF THE SCHOOL.

Last year the trustees spent the entire special appropriation of \$25,000.00 in the erection of the new dormitory building. They were therefore compelled to furnish and equip it throughout on a credit, the cost being about \$6,000.00. To pay off this debt it was necessary not only to practice rigid economy, but to stint the college in the very necessities of its life, greatly to the disadvantage of its work in several important particulars. If the legislature does not come to our relief, the situation will be still worse with us next session. We are in dire need of new furnishings and equipments for the various departments, such as typewriting machines, sewing-machines, desks, blackboards, pianos, books for the library, etc., etc. Also, the college buildings need repairs, the grounds should be improved, and the dormitories should be furnished with fire protection and fire-escapes. These are present and pressing necessities. The college cannot be carried on as it should be without these things; and yet we cannot get them unless the next legislature gives us a special appropriation of \$5,000.00 or \$6,000.00. It is earnestly hoped that they will grant this very reasonable request.

It is needless for me to say that the institution also needs

an additional college building and additional dormitory buildings. The present establishment is always overcrowded, and even at that we have to turn off applicants literally by hundreds for want of room.

PROSPECTS FOR NEXT SESSION.

Although it is more than a month before the next session begins, I already have on file more applicants for admission than we can accommodate, and the applications are still pouring in at the rate of ten or twelve a day. All of the 250 dormitory places have already been engaged. Many students will have to board out in private families, and many more will have to be turned away entirely for want of room in recitation halls of the college building. I believe we would register 800 to 1,000 students here next session if we had room for them.

At the meeting of the board of trustees in June, the faculty was increased and greatly strengthened, and we have now the most efficient teaching force that the institution has ever had. Several important improvements will be made in the organization of the work, and I think there is no doubt that the session of 1897-8 will be the best in the history of the institution thus far.

Yours truly,

J. HARRIS CHAPPELL.

President Georgia Normal and Industrial College.
Milledgeville, Ga., August 5, 1897.

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GEORGIA ACADEMY FOR THE BLIND.

W. D. WILLIAMS, PRINCIPAL.

MACON, GA., August 25, 1897.

G. R. Glenn, State School Commissioner, Atlanta, Ga.:

Dear Sir:—In response to your request that I contribute to your annual report for 1897 something concerning the work that is being done in the Georgia Academy for the Blind, I send you herewith the circular we are accustomed to distribute throughout the State. It embodies within a small space an account of the intention and scope of this institution, and furnishes a certain amount of information needed by those who wish to make application for the admission of young blind persons whom they desire entered as pupils in this school. I trust this circular will serve your purpose, and may be the means not only of giving the general public information concerning this particular item of the educational enterprises of the State, but also of reaching some readers of your report who chance to know of young blind people who ought to be enjoying the benefits of the State's generous appropriation to this establishment.

Our school finds one of its chief difficulties in the fact that it cannot find out and reach as many as it ought to have in it, of the blind children throughout our counties. It has always seemed to me that our county school commissioners could help us to a great extent in this direction. I trust the circular I send you may appeal to them.

Your request for a contribution to your report comes just at a time when I am unable, through lack of time, to furnish a detailed statement of our work; next year, I hope, I may be more comprehensive.

Permit me to express an appreciation of your request.

While ~~this institution does~~ not fall within your jurisdiction, it is nevertheless within the public school effort of our State, and is entirely, by purpose and process, educational in its nature. Hitherto our State School Commissioners have not deemed the Academy properly within the subject-matter making up their reports. Without meaning to reflect in any way upon those estimable gentlemen, I beg to recognize your interest in the matter as being very encouraging to us.

Yours respectfully,

W. D. WILLIAMS,
Principal.

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GEORGIA ACADEMY FOR THE BLIND.

B. C. SMITH,	W. D. WILLIAMS,
President of the Board.	Principal.
C. E. CAMPBELL, Secretary and Treasurer,	

TRUSTEES, 1897.

B. C. SMITH,	A. L. MILLER,
T. D. TINSLEY,	J. L. HARDEMAN.
C. E. CAMPBELL,	T. U. CONNOR,
G. B. JEWETT.	

CIRCULAR.

1st. This is an institution, as its name implies, for the education of the blind youth of the State. It is not, therefore, an asylum for the aged and the helpless, nor a hospital for the treatment of eye diseases.

2d. The Academy comprises two departments, one for whites and one for colored. These departments, although connected under the same management and superintendence, and conducted on the same system of instruction and government, are located on separate lots distant from each other, and have no internal connection other than that named.

3d. The course of instruction and training embraces:

First. The school, in which blind children and youths are instructed in all the branches of English taught in the common schools of the country.

Second. Department of music, in which vocal and instrumental music is taught in connection with the following instruments: piano, organ, guitar, violin and flute.

Third. The department of handicrafts, in which the blind are trained to do industrial work and taught trades by which they can earn a livelihood for themselves.

QUALIFICATIONS FOR ADMISSION.

Fourth. The Academy receives in its school department such youths, male or female, as are hopelessly blind, or incurably blind to that degree which prevents education in the ordinary method, between the ages of eight and twenty-one years, of sound mind and free from bodily disease and of good moral character and habits. It is desirable to have on the points of health and vision the certificate of a physician.

TERMS OF ADMISSION.

Fifth. Those of this State having the requisite qualifications, are taken without charge for board and tuition, being supported upon State appropriation. The applicant must furnish proof of citizenship and residence of two years in this State immediately previous to the time of application. All are expected to come provided with a supply of good, comfortable clothing, to be replenished by their friends, or means provided therefor, from time to time, as it becomes necessary.

Sixth. Blind men, not too old to learn a trade, will be received as apprentices, in the department of handicrafts, on the same terms as pupils are received into the school.

Seventh. If a pupil or apprentice shall, after a fair trial, prove incompetent for useful instruction, or disobedient to the wholesome regulations of the Academy, or in anywise an unfit or improper subject for retention in the institution, he or she will be discharged.

THE ANNUAL SCHOOL TERM BEGINS SEPTEMBER 1,
AND ENDS JUNE 30.

Eighth. Pupils admitted at any time. All persons are requested to send to the principal the names and addresses of blind children known to them, with a statement of their

circumstances, so as to enable him to form some opinion as to their fitness for admission into the institution, and to assist in putting him in communication with their friends.

The information sought may be conveniently given in simple answers to the questions appended in form, to this circular—which, although no form is prescribed, may be used as a form of application for admission.

Ninth. Pupils from other States may be taken upon such terms as the trustees may accept.

Tenth. Persons bringing pupils to the institution, or visiting them while there (except upon special occasions), cannot be furnished with boarding and lodging during their stay in the city.

Eleventh. All letters to pupils should be addressed to the care of the Academy, and all boxes or packages sent to them should have transportation prepaid, and be carefully consigned and safe delivery provided for.

Twelfth. Parties making application for the admission of pupils should make true answers to the questions subjoined, and procure the certificates required, and forward the same to the principal, and the pupil in no case should be sent to the institution before the application has been favorably considered and the admission granted, and the parties duly notified of the same.

QUESTIONS.

1. Name and age of blind person?
2. Name of parents or guardian, with post-office address?
3. Blindness, whether total or partial?
4. Cause of blindness, if known?
5. Has the blindness been examined by physicians and pronounced incurable?
6. Is the person of sound mind, and susceptible of intellectual culture?
7. Also of good character and habits?

8. Also free from disease that will interfere with instruction or incommode the household?

9. What provision is made for clothing?

10. Give the name of the party who obligates himself to take care of the pupil during vacation, and remove the same at any time should such removal be required, without charge to the Academy. Address,

W. D. WILLIAMS, Principal,
Georgia Academy for the Blind, Macon, Ga.

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NORTH GEORGIA AGRICULTURAL COLLEGE.

DAHLONEGA, GA., August 9, 1897.

G. R. Glenn, State School Commissioner, Atlanta, Ga.:

Dear Sir—In response to your request, I have the honor to present the following report of the North Georgia Agricultural College for the session 1896-7.

There were in attendance at the institution during the session 179 pupils in the college classes, besides eight in the art class and sixteen in the music class, making a total of 190 students enrolled. Of these 126 were males and sixty-four were females. Forty counties of Georgia were represented. There is no elementary work done in the institution, our work being confined to the college classes. The college takes the boys and the young men from the elementary schools, and, by offering cheap board and free tuition, enables hundreds to obtain an education that would otherwise be deprived of an opportunity. Many of the boys, by furnishing their own provisions, were enabled to live on four or five dollars a month. Few run their expenses above \$100 for the school year.

CALENDAR 1897-'98.

1897.

Session Begins—Fall Term.....September 6

HOLIDAYS.

Thanksgiving Day.....November 27

Christmas Holidays Begin.....December 24

Christmas Holidays End.....December 26

1898.

New Year's Day.....January 1

Lee's Birthday.....January 19

Fall Term Closes.....January 28

Spring Term Begins.....February 1

HOLIDAYS.

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Washington's Birthday.....	February 22
Field Day.....	April 1
Memorial Day.....	April 26
Commencement Begins.....	First Sunday in June
Session Closes.....	Three Days Later

The faculty selected for the year 1897-98 is as follows: Rev. Wm. E. Boggs, D.D., LL.D., Chancellor of University; Joseph S. Stewart, A.B., A.M., President, English, Mental Science, Pedagogy; Benjamin P. Gaillard, A.M., Professor of Natural Science; J. E. Witherspoon, A.B., A.M., Professor of Mathematics and Astronomy; Capt. Tillson, Capt. 5th Regiment United States Infantry, Professor of Military Science, Commandant of Cadets, French; E. B. Vickery, A.B., A.M., Professor Ancient Languages and Literature; Oscar Palmour, A.B., Instructor in Sub-Freshman Department and History; Miss Josie W. Clarke, L.I., B.L., Instructress in English and Sub-Freshman Department; Miss Annie Stillwell, Instructress in Art and Music; Henry C. Wheelchel, M.D., Surgeon.

This College owes its origin to the Act of Congress of July 2, 1862, entitled "An Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." The Act contemplates the "endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes."

The donation was made upon certain conditons, the chief of which is that the annual interest arising from the fund

derived from the sale of the lands shall be applied to the purpose mentioned above; that if any portion of the principal or interest shall be lost by any contingency whatever, it shall be replaced by the State; that no part of the principal or interest shall be applied to the purchase, erection, preservation or repair of any building, it being the duty of the State, upon accepting the donation, to provide the necessary buildings; that if the State should fail to provide, within the time specified, at least one college for the purpose of the Act, the grant shall cease and the State should be bound to repay the fund to the United States; that the State should express its acceptance of the donation, with the conditions, through its legislature. By Act of March 10, 1866, the General Assembly of Georgia accepted the donation "upon the terms and conditions prescribed" in the Act of Congress.

The fund having been received, the interest of it was placed under the control of the Trustees of the University for the purpose of the Act. The North Georgia Agricultural College, having been incorporated in 1871, received from the United States government, in pursuance of an Act of Congress passed in that year, a donation of a building at Dahlonaga, theretofore known as the United States Branch mint, with ten acres of land connected therewith.*

A contract was then made with the Trustees of the University by which the North Georgia Agricultural College became a department of the University, the title of the above property being conveyed to the Trustees of the University on the conditions specified in the donation, and the

*The Act above alluded to was introduced by Hon. W. P. Price, then a member of Congress from Georgia, and who, for twenty-five years, has filled the office of President of the Board of Trustees.

NOTE.—Colonel Price is now engaged in preparing a "History of the N. G. A. College for twenty-five years," which will be published in a few months.

Trustees of the University appointing the President of the College, making a certain allowance for its support, to wit: \$2,000 annually, and exercising over it a general supervision.

It will thus be apparent that the office of the College is to effect the purposes expressed in the Act of Congress of 1862, and the State's acceptance of that Act in conformity with the system of the University itself; and the courses of study and exercises are arranged with that view.

The General Assembly of Georgia appropriated \$6,000 per annum to the College for the years 1897 and 1898, which shall be used only for its support, maintenance and repairs. It is to be hoped that this appropriation will be increased, since the College has become one of the leading educational institutions of the State, and occupies such a broad field of usefulness with its growing popularity and consequently increased attendance.

Under legislative authority a joint committee from the Senate and House of Representatives is annually appointed to visit the Institution during the Commencement exercises, said committee making report of the workings of the Institution to the General Assembly.

LOCATION.

Dahlonga, the home of the North Georgia Agricultural College, is a town of one thousand inhabitants, of fine moral tone and culture, and is the county site of Lumpkin county, and away from the allurements of a great city. The altitude of the town is 2,240 feet above the level of the sea. It nestles under the lofty peaks of the far-famed Blue Ridge. Pure freestone water and refreshing and invigorating mountain air have long rendered this place celebrated as a health resort.

The College is non-sectarian, but decidedly Christian in tone and character. The town possesses ample church

facilities, and students are required to attend some church at least once every Sunday, unless excused. The sale of spirituous liquors is forbidden by law in Lumpkin county, wherein the College is situated, and in addition to this all the surrounding counties are dry and the law is vigorously enforced. The officers of the College pride themselves upon the fact that the College is so well protected and free from anything that would have a demoralizing influence upon the student.

The nearest railway point is Gainesville, on the Southern Railway, twenty-five miles distant, with which place there is daily communication by means of mail hacks. Fare from one to two dollars.

Special arrangements are usually made at the opening of the session, good for ten days from September 1st, at greatly reduced rates. On arrival at Gainesville, students will find it to their interest to inquire for special College hacks.

BUILDING AND GROUNDS.

The College has forty acres of beautifully situated and valuable land—ten acres originally granted by the United States government, to which thirty acres have since been added—affording ample space for all military exercises and agricultural experiments.

The College building has a commanding situation, and the views from its porches are unquestionably the finest in the State; surrounded by towering mountains and beautiful valleys with varied and romantic scenery, well calculated to kindle in the mind of the beholder a love for nature's God and inspire the soul with a loftier conception of life's aim and duties.

ADMISSION.

Persons intending to enter the College must see the President and make application for admission within twenty-four hours after their arrival.

The applicant must be prepared to furnish testimonials of good moral character, and if he has been a member of an incorporated institution of learning, he must produce a certificate of honorable withdrawal. He must pass an examination in each department, which examination will determine which class he is to enter, and whether he can enter at all.

He must sign a pledge that he will, upon his honor, faithfully abide by the rules and regulations of the College, a copy of which will be furnished him, and that whenever he is called upon by a member of the faculty with questions concerning his department, or that of others, he must answer truthfully to the best of his ability; that he will be honest with himself and the teachers at all recitations and examinations, and that he will not enter into any combination whatsoever against fellow students or any of the workings of the institution, and that he will deport himself in a gentlemanly manner at all times.

No tuition is charged. This institution was founded and is supported by the State and National governments, and students are encouraged to attend and receive the benefits. An admission fee of five dollars on entering and at the beginning of each term thereafter is required of every one except those holding appointments by legislators or county school commissioners.

This is for the purpose of forming a library fund, and defraying incidental expenses of the scientific department.

APPOINTMENTS.

Each Senator and Representative of the General Assembly and each county school commissioner is authorized and

requested to appoint one student to this institution from his senatorial district or county only, as the case may be, during his term as such Senator, Representative or Commissioner, who shall be received without the entrance fee—these appointments to hold good for the scholastic term for which they are made, but may be renewed from term to term. Blank appointments can be obtained from the Secretary of the Board of Trustees at Dahlonga.

THE SOCIETIES.

Three flourishing Literary Societies, the Phi Mu, Decora Palæstra, and Corona Hederæ (the latter for young ladies), have comfortable and well finished rooms in the College building, in which weekly meetings are held. Each Society is already equipped with a good library and additions are continually being made.

The interest in these Societies is increasing from year to year, and they prove an invaluable factor in training our students in oratory, debate and parliamentary rules.

MEDALS.

1. *The F. P. Rice Latin Medal.*—This is a large and beautiful gold medal, given to the College by the Hon. F. P. Rice, of Atlanta, to be awarded at each annual commencement to the regular student in the freshman, sophomore or junior class making the best record in Latin, with a mark of not less than 75 or 80 in every other study, and in deportment, during the year.

2. *The Clark Mathematics Medal.*—This is an equally beautiful gold medal, given to the College by Harlow Clark, Esq., of Dodge county, Georgia, to be awarded annually at Commencement to the student making the best record in mathematics, with a mark of not less than 75 or 80 in every other study, and in deportment, during the year.

3. *The Company Drill Medal*.—This is a handsome gold medal, given by Lieutenant W. C. Rafferty, First United States Artillery, formerly detailed at the College, to be awarded at each Commencement to the best drilled company in battalion of cadets, to be worn by the First Sergeant during the year.

THE COLLEGIATE YEAR.

The collegiate year comprises two terms, the first commencing on the first Monday in September and continuing until the first Monday in February, when the second commences, which continues until Commencement.

There is no interruption of either term except for an intermission of three days at Christmas, beginning the day before Christmas, and such days as are appointed for legal holidays by the State or United States.

On the first Sunday in June the Commencement sermon is preached, and the next three days are devoted to the usual Commencement exercises, closing on Wednesday, which is the end of the collegiate year.

DEGREES.

The College is authorized by its charter to confer degrees. The degrees usually conferred are those of Bachelor of Arts, Bachelor of Science and Licentiate of Instruction.

Degrees are conferred and the corresponding diplomas given only to students who creditably complete the entire course prescribed with at least the minimum record allowed in every branch.

Those who pursue partial courses of study receive, but upon a like average only, certificates of proficiency in the courses pursued.

EXPENSES.

Board, including fuel, lights, etc., can be had in good families at from \$10 to \$12.50 per month. Many of the

very best young men buy provisions and rent rooms, where they hire their cooking done, and in this way do very well at from \$6 to \$8 per month. These expenses are still further reduced by some who bring supplies from home.

The annual cost of books is not over \$10, and this may be reduced by purchasing second-hand books. No tuition is required. For admission tickets, appointments and distribution of Brown Fund, see under their respective headings.

THE CHARLES McDONALD BROWN FUND.

From the Charles McDonald Brown Scholarship Fund the institution gets \$1,000 annually. This is to aid worthy young men who are unable to pay their way through college. The applicant must be at least eighteen years of age, in good health, and reside in one of the following counties: Rabun, Habersham, Towns, Union, Fannin, Dawson, Murray, White, Lumpkin, Gilmer, Pickens, Cherokee and Forsyth in Georgia, and Oconee, Anderson and Pickens in South Carolina. On entering school he gives his promise on honor in writing that he will pay back the money he receives with 4 per cent. interest as soon after he completes his course as he is able. Applicants or appointments to the Brown Fund must be made in writing to the Secretary of the Board of Trustees and be accompanied by a certificate from his parent or guardian certifying to his age, and setting forth his inability to provide the applicant the means of higher education; and that the amount thus to be received (viz.: \$6.25 each month) for the collegiate year, will enable the applicant to continue in College after once entering, without interruption till the end of the collegiate year for which the appointment is made.

Every county of the thirteen in Georgia and the three in South Carolina which receive the benefit of said fund at this College shall be given full opportunity and notice

by advertisement or otherwise to furnish one student each as a beneficiary of said fund before any of said counties shall be allowed more than one such beneficiary.

If, after such notice, any of said counties shall fail to furnish a beneficiary of said fund, then the Board of Trustees shall select from said territory at large a suitable person to fill the vacancy.

In case of two applicants from one county, or appointments from the territory at large, preference will be given to those who can show evidence of their ability to complete the entire course.

DISCIPLINE.

The government of the College is in the hands of the President and the Faculty. A copy of the rules governing the institution may be had by any student on application.

The grades of punishment are as follows:

1. Reprimand, deprivation of recreation, extra duty.
2. Arrest, reduction to ranks of officers and non-commissioned officers.
3. Suspension, dismissal.
4. Expulsion.

The system of discipline has for its object to secure with as much mildness as possible, prompt and cheerful obedience, and quiet, respectful demeanor to the College authorities, and orderly conduct everywhere.

TEACHERS' LICENSES.

By an Act of the General Assembly of Georgia, approved February 23, 1877, the Faculty is authorized to grant certificates or licenses to students intending to teach. These licenses are graded in conformity with the provisions of section 1261 of the Code of 1882, and enable the recipients to be employed as teachers in the primary common schools of the State without examination by or license from any

board of education or county school commissioner. They are issued usually at Commencement, and only upon special examinations held to test the qualifications of the applicants.

CURRICULUM.

A. B. Course.

SUB-FRESHMAN B CLASS.

Geography, English Grammar, Orthography, etc., Penmanship, Grammar School Arithmetic, Introductory Science, First Book in Latin.

SUB-FRESHMAN A CLASS.

Physical Geography, Practical Arithmetic, English Grammar, Orthography, Penmanship, etc.; Physiology, Introductory Science, Latin Grammar, Prose Composition, Cæsar, Nepos; Algebra and Geometry begun; United States History.

FRESHMAN CLASS.

One recitation daily in Orthography and Penmanship. Science.—Chemistry.

Mathematics.—Algebra to quadratics, Plane Geometry. English.—Rhetoric, General History.

Latin.—Grammar continued; Virgil, Scanning; Mythology.

Greek.—First Greek Book; Xenophon.

Elocution.

SOPHOMORE CLASS.

Science.—Chemistry continued, Agriculture, Physics (Kimball's Olmstead.)

Mathematics.—Higher Algebra, Solid Geometry, Plane and Spherical Trigonometry, Chain, Compass, Transit Surveying and Leveling.

English.—Mental Sciences, Logic, Composition and Declamation, American Literature.

Latin.—Grammar, Livy, Horace, Ovid.

Greek.—Grammar, Homer, Herodotus, Greek Testament.

French.—Elementary Grammar and Reader.

JUNIOR CLASS.

Science.—Physics continued. (Kimball's Olmstead.)

Mathematics.—Analytical Geometry, Differential Calculus, Higher Surveying.

English.—Moral Science, Political Economy, English Literature, Composition, etc.

Latin.—Grammar, Cicero, Pliny's Letters, Tacitus, Composition.

Greek.—Grammar, Thucydides, Aristophanes, Demosthenes, Composition.

French.—Analytical Grammar and Reader, English translated into French.

SENIOR CLASS.

Science.—Zoology, Botany, Mineralogy, Geology.

Mathematics.—Integral Calculus, Descriptive Geometry, Analytic Mechanics, Astronomy.

English.—English Literature, Elements of Criticism, Composition, Constitutional History.

Latin.—Juvenal, Terence, Literature.

Greek.—Selections from Tragedies, and Plato, Greek Literature, Exercises, etc.

French.—Analytical Grammar, Plays, Translation of English into French, Idioms and Conversation.

MILITARY DEPARTMENT.

Organization.

STAFF OFFICERS.

R. T. Harrell, First Lieutenant and Adjutant.

E. G. McAdams, Sergeant-Major.

Company "A."

Company "B."

F. S. Price, Capt.

W. P. Palmer, Capt.

B. P. Gaillard, 1st Lieut.

J. L. Bell, 1st Lieut.

J. W. Cavender, 2d Lieut.

H. W. Copeland, 2d Lieut.

M. W. Chastain, 1st Sergt.

M. S. Blasingame, 1st Sergt.

H. D. Gurley, Jr., Sergt.

Jas. Kerr, Sergt.

C. L. Bryson, Sergt.

W. G. Thompson, Sergt.

L. M. Thurston, Sergt.

B. B. Arthur, Sergt.

C. S. Sirmans, Corpl.

C. T. Simpson, Corpl.

A. Miller, Corpl.

A. J. McDonald, Corpl.

This department is under the immediate direction of an officer of the United States army, detailed for the purpose for four years. The students are organized into a battalion of as many companies as their numbers will permit, commanded by the officer in charge. The subordinate officers are students appointed by the President on the recommendation of the Commandant.

The recommendations of the Commandant are based upon the result of competitive drills, tests, or general military knowledge of the cadet.

THEORETICAL INSTRUCTION.

"Infantry Drill Regulations, U. S. Army;" "Manual of Guard Duty, U. S. Army;" Pettit's "Art and Science of War;" Military Reports and Returns; four recitations per week throughout the year for all cadets.

Five drills of one hour each per week for all cadets throughout the year.

Infantry—Squad, Company, Battalion (close and extended order), Patrols, Guard, Outposts, Advance and Rear Guards, etc.

Artillery—Gun Detachment, Manual of the Piece, Mechanical Maneuvers.

Signalling—Flag and Heliograph.

One of the most interesting features is the camping trip taken by the heliograph squad every Spring to the mountains, twelve miles distant, for the purpose of transmitting messages with the heliograph across this great distance.

The College will be furnished by the United States government with two breech-loading rifled pieces and 148 breech-loading rifles with corresponding accoutrements. A supply of ammunition is also furnished, sufficient to afford ample opportunity for practice in both artillery and infantry, and for target practice with small arms.

Military duty is obligatory on all male students over fifteen years of age and not laboring under physical disability, and ordained preachers in charge of churches are also excused. In case of disability the fact must be certified to by the College surgeon. But every student is liable to such military studies and modified military duty as he may be found capable of performing.

Uniforms must be worn at all drills and other military exercises. On other occasions they may be dispensed with or not, at the option of the student. The uniform consists of a gray coat, pants and cap, of a pattern prescribed by the Faculty, with white belts. The entire cost need not exceed \$17, and arrangements are made by which uniforms can be procured promptly at minimum prices.

Every student subject to military duty must equip himself within thirty days from entering College.

The names of students who rank well in the military department are forwarded annually to the War Department and published in the official reports and army register.

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 This is intended as a means of ready reference by the War Department in case of war, or other necessity, that may require great increase in the number of officers of the United States army, as well as an honor to the cadet who can win a place of such distinction.

It is justly claimed by the authorities of this College that a military training assists not only the body by straightening and hardening it, but also the mind by teaching it to give close and concentrated attention, and by instilling habits of quickness, promptness, precision and regularity that are of benefit to men of all callings; and finally, by teaching the student the method of command as well as the habit of obedience.

At the competitive drill at commencement, June, 1896, Company "A," at that time commanded by Cadet Captain W. R. Sinquefield, was declared the best drilled company, and since that time the company medal has been worn by the First Sergeant of that company.

Extracts from reports of Lieutenant-Colonel G. H. Burton and Major E. A. Garlington, Inspector-General United States Army, now on file in the office of War Department, Washington, D. C.:

For 1895. "The appearance and military bearing of the students was fully up to, and probably a little above, the average of schools of like character." "I found his battalion of two companies more than ordinarily well instructed in the battalion exercises, and especially in the extended order." "The military branch is on a firm foundation, and is more than ordinarily progressive in its class (viz.) of agricultural colleges. It merits the continued support of the government."

For 1896. "First Lieutenant R. L. Bullard, 10th Infantry, seems to be well fitted to the place." "The ceremonies of review and inspection were handsomely executed."

"The appearance and bearing of the cadets at inspection were excellent." "The rifles and equipments were in excellent condition—the best I have seen on this inspection, thus far." "The battalion is very much improved over last year." "A very commendable spirit among the cadets was noticeable; every one of them seemed to individually make an effort to do the very best he could."

A gold medal will be awarded to pupil making most advancement in any grade at end of each year.

VOCAL MUSIC.

An analytical, physiological and practical system for the cultivation of the voice will be given. Different qualities of the voice, just methods of articulation and true process of culture.

STUDIES.

Concone—Op. 9; 50 Lecons; Selections from well known authors and best composers.

TERMS.

Instrumental Music—piano or organ—one month..	\$2 50
Use of instrument, one month.....	1 00
Vocal Music—private lessons—one month.....	2 50
Class lessons, one month.....	1 00
Tuition payable in advance.	

MUSIC PUPILS OF 1896-'97.

Miss Allie Blackmer.	Miss Ethel Jones.
Miss Emma Anderson.	Mrs. A. W. Meaders.
Miss Julia Blackmer.	Miss Birdie Meaders.
Miss Blanche Cook.	Miss Hattie Rogers.
Miss Fannie Gaillard.	Miss Annie Waddell.
Miss Sallie Gaillard.	Mr. E. L. Waddell.
Mr. C. N. Jones.	Mr. Vivian B. Waddell.
Mr. R. R. Walker.	

DEPARTMENT OF ART.

MISS FANNIE CRAIGMILES.

Since females are admitted by law in the North Georgia Agricultural College to equal advantages with males, the Trustees have taken the matter in hand with the determination that the department of fine arts shall be equal to that of any female college in the State, and the superior advantages offered in the literary department make this without question the best institution in the State to which parents can send both sons and daughters.

The ornamental branches, though regarded only as the accessories and embellishments of learning, not its substitute, are given due prominence in our course of study. The tendency of the study of fine arts to cultivate the taste and refine the manners is fully recognized. Hence adequate provision is made for a thorough and extended course of instruction in drawing and painting.

It is an erroneous idea that it is best to defer the study of art until after the general education is finished. It is then too late to acquire more than ordinary ability in this branch, and it is seldom that it is begun after the school days are finished. It is better to study art from the first, and, if necessary, be a little longer at school.

COURSE OF STUDY IN FINE ARTS.

This course will be based on the systems in use in the best art schools of the South, and includes free-hand and model drawing, oil-painting, crayon and water-colors.

REGISTER OF STUDENTS.

COLLEGIATE DEPARTMENT.

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Name.	Residence.
Adams, J. F.....	Lumpkin county, Ga.
Alexander, I. S.....	Oconee county, S. C.
Allen, H. A. L.....	Lumpkin county, Ga.
Allen, J. R.....	White county, Ga.
Allen, R. J.....	Lumpkin county, Ga.
Anderson, Emma, Miss.....	Lumpkin county, Ga.
Archer, W. B.....	Cherokee county, Ga.
Arnold, E. C.....	Douglas county, Ga.
Arthur, B. B.....	Pickens county, Ga.
Ash, W. L.....	Lumpkin county, Ga.
Barnes, D. T.....	Hall county, Ga.
Bearden, Eva, Miss.....	Dawson county, Ga.
Bell, J. L.....	Cherokee county, Ga.
Berry, T. N.....	Union county, Ga.
Bird, J. D.....	Hall county, Ga.
Blackmer, Allie, Miss.....	Habersham county, Ga.
Blackmer, Julia, Miss.....	Habersham county, Ga.
Blackstock, L. L.....	Hall county, Ga.
Blasingame, M. S.....	Murray county, Ga.
Bowen, J. B.....	White county, Ga.
Brasleton, O. P.....	Jackson county, Ga.
Bryson, C. L.....	Dawson county, Ga.
Bryson, L. R.....	Dawson county, Ga.
Cagle, J. S.....	Cherokee county, Ga.
Cain, A. W.....	Lumpkin county, Ga.
Carroll, A. G.....	Elbert county, Ga.
Cavender, J. W.....	Union county, Ga.
Cavender, Rebecca J., Miss.....	Union county, Ga.
Chandler, Cohen.....	Madison county, Ga.
Chandler, G. M.....	Madison county, Ga.
Chastain, M. W.....	Dawson county, Ga.

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Cheek, J. S.	Gwinnett county, Ga.
Chester, Lula, Miss.	Dawson county, Ga.
Clements, Fannie, Mrs.	Union county, Ga.
Cleveland, Columbus.	Hart county, Ga.
Cochran, J. V.	Dawson county, Ga.
Collins, W. W.	Bibb county, Ga.
Conner, J. H.	Jackson county, Ga.
Cook, Blanch, Miss.	Fulton county, Ga.
Cook, Nellie, Miss.	Lumpkin county, Ga.
Copeland, H. W.	Henry county, Ga.
Crawford, Ada M., Miss.	Dawson county, Ga.
Crawford, Mary F., Miss.	Dawson county, Ga.
Crenshaw, D. C., Miss.	Lumpkin county, Ga.
Crisson, C. F.	Lumpkin county, Ga.
Crisson, Maggie, Miss.	Lumpkin county, Ga.
Davis, M. E., Miss.	Lumpkin county, Ga.
Davis, J. H.	Cobb county, Ga.
Dowda, S. F.	Pickens county, Ga.
Erwin, H. C.	Habersham county, Ga.
Everett, W. H.	Berrien county, Ga.
Fowler, Eula, Miss.	Cherokee county, Ga.
Fowler, T. G.	Cherokee county, Ga.
Gaillard, B. P., Jr.	Lumpkin county, Ga.
Gaillard, Fannie, Miss.	Lumpkin county, Ga.
Gaillard, Marie, Miss.	Lumpkin county, Ga.
Gaillard, Sallie, Miss.	Lumpkin county, Ga.
Green, L. P.	Cherokee county, Ga.
Gurley, Blanche, Miss.	Lumpkin county, Ga.
Gurley, E. C.	Lumpkin county, Ga.
Gurley, G. A.	Union county, Ga.
Gurley, H. D., Jr.	Lumpkin county, Ga.
Gurley, Mattie, Miss.	Union county, Ga.
Gurley, Maud, Miss.	Union county, Ga.
Gurley, W. M.	Union county, Ga.
Ham, W. C.	Hall county, Ga.

Harrell, R. T.....	Lowndes county, Ga.
Hawkins, Nannie, Miss.....	Hall county, Ga.
Hawkins, Sallie, Miss.....	Hall county, Ga.
Head, C. C.....	Lumpkin county, Ga.
Head, Ola, Miss.....	Lumpkin county, Ga.
Head, Sallie, Miss.....	Lumpkin county, Ga.
Higgins, Lula, Miss.....	Lumpkin county, Ga.
Higgins, Mattie, Miss.....	Lumpkin county, Ga.
Higgins, W. F.....	Jackson county, Ga.
Jacks, Carrie, Miss.....	Fulton county, Ga.
Jackson, C. L.....	Habersham county, Ga.
Jackson, J. B.....	Habersham county, Ga.
Jackson, J. L.....	Habersham county, Ga.
Johnson, R. L.....	Macon county, Ga.
Johnson, W. A.....	Hall county, Ga.
Jones, C. N.....	Lumpkin county, Ga.
Jones, E. H.....	Lumpkin county, Ga.
Jones, Ethel B., Miss.....	Lumpkin county, Ga.
Kerr, Jas.....	Sampson county, N. C.
LaPrade, Zora, Miss.....	Habersham county, Ga.
Lance, J. M.....	Lumpkin county, Ga.
Latham, L. E.....	Fulton county, Ga.
Lewis, A. M.....	Bartow county, Ga.
Light, G. W.....	Forsyth county, Ga.
Littleton, C. S.....	McMinn county, Tenn.
Mann, R. L.....	Floyd county, Ga.
Masters, F. M.....	Whitfield county, Ga.
Mayes, Bessie, Miss.....	Hall county, Ga.
McAdams, E. G.....	Anderson county, S. C.
McDonald, A. J.....	Jackson county, Ga.
McDonald, J. R.....	Lumpkin county, Ga.
McGuire, Maud, Miss.....	Lumpkin county, Ga.
McKinney, J. C.....	Hall county, Ga.
McLeod, W. R.....	Lowndes county, Ga.
Miller, Alvin.....	Banks county, Ga.

Miller, Edna E., Miss.....	White county, Ga.
Miller, H. A.....	Hall county, Ga.
Miller, J. M.....	White county, Ga.
Mincey, E.....	White county, Ga.
Moore, B. H.....	Lumpkin county, Ga.
Moore, G. H.....	Lumpkin county, Ga.
Moore, J. A.....	Madison county, Ga.
Morton, C. P.....	Floyd county, Ga.
Norton, G. C.....	Floyd county, Ga.
Nunnaly, J. R.....	Walton county, Ga.
Ownby, Alice, Miss.....	Lumpkin county, Ga.
Palmer, W. P.....	Habersham county, Ga.
Parish, J. T.....	Emanuel county, Ga.
Parks, B. G.....	Hall county, Ga.
Parks, C. A.....	Hall county, Ga.
Parks, E. T.....	Hall county, Ga.
Peacock, H. L.....	Pulaski county, Ga.
Penn, H. M.....	Jasper county, Ga.
Pfeiffer, B.....	Screven county, Ga.
Pitner, Hattie, Miss.....	Union county, Ga.
Pitner, Mattie, Miss.....	Union county, Ga.
Price, F. S.....	Lumpkin county, Ga.
Quarles, J. R.....	Cherokee county, Ga.
Quarles, T. D.....	Cherokee county, Ga.
Reese, May, Miss.....	Lumpkin county, Ga.
Rice, Floy, Miss.....	Lumpkin county, Ga.
Rice, B. S.....	Forsyth county, Ga.
Ritchey, M. L.....	Cherokee county, Ga.
Roberts, Ida, Miss.....	Lumpkin county, Ga.
Rogers, Hattie C., Miss.....	Emanuel county, Ga.
Rogers, Hester, Miss.....	White county, Ga.
Rogers, Mittie, Miss.....	White county, Ga.
Rogers, S. B.....	White county, Ga.
Sanders, A.....	Fulton county, Ga.
Satterfield, T. F.....	Lumpkin county, Ga.

Schlittler, J.....	Appling county, Ga.
Seabolt, J. J.....	White county, Ga.
Seabolt, M. L.....	White county, Ga.
Seabolt, W. D.....	White county, Ga.
Shahan, L. N.....	Walker county, Ga.
Simpson, C. T.....	Hall county, Ga.
Simpson, Maud, Miss.....	Hall county, Ga.
Sirmans, C. S.....	Clinch county, Ga.
Smith, Barilla, Miss.....	Lumpkin county, Ga.
Smith, Bertha, Miss.....	Lumpkin county, Ga.
Smith, J. H.....	Jackson county, Ga.
Smith, M. J.....	Pierce county, Ga.
Smith, Nannie, Miss.....	Lumpkin county, Ga.
Smith, W. M.....	Richmond county, Ga.
Smith, W. N.....	Jackson county, Ga.
Stargell, E. N.....	Union county, Ga.
Stewart, W. L.....	Pickens county, Ga.
Stone, Carrie, Miss.....	Greene county, Ga.
Stone, F. W.....	Greene county, Ga.
Stone, J. D.....	Floyd county, Ga.
Stow, Croffie, Miss.....	Lumpkin county, Ga.
Stow, D. C.....	Lumpkin county, Ga.
Sullivan, W. C.....	Union county, Ga.
Sutton, Annie, Miss.....	White county, Ga.
Swaim, W. H.....	Union county, Ga.
Tate, J. C.....	Lumpkin county, Ga.
Tate, J. E.....	Lumpkin county, Ga.
Thompson, G. W.....	Lumpkin county, Ga.
Thompson, W. G.....	Jasper county, Ga.
Thurston, L. M.....	Butts county, Ga.
Underwood, Josie, Miss.....	Fannin county, Ga.
Underwood, S. J.....	Fannin county, Ga.
Van Pelt, G. H., Jr.....	Cook county, Ills.
Waddell, E. L.....	Lumpkin county, Ga.
Walker, J. L.....	Lumpkin county, Ga.

Walker, R. R. McIntosh county, Ga.
 Whelchel, Cora, Miss. Hall county, Ga.
 Whelchel, Naomi, Miss. Hall county, Ga.
 White, Julia, Miss. Union county, Ga.
 White, M. W. Hall county, Ga.
 Wimpy, C. B., Miss. Lumpkin county, Ga.
 Wingo, Laura, Miss. Hall county, Ga.
 Worley, Maud, Miss. Lumpkin county, Ga.

DEPARTMENT OF ART.

Mrs. Baker.	Miss Allie Blackmer.
Mrs. Waddell.	Miss Ethel Jones.
Mrs. Meaders.	Miss Ada Hightower.
Mrs. Whelchel.	Miss Annie Waddell.

DEPARTMENT OF MUSIC.

Miss Emma Anderson.	Mrs. A. W. Meaders.
Miss Allie Blackmer.	Miss Birdie Meaders.
Miss Julia Blackmer.	Miss Hattie Rogers.
Miss V. Blanch Cook.	Miss Cordelia Smith.
Miss Fannie Gaillard.	Miss Annie Waddell.
Miss Sallie Gaillard.	Mr. E. L. Waddell.
Mr. C. N. Jones.	Mr. V. B. Waddell.
Miss Ethel Jones.	Mr. R. R. Walker.

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THE STATE NORMAL SCHOOL.

Hon. G. R. Glenn, S. S. C., Chairman Commission of the Normal School, Atlanta, Ga.:

Dear Sir—I have the honor to report to you the following statement of the condition and prosperity of the State Normal School, the salary list, receipts and expenditures, together with a roll of the students.

CONDITION AND PROSPECTS.

The growth of the school has far exceeded the most sanguine expectations of its friends. In the short period of its existence—since April 17, 1895—over one thousand teachers of the common schools of the State have been the recipients of its benefits. Each year the enrollment has rapidly increased—171 in 1895, 363 in 1896, and over 500 in 1897. The outlook for the next year is very encouraging. With more buildings, more land, and more improvements, it is not extravagant to estimate the registration for 1898 at 1,000.

The entire sum voted by the legislature, since the school has been in existence, for buildings and equipments, is \$7,000. This represents the investment of the State in the way of permanent improvements, with the exception of a part of the annual appropriation of \$22,500 for the current year, which the commission was authorized to spend in the line of improvements.

Expenses have been reduced to an average of \$7.00 per month, and this includes table board, lodging, laundry, fuel, water, and lights. By this plan, teacher-training has been brought within reach of the masses.

SALARY LIST FOR 1897.

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S. D. Bradwell, President	\$ 1,900
E. B. Smith, English Department	1,600
Miss V. Fraser, Assistant English Department...	800
E. C. Branson, Pedagogy (From March 1st).....	1,500
D. L. Earnest, Science	1,200
F. J. Orr, Drawing and Penmanship.....	1,000
Miss S. Newton, Geography and History	1,100
Bothwell Graham, Mathematics.....	1,600
Miss Ida Young, Latin.....	600
Miss Annie Linton, Model School	800
Mrs. J. E. Palmer, Housekeeper.....	400
Miss Darricott, Matron.....	200
President's Typewriter	150
G. A. Mell, Treasurer	200

These salaries have been paid to September 1st.

Our school year coincides with the calendar year and embraces ten months.

FINANCIAL STATEMENT OF THE STATE NORMAL SCHOOL, ATHENS, GA.

DISBURSEMENTS.

Salaries to August 31st, 1897...	\$8,799 92
Incidental expenses	536 42
Furniture and repairs	3,190 50
Water connections	1,077 58
Buildings	6,694 59

RECEIPTS.

Balance from 1896.....	\$ 55 20
State appropriation for three quarters 1897	16,875 00
Gilmer Fund	1,000 00
Peabody Fund	600 00
Balance due bank	1,768 81
\$20,299 01—\$20,299 01	

RESOURCES.

State appropriation for 1897	\$ 22,500 00
Gilmer Fund	1,000 00
Peabody Fund	900 00
Fourth quarterly State appropriation yet to be received	5,625 00

STATE NORMAL SCHOOL.

Enrollment 1897 (to September 23).

Adams, Mollie.....	Mitchell
Allen, Emma	Stewart
Allen, James D.....	Franklin
Allen, William M.....	Franklin
Ameson, Leona	Wilkes
Anthony, Sara.....	Wilkes
Arnold, Mary Lou.....	Morgan
Askew, Kate.....	Jackson
Askew, May.....	Jackson
Askew, Shelbie.....	Greene
Aspinwall, Frank A.....	Pierce
Avant, Mizel B.....	Washington
Avera, William G.....	Berrien
Aycock, John H.....	Oconee

Bacon, Mrs. R. M.....	Oglethorpe
Baggett, Emory.....	Walton
Bailey, Isaac W.....	Walton
Balkcom, Jessie.....	Quitman
Banister, Walter G.....	Forsyth
Barnett, Jesse	Jackson
Barnett, Rossie	Baker
Barwick, Mary.....	Clarke
Beall, Augustus.....	Haralson
Bean, H. Charles.....	Decatur
Bean, Rosa.....	Coweta
Belcher, Samuel A.....	Decatur
Bell, Albert.....	Rabun
Bell, Augustus.....	Hall
Bell, John.....	Rabun
Bell, Julia.....	Jackson
Bell, Lollie.....	Jackson
Bell, Maud.....	Terrell
Bell, Tutney.....	Wilkes
Bennett, Jennie	Muscogee
Benson, Robert.....	Forsyth
Binns, Sara.....	Wilkes
Black, Sallie.....	Madison
Blackwell, Dempsey J.....	Hall
Blackwell, J. Dillard.....	Hall
Blackwell, John S.....	Hall
Blanton, Lawton W.....	Lowndes
Blitch, Susie.....	Pierce
Bloodworth, Walter P.....	Monroe
Blount, Annie.....	Liberty
Blount, Jennie.....	Liberty
Bodiford, Robert L.....	Decatur
Bodiford, Mrs. Robert L.....	Decatur
Bond, Charles N.....	Madison

Bonnell, Charles M.	Berrien
Boss, John W.	Gwinnett
Bostick, Annie.	Wilkinson
Boswell, Lillian.	Clarke
Bouchell, Minnie Lee.	Oglethorpe
Bowie, Eloise.	Fulton
Bowling, Hugh.	Oglethorpe
Bradberry, J. Hope.	Clarke
Bradwell, J. Dowse.	Clarke
Bramblett, I. N. J.	Clarke
Branan, Clyde.	Emanuel
Braswell, E. Mc.	Walton
Brightwell, Ira B.	Fulton
Brinson, Annie.	Jefferson
Brinson, Celia.	Jefferson
Bristow, Claude.	Taliaferro
Brooks, William T.	Gwinnett
Brown, Cora.	Jefferson
Brown, Mrs. E. C.	Henry
Brown, Effie.	Coweta
Brown, Fannie.	Coweta
Brown, Ivy.	Jefferson
Brown, Lawson E.	Jefferson
Bryant, Carrie	Carroll
Bryant, Charlton.	Jefferson
Bulloch, Mattie.	Meriwether
Burbank, Nellie.	Clarke
Burge, Amorette.	Terrell
Burge, Eleanor.	Terrell
Burruss, Ossie.	Franklin
Burt, Nobia.	Richmond
Byington, Charles G.	Wilkinson
Cagle, Lucie.	Walton

Caldwell, Lillian	Meriwether
Callaway, Ida	Clarke
Carlisle, Berry A.	Hall
Carrington, Lucas N.	Madison
Carswell, Eliza	Jefferson
Carswell, Thomas J.	Jefferson
Carter, Elisabeth	Talbot
Cary, Mattie	Morgan
Cater, Minnie	Burke
Chason, James	Decatur
Chason, Reuben	Decatur
Chesnutt, Thomas M.	Berrien
Clark, Edgar H.	Randolph
Clarke, Minnie	Gordon
Clayton, Laura	Cobb
Cleveland, William L.	Elbert
Clifton, Pearl	Clarke
Clotfelter, Fanny	Rockdale
Cocroft, Bert	Morgan
Cofer, Ora	Madison
Coleman, Y. Rufus	Fayette
Collins, Annie	Mitchell
Collins, Grace	Haralson
Collins, Lilly	Mitchell
Collins, Rosa	Mitchell
Connell, Julia	Hancock
Conner, James H.	Forsyth
Conner, Mrs. James H.	Forsyth
Conner, Metie	Walton
Conway, Archie M.	Clarke
Conway, Daisy	Clarke
Coogler, Oscar J.	Clayton
Cooper, John G.	Mitchell
Cornwell, Joseph E.	Jasper

Cox, Ida.....	Greene
Cox, Stella.....	Coweta
Croley, James T.....	Meriwether
Crossley, Clio.....	Walton
Crow, Emory E.....	Habersham
Crowder, Belle	Pike
Culbreth, Minnie.....	Lowndes
Culpepper, Eula.....	Mitchell
Culpepper, Homer L.....	Meriwether
Daniel, George T.....	Habersham
Dasher, Edwin S.....	Lowndes
Davant, Gertrude.....	Hall
Davidson, Nora.....	Fulton
Davis, Ella.....	Franklin
Davis, Fay.....	Clarke
Davis, John F.....	Pierce
Dawson, Belle.....	DeKalb
Deal, Cornelia.....	Bulloch
DeLong, John R.....	Hall
Dennard, Dora.....	Wilcox
Dennard, Ida.....	Wilcox
Dennis, Alice.....	Randolph
Dey, Channa.....	Mitchell
Dillard, Ella.....	Fulton
Dixon, James B.....	Pierce
Dixon, Robert L.....	Pierce
Dolvin, Floyd.....	Greene
Douglas, Rosa.....	Morgan
Dowd, Maude.....	Stewart
DuPree, Olive.....	Wilkinson
Eberhart, William.....	Madison
Echols, George L.....	Madison

Edmondson, Eula.....	Murray
Edmondson, Jessie.....	Greene
Ellington, Pauline.....	Columbia
Elliott, Ellen.....	Clarke
Edwards, J. Goss.....	Elbert
Edwards, Marion.....	Bibb
Eppe, Ella.....	Hancock
Evans, William R.....	Thomas
Fain, Bertie.....	Gordon
Finch, Gussie.....	Greene
Fleming, Susie.....	Baker
Franklin, Willielu.....	Meriwether
Freeman, Charles M.....	Burke
Freeman, L. Oscar.....	Wilkinson
Freeman, M. A.....	Clarke
Frey, Harry.....	Irwin
Fricks, Dora.....	Franklin
Fuller, Lillie.....	Gordon
Fuller, Minnie.....	Gordon
Ferguson, Charles H.....	Chatham
Gaissert, Johnnie.....	Hancock
Galliher, Hattie.....	Clarke
Gaston, John A.....	Meriwether
Getzen, John H.....	Bibb
Gibson, Julia.....	Thomas
Ginn, Middleton E.....	Ocone
Gorman, Sallie.....	Talbot
Gray, Mamie.....	Columbia
Griffeth, Joseph.....	Madison
Griffeth, Senie.....	Clarke
Grist, Carree.....	Early
Gross, Pierce.....	Washington

Hall, Idalu.....	Baker
Hall, Maxa.....	Wilkinson
Hannah, Clyde T.....	Walton
Hardaway, B. Odessa.....	Meriwether
Harper, Annie.....	Randolph
Harrison, J. Binion.....	Washington
Harrison, Lena.....	Washington
Harrison, Rebie.....	Washington
Harrison, Sallie.....	Washington
Hartley, William G.....	Washington
Harton, Effie.....	Hancock
Heard, Mary.....	Greene
Heard, Pearl.....	Greene
Hobby, Kluxie.....	Columbia
Hodges, Mamie.....	Bulloch
Hodges, Mrs. Mary.....	Fulton
Holbrook, Mary.....	Franklin
Holbrook, Tommie.....	Franklin
Holmes, Lula.....	Chatham
Horne, Norman.....	Twiggs
Howell, Eldora.....	Terrell
Hunnicutt, Lucie.....	Clarke
Jackson, Thomas J.....	Decatur
Jackson, William A.....	Lumpkin
Jameson, Jessie.....	Talbot
Jenkins, May.....	Worth
Jennings, Addie.....	Terrell
Johnson, Berry B.....	Gwinnett
Johnson, Emmett.....	Thomas
Johnson, Oscar S.....	Haralson
Johnson, Worthy.....	Madison
Jones, Annie.....	Washington
Jones, Ethel.....	Jefferson

Jones, Laura. libtool.com.cn	McDuffie
Jones, Margarete.....	Jefferson
Jones, Winnie.....	Habersham
Kennedy, Susie.....	Appling
Kerlen, Alice.....	Elbert
Kilpatrick, Sarah.....	Greene
King, Floy.....	Gwinnett
King, Lula.....	Fulton
King, Mattie.....	Houston
Kinman, Vienna.....	Jefferson
Kinnard, Annie.....	Coweta
Laing, Maggie.....	Fulton
Layton, Benjamin G.....	Washington
Ledbetter, Clara.....	Dooly
Ledford, Robert A.....	White
Lewis, Ira D.....	Thomas
Linn, Frank L.....	Bartow
Lovelace, Linda.....	Fulton
McAlpin, Leonard.....	Clarke
McCallum, Carrie.....	Twiggs
McConnell, Lizzie.....	Effingham
McConnell, William O.....	Gwinnett
McDonald, Oscar.....	Carroll
McElveen, Barber C.....	Bulloch
McFarlane, Alice.....	Troup
McGhee, Walla.....	Elbert
McMillan, Georgia.....	Habersham
McMullen, Alice.....	Brooks
McTyre, Annie.....	Decatur
Maddox, Rosa.....	Clarke
Malcom, J. E.....	Walton
Manley, Maude.....	Franklin

Mapp, Blanche.....	Greene
Marbut, Lillie.....	Floyd
Markette, Flora.....	Sumter
Martin, Mrs. Lillie May.....	Randolph
Mathews, M. Cobb.....	Oglethorpe
Mathews, Maud.....	Thomas
Mathis, Ambrose P.....	Stewart
Mauk, Walter G.....	Terrell
Meadow, Minnie.....	Clarke
Meadows, Effie.....	Macon
Meadows, Rossie.....	Macon
Medlin, Giles.....	Oconee
Medlin, Mattie.....	Oconee
Mewborn, James G.....	Gwinnett
Michael, Lanie.....	Walton
Miles, Annie.....	Muscogee
Miles, Emma.....	White
Milikin, Charles B.....	Appling
Miller, Mamie.....	Wilkinson
Mitchell, Asa L.....	Walton
Mitchell, Carrie.....	Meriwether
Mitchell, Lucy.....	Muscogee
Mitchiner, Dessie R.....	Terrell
Montgomery, Maie.....	Clarke
Moore, Leila.....	Greene
Moore, Mamie.....	Greene
Moore, Phebe.....	Greene
Morris, J. Oscar.....	Randolph
Morris, John H.....	Spalding
Morton, E. A.....	Stewart
Moseley, Witt.....	Coweta
Mullis, Bettie.....	Pulaski
Munday, Lula.....	Clarke
Nelson, Nannie.....	Troup

Newby, Benj. S.	Twiggs
Nix, Dillard M.	Jackson
Neal, Lillian	Columbia
Norris, James P.	Warren
Norris, Viola	Warren
O'Kelley, John M.	Hall
Olive, Sarah	Clarke
Oliver, William N.	Hall
O'Neal, Annie	Harris
O'Neal, Maltire Z.	Meriwether
O'Neal, Willie	Harris
Ozburn, Julia	Fulton
Palmer, William E.	Walton
Park, Addie	DeKalb
Parrish, Columbus E.	Berrien
Parrish, O. Luther	Berrien
Parrish, Sallie	Berrien
Parrott, George B.	Irwin
Patten, Emma	Berrien
Patten, J. Lacy	Berrien
Patten, J. Marcus	Berrien
Patterson, Alfred F.	Wilkinson
Paulk, Daniel W.	Coffee
Payne, B. Edgar	Madison
Peteet, Marie	Wilkes
Petrie, Clemmie	Cobb
Phillips, Daniel O.	Troup
Phillips, Minnie	Franklin
Pinkerton, Julia	Bartow
Pittman, Cora	Gordon
Poole, Emma	Milton
Poole, Lura	Milton

Poole, May.....	Fulton
Poole, William E.....	Gwinnett
Powers, Lorena.....	Jasper
Quillian, Marvin C.....	Troup
Raines, Hynes.....	Muscogee
Raines, Julia.....	Muscogee
Randle, Dora.....	Stewart
Randolph, Kate.....	Jackson
Rape, Peter.....	Berrien
Rauch, Lillie.....	Terrell
Rawlins, Lafayette C.....	Gwinnett
Rawlins, Mackie.....	Wilkinson
Reaves, Mrs. J. H.....	Clarke
Reeves, Linton S.....	Meriwether
Rhodes, J. Lonnie.....	Decatur
Rice, J. Luther.....	Jackson
Rice, Lettie.....	Elbert
Rice, Parker.....	Cobb
Riley, O. E.....	Clarke
Roberts, Annie.....	Terrell
Roberts, Ina.....	Pierce
Roberts, James J.....	Coffee
Roberts, Robert C.....	Hart
Roberts, Samuel.....	Hart
Rogers, Jessie.....	Walton
Rogers, Lithonia.....	Forsyth
Rountree, Rev. A. R.....	Jefferson
Royster, Kate.....	Gordon
Rucker, Miriam.....	Clarke
Ryan, Minnie.....	Pulaski
Sale, Fannie.....	Wilkes
Sammons, Effie.....	Jefferson

Sands, Ella.....	Harris
Scott, Hettie.....	Hart
Sessions, Maggie.....	Randolph
Sewell, Lou.....	Polk
Sharp, John B.....	Oglethorpe
Shell, Robert H.....	Coweta
Simmons, Walter W.....	Palaski
Sims, Emma Leila.....	Clarke
Sims, Will Matt.....	Wilkes
Sisk, Hattie.....	Elbert
Sluder, Annie.....	Walton
Smith, Annie.....	Monroe
Smith, Bessie.....	Clarke
Smith, Daisy.....	Jackson
Smith, Daisy.....	Jefferson
Smith, Ella.....	Jackson
Smith, Mrs. Lizzie W.....	Hancock
Smith, Lillian.....	Gordon
Smith, Lodie W.....	Oglethorpe
Stevens, Mrs. M. E.....	Clarke
Stephens, Merle.....	Fulton
Stephens, Willie May.....	Fulton
Stevenson, Ida.....	Franklin
Stewart, Irene.....	Jones
Stewart, May.....	Jones
Smith, William R.....	Clinch
Storey, Ada.....	Wilkinson
Strickland, Maggie.....	Dawson
Strickland, Pearl.....	Dawson
Stovall, Mary.....	Franklin
Stummer, Carrie.....	Oconee
Stykes, Ethel.....	Oconee
Taylor, Gertrude.....	Randolph

Teal, Charles B.....	Carroll
Teal, Eddie.....	Carroll
Teasley, W. Alfred.....	Elbert
Terrell, Russell F.....	Franklin
Tharin, Belle.....	Camden
Thomasson, Mrs. Dora.....	Haralson
Thompson, Mat.....	Walton
Threlkeld, George W.....	Thomas
Todd, B. Franklin.....	Jackson
Torrence, Mamie.....	Baldwin
Torrey, Mattie.....	Elbert
Towns, Lena.....	Clarke
Towns, May.....	Clarke
Trout, Kate.....	Jackson
Turner, Bernie.....	Carroll
Turner, Clara.....	Elbert
Usher, J. Arte.....	Effingham
Vason, Alberta.....	Randolph
Wagnon, Nettie.....	Clarke
Walters, Allen J.....	Franklin
Walton, Leila.....	Wilkes
Ware, Thomas Z.....	Lincoln
Warren, Edmond W.....	Pierce
Wassermann, Katrina.....	Haralson
Waters, Robert L.....	Hall
Watkins, John F.....	Thomas
Watts, Mattie.....	Monroe
Weaver, James A.....	Berrien
Webb, Mamie C.....	Jackson
Wells, Wm. D.....	Marion
Whipple, Clifford.....	Pulaski
Winter, Annie Mai.....	Morgan

Williams, Kate.....	Sumter
Williams, Drusa.....	Hancock
Woodward, Susie.....	Spalding
Wright, Myra.....	Lincoln
Wheeler, Kate.....	Wilkinson
Wooten, Fannielu.....	Putnam
Wortham, Mattie.....	Meriwether
Willis, Florrie.....	Monroe
West, James A.....	White
Whelcher, Lester P.....	Jackson
White, Walker.....	Monroe
Whitley, Walton J.....	Berrein
Wier, Mary Lou.....	Clarke
Wike, Archilaus C.....	Habersham
Wilder, Allen.....	Monroe
Williams, Charles.....	Gwinnett
Williams, Ida May.....	Fulton
Williams, Sallie.....	DeKalb
Wilson, Eunice.....	Washington
Wilson, Joseph H.....	Oglethorpe
Wofford, Lulu.....	Bartow
Wood, May.....	Lumpkin
Wright, Jacob G.....	Meriwether
Wright, Minnie.....	Meriwether
Wynn, William J.....	Putnam
Young, Annie.....	Greene
Young, Julia.....	Greene
Young, Ree.....	Oglethorpe
Zant, Beulah.....	Lowndes

TO ENTER ON OR BEFORE SEPTEMBER 29.

Nash, Emma.....	Appling
Webster, Nora.....	Washington
Webster, Lula.....	Washington
Jordan, Neva.....	Washington
Newsome, Mattie.....	Washington
Jackson, Mamie.....	Washington
Bailey, Etta.....	Coweta
Bailey, Virgie.....	Coweta
Pleasance, Henry.....	Wayne
Huff, Corrie.....	Oglethorpe
Hancock, Etta.....	Jefferson
Davis, Nettie.....	Washington
Maddox, Etta.....	Madison
Carey, R. F.....	Emanuel
Wood, H. M.....	Forsyth
Wasserman, K.....	Haralson
York, Hexie.....	White
Dolvin, Floyd.....	Greene
Merritt, Ola.....	Greene
Young, Minnie.....	Bartow
Duggan, J. M.....	Hancock
Holsenbeck, Mamie.....	Putnam
Dillard, J. E.....	Gordon
McEntire, J. T.....	Gordon
Willingham, J. O.....	Gordon
Joiner, Claude.....	Mitchell
Curry, Annie.....	Decatur
Brewton, Robert.....	Tattnall
Waldrop, Bessie.....	Jasper
Crosby, Milton.....	Berrien
Bell, W. C.....	Decatur
Sims, Eva.....	Fulton

Boatright, Irene.....	Washington
Whitehead, Willie Lou.....	Clarke
Lumpkin, Louise.....	Clarke
Lumpkin, Susie.....	Clarke
Lumpkin, Marion.....	Clarke
Young, Irene.....	Greene
Parker, Hattie.....	Bibb
George, Fannie.....	DeKalb
Dollar, Leah.....	Clayton

PUPILS OF THE MODEL SCHOOL.

BOYS.

Horace Brinson.	Clarence Ketchum.
Rolland Callaway.	Leon Lester.
Joe Dillard.	Ernest Poss.
Robert Dillard.	Gordon Poss.
Ben Eidson.	Rufus Sanders.
Julian Fowler.	Frank McLeroy.
Grantland Graham.	Rufus Sanders.
Tandy Hammett.	Lamar Scott.
Robert Holman.	Paul Smith.
John Kenney.	

GIRLS.

Anna V. Davis.	Una Poss.
Daisy Eidson.	Bertha Sims.
Katie Hodgson.	Hallie Smith.
Ruby Chandler.	Yula May Smith.
Estelle Lester.	Eula Thomas.
Oreole McLeroy.	Nellie Thomas.
Odelle McLeroy.	

Enrollment to September 29.....	479
Enrollment Model School	31
Grand total	510

I have the honor to be

Your obedient servant,

S. D. BRADWELL,

President State Normal School.

GEORGIA STATE TEACHERS' ASSOCIATION.

The thirty-first annual meeting of the Georgia State Teachers' Association was held at Warm Springs, Ga., June 26th to 30th, 1897.

The meeting proved to be one of the most profitable, enthusiastic and pleasant that the Association has ever held, and was characterized by an unusually large attendance of earnest teachers, seeking helpful information, desirous of more thoroughly fitting themselves for their great work, and thoroughly in accord and sympathy with the progress that the profession is making in this State.

Extracts from the minutes of the session and some of the speeches delivered and papers read before the Association, are published herewith, and will be found highly interesting.

RESOLUTIONS AND REPORTS ADOPTED BY THE GEORGIA TEACHERS' ASSO- CIATION—1897.

The following resolutions, offered by the Committee on Resolutions, were adopted:

Be it resolved, (1) That the thanks of the Association be hereby tendered to the retiring president, Joseph S. Stewart, and his associate officers, to whose persistent efforts is due the success of this meeting; to the proprietor of the hotel, and to the railroads for financial favors; to the press of the State for the interest shown in the Association, and for the kindly notices given of its meetings; also to the Georgia Normal and Industrial College for the excellent exhibit made of school work.

(2) That we commend to the people of the State the

invaluable services of State School Commissioner G. R. Glenn, and that we express our high appreciation of the untiring efforts he is making to improve the entire school system of Georgia.

(3) That we hereby reaffirm our belief in the principle of local taxation as the most practical and equitable means of increasing the educational funds of the counties, and we pledge our best efforts to secure the passage of appropriate legislation. Further, that it is a matter of pride to us that the county unit system as practiced by four counties in Georgia commends itself to the committee on rural schools as the ideal solution of the rural school problem, and we hereby recommend this system for every county in Georgia.

(4) That it is a matter of regret that the pay of the country teachers is withheld during the latter part of the year, and we urge that steps be taken to remove this embarrassing annoyance.

(5) That the efforts that have been made by the leading colleges and universities and the progress thus far secured towards making uniform their entrance requirements commend themselves to this body.

(6) That no partial, unfair or unjust school history should be used in our schools.

We beg to report favorably on the following resolutions referred to this committee:

Resolved, That the teachers of Georgia undertake to create such a strong sentiment against the injurious habit of cigarette-smoking among the youth, that this nefarious practice may be stopped.

By Prof. Gardner, of Decatur:

Resolved, That the Georgia Teachers' Association recommend that the county school commissioners of the State adopt and inaugurate the system of "circulating libraries" in every county in Georgia.

Resolved, That as our State Teachers' Association is seeking to advance in the truest and wisest way the educational interests of our State, we request that a special hour of the next session be devoted to the discussion of the use of the regulation "commencement exercises," the abuse of which, in the judgment of many of our best teachers, makes them an unhealthful factor in our school work.

Resolved, That the Georgia Teachers' Association heartily indorse the principle of equal educational privileges and advantages of men and women alike; and that the intelligence and strength of this association will co-operate in any wise and conservative movement, from any source, that will ultimately secure in this State equal opportunity of culture and scholarship to men and women alike.

C. B. GIBSON,
MRS. L. K. ROGERS,
W. W. DAVES,
LYMAN HALL,
C. M. SNELLING,
Committee on Resolutions.

REPORT OF SPECIAL TEXT-BOOK COMMITTEE.

Resolved, That the Georgia State Teachers' Association, in meeting assembled June 29th, do express their unqualified disapproval of the principle of State uniformity in text-books.

W. F. SLATON,
W. H. BABCOCK,
N. E. WARE,
Committee.

Resolved, That a committee of three be instructed to investigate the requirements for degrees in such institutions in this State as are empowered to confer degrees and to report to this Association at its next meeting.

Messrs. J. M. Pound, W. M. Slaton and J. S. Stewart
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 were elected on this committee.

We, the Committee on Records, beg to report that the treasurer's book is correct. Further, that we find no members whose qualifications may be contested.

Again, we report with pleasure that there have come before us no cases of breakers of the code of ethics adopted by the G. T. A. last summer.

Very respectfully submitted,

A. H. ALLEN,
 MISS FAVORS,
 BOWDAIN PALMER,
 Committee.

Resolved, That the president of this Association appoint a committee of five to confer with the daily and weekly press of the State, and ascertain if the use of their columns can be secured for the purpose of agitating the local taxation matter with a view to building up our common schools in the country. This committee is expected to report at our next annual meeting.

Resolved further, That this committee be empowered and requested to furnish material to the newspapers for publication.

The following members of this Association were appointed by the president:

Commissioners M. B. Dennis, W. C. Wright and John Henley; Professors Homer Wright and S. V. Sanford, with the State School Commissioner *ex officio*.

On motion of Miss Allen, of Forsyth, the Association resolved to give some time at its next annual meeting to the consideration of the matter of closing exercises of schools, or "commencements."

The following Committee on Legislation was appointed: Messrs. W. F. Slaton, J. H. Chappell, David Barrow and Prof. Sewell.

One of the most important results of the convention was the agreement reached by the colleges and high schools for a uniform entrance requirement for the freshman class.

This question was first discussed at last year's meeting, and a committee was appointed to arrange for a uniform entrance requirement. This committee made its report, and after being discussed in the high school round table and in the college round table, was, in the general meeting, adopted as the sense of the Association. In brief, the requirement for entrance into Emory, Mercer, the University of Georgia, or the Wesleyan Female College in 1898, will be as follows: Two years of Greek, completing two books of Anabasis, with grammar and exercises; four books of Cæsar, two of Virgil and two of Cicero, with grammar and exercises based on texts read; high school algebra, quadratics and three books of geometry; English grammar, rhetoric and certain work in literature and composition.

A standing committee was appointed, whose duty it would be to see that this arrangement was successfully put into operation. This committee consists of Prof. C. M. Snelling, of the University of Georgia; Prof. L. H. Harris, of Emory College; Prof. Tichenor, of Mercer University; Dr. J. D. Hammond, of Wesleyan College; Prof. M. L. Brittain, of Atlanta; Prof. C. B. Gibson, of Columbus, and Prof. J. M. Pound, of Barnesville. All correspondence relating to this matter should be with this committee.

At last the work of the colleges and the high schools has been correlated. A definite work has been assigned the high schools, which they must measure up to, or suffer in rank and reputation. A no less definite entrance requirement for the Freshman class is made upon the colleges, which they must meet or cease to be called colleges of the

first rank. By this agreement the people and the profession will understand what is Freshman work. Anything below this will not be called by the name Freshman.

One can see at a glance how this agreement will clarify the atmosphere. By this agreement the high schools can definitely shape their courses, and their pupils can enter any of the colleges that enter this agreement without extra study.

The reading circle work among the teachers and the young people was extended to the establishing of libraries in every school, and an additional course was accepted looking to the correlation of the school with the library work of the community. This new course is prepared by the University Association of Chicago and consists of a course of history and another in literature. These are advanced courses and are intended for the teachers and the citizens of the community who will enter in definite study. It is believed that these courses will be invaluable to the progressive teachers who wish to increase and direct the literary work of the people among whom they dwell.

For information concerning this University course, write to J. S. Stewart, Dahlonga, Ga.

In this connection it may be proper to add that at the close of this administration the Association owes no man a dollar; that the debt on the Cumberland Island property has been paid in full, over a thousand dollars having been collected and paid out in two years. The Association now has property on the island worth \$3,000.

The officers elected for the ensuing year are:

President—P. D. Pollock, Mercer University, Macon, Ga.

Vice-President—J. M. Pound, Gordon Institute, Barnesville, Ga.

Second Vice-President—Mrs. M. A. Lipscomb, Lucy
Cobb Institute, Athens, Ga.

Secretary—C. B. Gibson, Columbus, Ga.

Treasurer—W. M. Slaton, Atlanta, Ga.

OFFICERS OF THE ASSOCIATION—1896-7.

JOSEPH S. STEWARTPresident.
Superintendent of Schools, Marietta.

P. D. POLLOCKFirst Vice-President.
Mercer University.

MISS MAMIE L. PITTSSecond Vice-President.
Atlanta Public Schools.

W. B. MERRITTSecretary.
Superintendent of Schools, Valdosta.

J. E. KEMPTreasurer.
Gordon Institute, Barnesville.

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PRESIDENT'S ADDRESS.

PROF. J. S. STEWART, PRESIDENT G. T. A.

It is with unfeigned pleasure that I welcome you to this thirty-first annual meeting of our State association. This large gathering of representative teachers from every section of the State and from every department of our educational system but betokens the increased interest in education manifest to every student of the times. I can recall meetings of our association, during the last ten years, that numbered less than forty members. We see here several hundred enthusiastic members.

The year 1896-97 has been one remarkable for its educational advancement. The State has increased very largely its appropriation to the common schools, besides adding to its appropriations to the institutions of higher learning. Vast sums have been spent by private institutions and church schools. The marked interest manifested in the county institutes, Chautauquas and reading circles point to better times in Georgia. The opportunities for boys and girls receiving a liberal education, at so little cost, were never so great. An education is in the reach of every boy and girl that will take it.

Our educational system, however, is not a finished product, but is in a state of evolution. It is faulty, and some would condemn it for its lack of perfection. To those who study it there is a beauty in its growth. If we are true to the fundamental idea of giving every child the opportunity for complete living, many of the perplexing questions before us will settle themselves.

With no unfriendly spirit, therefore, but with faith in the ultimate success, do I speak of some features of this transitional period in our educational growth.

We have almost as many standards of scholarship as there are schools endowed with the rights of conferring degrees. We have no adequate nor definite idea of a college. A college may be any school from the University of Georgia, Emory, Mercer, Wesleyan and Shorter down through all the stages to a village school, with all the classes from a b c to calculus taught by one wise head. An A.B. graduate of one college may not be able to enter the freshman class of another; a Ph.D. of one would not rank with an A.B. from another.

This has not been altogether the fault of the profession but has been largely due to the distorted imagination of the founders of these schools. The prominent citizens of Mud Flat would subscribe a few thousand dollars for a school. The representative would obtain, without question, a charter from the legislature, a large two-room building would be erected, Professor John Doe would be elected president, ably assisted by Miss Roe, and the Mud Flat College, "with all the rights and privileges," would be a reality. Many of these colleges have died an unnatural death, killed by overexertion in their efforts to inflate themselves to the size of their more pretentious neighbors. Of the others we need have little fear, "the fittest will survive." They do some harm in discrediting college scholarship, in deluding a few pupils, and in dissipating the resources of the real colleges. If the Association, through a properly appointed committee, should establish a minimum for the several degrees and define more clearly the line between the college and the high school, this matter will soon rectify itself.

Again, we have no clearly defined idea of a high school and of a common or elementary school. If a teacher has fifty pupils, ranging in age from six to eighteen, and if three or four have begun Algebra and Latin, we have a first-class

high school. It might more properly be called an elementary or grammar school with a high school attachment.

The trouble is, in such cases, we attempt too much and all suffer. Our secondary schools are trying to do elementary work and a little high school work; our high schools are doing secondary, high school, and a little college work; our colleges are invading the territory of the high schools and even of the secondary schools. The result is that the pupils fail to receive proper instruction and educational standards are low.

When we get local taxation in the counties, the school authorities will require the common schools to devote their time to thorough elementary work, promoting to a central high school that will prepare all for higher institutions of learning. We are growing in that direction now, and have reached it in the cities.

It is not only in regard to educational standards that we are in a transitional state, but our ideas of the ends of education and the means by which these ends are to be reached are also undefined.

It is to this phase of our education that I wish especially to invite your attention; for I believe most of our troubles arise from wrong conceptions of education and ignorance of the fundamental principles determining the same.

Every age and nation has had its conception of education and has worked it out in its schools. This has shown itself again in the nation; for what is put into the schools will manifest itself in the life of the people. Athens made the esthetic idea most prominent in her schools and we see beauty manifested in a thousand forms; Sparta made the martial idea dominate her schools, and we see the most remarkable soldiers in history; China makes the worship of ancestry the chief idea in her education, and we see it reflected in the life of the people above every other principle.

Thus we might go on with other nations, all proving the principle that what is put into the schools is dominant in the people.

Before the war our education was largely denominational. The schools were under the control of the several churches. The first question asked an applicant to teach was, "What is your denomination?" Education ran mainly along church lines. Parents of one church rarely sent to a teacher of another denomination. The promotion of our church school, her tenets, her doctrines, was the chief end. Not only must religion occupy a large part of the time of the school, but necessarily it had to be in accordance with their particular belief. The result was fanaticism and bigotry. Often the pastor thought more of fighting the church across the street than he did the devil. It extended into business relations and dominated the social life. Inter-marriages between persons of different religious faith were rare and disapproved. Denominational matters injected into the schools of a community tended to create strife in the social and civic relations.

In the cities and larger towns denominational education has given place to popular and secular education, without detriment to the churches and greatly to the growth of the spirit of brotherly love.

In the smaller towns and villages it still exerts a powerful influence. It is no uncommon thing to find a town of eight hundred inhabitants supporting a Baptist institute, a Methodist academy, and possibly a Presbyterian seminary. What battles are fought each year for the mastery! What charges, countercharges and flank movements!

There are other towns that have gone a step further. They have united the schools, but there is a fight each year over the election of a teacher. The Baptist must give place for a Methodist, or possibly there will be a compromise by

electing two principals of different denominations. If the principal is Methodist then the assistants must be Baptist or Episcopalian.

There are others who do not recognize in the school any function but giving instruction in the books studied. Book learning of a specific kind and amount is the demand. Good order is demanded solely that the books may be learned. Anything that does not prevent that is all right. Anything taught more than what can be used in business is useless and a waste of time. Their idea of education is that it must be practical, useful, or in other words, capable of being turned into money. If they can find a school that will promise to do this in six weeks, all the better. The school is useful to them only as it can turn its product into money for the boys, and fit for fashionable society their girls. These debase the school, oppose all appropriations or taxes, and look upon it as a fit field for speculation and politics.

There are many good people, believing as all Americans do, in the entire separation of church and State, who believe that State education must be purely intellectual and "Godless." Believing thus they have conscientiously opposed State taxation for education.

Since the State has so largely taken control of the education of the young, furnishing over a million and a half dollars annually to the support of the schools, it seems that some common ground should be found upon which all those who hold different views, may meet and unite their strength for the advancement of education and the progress of the State. I believe that there is, and that it is being worked out already in many communities with ever increasing success.

All the great educational thinkers of recent times, in Germany, England and America, agree that the chief func-

tion or duty of the schools is the development of good character.

Herbart, the greatest of the German writers on education, though little studied in the South, says: "The one and the whole work of education may be summed up in the concept morality." Again he says: "That the ideas of right and good in all their clearness and purity may become the essential objects of the will, that the innermost intrinsic contents of character—the very heart of the personality—shall determine itself according to these ideas, putting back all arbitrary impulses—this and nothing less is the aim of moral culture."

He founds his treatise on the Science of Education upon this idea of the formation of moral character.

Dr. White says: "Character is the supreme test of the school, and, hence, effectual moral training its central duty." Again he says: "The function of the school is to prepare its pupils to live completely in the present life, and this involves right conduct in all social, personal and civic duties, and this involves moral character; hence, character is the end of school training."

Dr. Adler says: "The aim should be, above all, to build up manhood, to develop character."

And Dr. W. T. Harris says: "Moral education is the most important part of all education."

We have, then, in character-building a common ground upon which all may unite in the school, whether Protestant, Jew, Catholic, or pagan. Let it be admitted that State schools, private schools, church schools, of all grades and kinds, are all working to one and the same great end, the formation of moral character, and much of the confusion in our work to-day will pass away.

Character has its seat in the will. As one expressed it, "Character is a completely fashioned will." A man's char-

acter is not expressed by any one act of will, but is constituted by the motives, the predominant interests and inducements to action, upon which he habitually acts. A man's activity, however, depends upon the circle of his desires, and these have their abode in his circle of thought.

We have, then, two modes of moral training: first, the formation of good habits; second, the building up of right ideas and ideals.

Moral education, then, relates primarily to the will, and is a training in habits of action. It is not a study of the theory of morals or of religion, nor an acquisition of knowledge about morals, though these have value, but it is the culture of the moral nature itself. Not only must right habits be formed, but appeals must be made to the highest motives; the highest of these all will admit to be the religious, or that which centers in God.

The teacher, in whatever school he may be, will have this twofold idea ever before him. Every mental exercise, every rule of the school, every act of discipline, will be regarded in its relation to the formation of good habits and the creation of high ideals.

Keeping this central idea in view he may use all things as a means to this end. He will not teach the child religion, as that is not his function, but he will use the religion that the pupil has to enforce the moral law and intensify his motives, just as the State, in its civic relations, while not teaching religion, recognizes and uses it to intensify the sacredness of an oath in the jury box, the governor's chair and the president's mansion.

The people should not demand of the school instruction in religion. This should be reserved for the home, the Sunday-school, and the pulpit; but they should demand that the school be so organized and manned that the pupils will at all times be taught to revere these sacred relations,

and that they be trained in good habits of thought and deed. To teach man's relation to God, to save souls, is primarily the work of the church, and if the church measures up to its duty here, less will devolve upon the school. The teacher has at his command, in creating right ideas and ideals, the previous and continuous instruction in religion that the pupil is given by the church and home; he has the Bible, song, literature, history, science, philosophy, art, in fact, the whole circle of thought. There is no lack of opportunity or means; if there is lack of inspiration, the fault is not in the relation of the school to the body politic, but in ourselves. We have failed to grasp the idea of our work, and dull plodding has taken the place of divine flight. I would have the church enswath the school with its holy influence, permeating the same in the lives of its pupils and teachers and officers, present in song and story, in book and picture, in "the starry heavens above and the moral law within," but I would banish all sectarianism from the school program or government; I would secularize the school at the same time that I idealize its mission. Men do not make a parade of their religion in other relations. This is something sacred and personal, and it should be so regarded in the school.

The school, when properly organized, is a most efficient means of forming right habits. Here should be purposely taught habits of regularity, punctuality, silence, industry; of kindness, self-sacrifice, truth, honesty, reverence, purity; of study and thought, of respect for law, and of respect for the rights of others.

Thus under the instruction, discipline and training of worthy leaders, men and women of character, inspired by high ideals of their work, the school becomes the training-ground and the teacher the character-builder of the nation.

As to whether the Bible should be taught or read in the school, depends upon the spirit in which it is used and

whether it will violate the religious scruples of the pupils. The perfunctory reading of the Bible, or observance of any religious ceremonial, has little educational value, but I believe, where properly used, Bible selections, prayer and song would be most valuable aid in character-forming, though by no means a necessary one in the school. From my investigations in child-belief, I find that their religious ideas are formed more from their songs than from their Bible study. Yet I believe that when teachers more fully recognize the duty of forming character and the great value of appealing to the highest ideals, they will find some means of introducing Bible readings and prayer as a part of the school exercises.

From an investigation that I recently made, I find, from replies received from over 2,000 white schools, situated in all parts of the State, that forty-seven per cent. use the Bible in their opening exercises; and from similar replies from over 1,500 negro schools, I find that seventy-two per cent. of these use the Bible.

It is especially important for the education of the negro that we stress moral character. The negro has, in a degree, a religion, but it has not been reinforced, as in slavery times, by the formation of good habits. The result has been a decadence in morals and a marked increase in the death-rate. A recent congress of the race declared that the great disparity between the death-rates of the whites and blacks was due to the immoral habits of their people. What a serious duty rests upon the teachers of the colored children, that they inculcate right habits of life and thought in those that the State has committed to their care. If education spoils the negro, it is because it is not of the right kind. It is a spurious article. Education does not make idleness, licentiousness, immorality, but develops industry, purity, morality.

Fellow teachers, let us then rally around this high ideal of the work of the school, let us go back to our homes to preach it to the people and work it out in our schools. Here is the salvation of our State.

The legislature that has grasped this idea of the school will not dare to pass any law that will be detrimental to the efficiency of the schools on the score of mere cheapness, but will gladly furnish the means to man the school with those capable of instructing and of forming character by exemplifying it in themselves. It will not discriminate against the great church colleges like Emory and Mercer, taxing their meager endowment, but will welcome them as potent agents in the school work of the State.

When this idea is accepted the churches will cease to fight the State schools as Godless, but they will unite with others in increasing the efficiency of our school system by demanding local taxation to improve the common schools and to extend the work through the high school and beyond. The only demand of any one should be that men and women of intelligence and character be placed in charge. No man is fitted to be a teacher by virtue alone of his attainments in a particular branch of knowledge; no more is he fitted to be a teacher for his piety alone. Character and scholarship are the indispensable prerequisites in every school.

Again, the politician and ward healer will not dare to put their hand upon the school. Favoritism, the paying of political debts, the making of political capital, the restricting of the selection of teachers to home talent regardless of qualifications, bossism will have no place in the organization of the school, but "the child will stand in the midst," and his good alone will be considered.

The political teacher, the time-server, those who hate the work but who teach merely for the money there is in it, the arrogant, domineering teacher, the ignorant, the

wicked and immoral teacher will be forever driven from the school, and in their place will come the God-fearing, child-loving, child-studying, scholarly teachers, embodying, as best they may, in their lives the beauty of character they would have formed in the child.

Tried by this standard many of our methods and school devices, many of our pet schemes and hobbies, many of our rules, much of our teaching, much of our discipline, will be found to tend towards the formation of bad or weak character, rather than good. We preach one thing and continually develop by our methods in the schoolroom the opposite habit. Much of what we call intellectual training turns out to be but intellectual enervation. We fondle and assist and require mechanical work, and stuff with information our pupils, until they become like a certain species of ants that Sir John Lubbock tells us of. They had been fed and cared for by slave-ants of another species so long that one of them, which had been kept alone, showed no signs of eating in the midst of plenty and would certainly have starved to death had not a slave-ant been put in, which at once fell to, washed and brushed the idler and filled his mouth with food.

And thus it is that we cannot really judge of a teacher's work until his pupils have passed beyond the school life. Then in the broader sphere will come the supreme test. In life, not in the school alone, must the educational theories and methods, must the work of the teacher and an institution be tested. What of the finished product? A great scientist can take a bone and read therein the life of the animal. In much the same way the keen student of human nature can picture the schoolroom of the boy. Is the man self-governing, self-acting, strong-willed, thoughtful? Does he show clear discrimination, sound judgment? Does the higher dominate the lower? Is he selfish, narrow, rebellious, indolent, sensuous, self-indulgent, incapable of

prolonged thought? Go back to the formation period of his life and learn what methods were used in his training, what motives were chiefly used to prompt to action, what habits were daily drilled into him. Study thus the man and many men. Test here the work. We must study man, but we must no less study the child and children.

Happy he, who in years to come, may read in the lives of his pupils the "well done" of his work, seeing there manhood, nobility, the good, the beautiful, the true.

May our schools not be governed by the stupid, the mediocre and the frivolous; but may the Georgia teacher, in the closing years of the nineteenth century, leave a rich legacy to the twentieth, in the characters of his pupils, such that the next generation will say of him as England does of Arnold, he made the men that make glorious the Georgia of our day.

STATE CONTROL AND STATE UNIFORMITY OF TEXT-BOOKS.

BY SUPERINTENDENT E. A. POUND, WAYCROSS, GA.

There is an impression fixed in the minds of some well-meaning persons that our present system of text-book selection and adoption is radically wrong and needs remedy.

I believe it is our duty, as educators, to study every plan, to investigate every theory, and to sift every opinion looking to the promotion of good government and the efficiency of our schools, and no one will hail with more gladness than myself the day when every child within the borders of this State enjoys the best school advantages that the world affords at the minimum cost.

Did I believe that State uniformity or State control of text-books—whether exercised under the condition of State publication or State purchase—would secure cheapness and good results; did I believe that it would save dollars and cents, better our schools, and, at the same time, leave unimpaired the theories of good government which have stood the test of the ages, no one would accord the coming of such a system more hearty welcome than myself.

These things I do not believe, because the system strikes at the very tap-root of good government; because it is undemocratic and despotic; because it would foster a monopoly, beget paternalism and encourage centralization. If there is one disposition which has done more to impair the efficiency of our form of government than any other, it is that disposition, upon the part of some, to put under the federal government affairs that the State should manage, and to put under the jurisdiction of the State matters that the people should control. This disposition would take all

power from the people, wither their individuality, destroy their rights, and usurp their heaven-given prerogatives. It would create monopolies and lock the wheels of individual progress. It would destroy some of our most precious local powers, mar the purity of educational thought and stop the whole business of public education. It would make us the creature of our government, the government master of our goods and of ourselves. And yet, as Mr. Grady says: "There are those who demand that the federal government shall control our railroads—the arteries of trade. The manufacturer asks that his product be protected, the rich man for an army, the unfortunate for help, this man for subsidy, and that man for schools." But despite the splendor of a central government which dazzles the unthinking, which tempts the greedy and avaricious with its strength, which assures the rich and timid with its strength, yet I protest against that spirit which would take from the one hundred and thirty-seven counties in this State all voice in school matters, which would have their thinking to be done by the central authority and place the yoke of despotism and tyranny upon their necks. I protest against that spirit which would make the State a competitor with the individual, and besmirch her garments fair in the dust and mire of the marts of trade. With all my heart I protest against that spirit which would make of school-teachers school-keepers, turn our school officials into mere lieutenants and clerks, and which would take from us all stimulus for independent thought and action.

If the State has a right to say what books we shall read or study, it has a right to say what thoughts we shall think, what creed we shall follow and what food we shall eat. If it has a right to print our books, it has a right to print our newspapers. If it has a right to set the price of these books, it has a right to set the price of our cotton, to elect

the mayors of our cities and to enact our city laws. I fear that if we give the State such power—too great and dangerous a power, indeed—that the day may come, “when languishing under the fatal sickness of nihilism, socialism and corruption, the State may assert itself and cause us all to wear the blouse of the industrial army of socialism.”

If the State has such a right, as the advocates of uniformity would give, has not the national government, which is the parent of us all, a much greater right? “If the State adopt such a principle and apply it to the counties, may not the federal government assert its right and prescribe the course of study for the State-schools?” Is there no danger here? “Let the paternal idea work its way through the States; let it leaven the masses, and the absolute sway of a paternal Central Government is easy. The only break-water against the flood-tide of central power which is sweeping over the whole country is in the democratic idea that the people are to have the largest possible liberty, and especially, in the kind and choice of their books.” For years we have striven to place power close to the people, for a free government and liberal institutions; for years we have striven to resist the effort to magnify the State—to turn back the tide of centralized power which is encroaching upon our liberties, and every effort has been put forth to exalt the home. This grand and glorious principle of our government is as applicable to school affairs as to any other department.

It is claimed that under a system of uniformity not only will cheaper books be secured, but books which are better adapted to the use of our schools. But why such a claim? You may search this State from Rabun’s Gap to Tybee’s Light, and select the very best commission possible—a commission composed of upright, conscientious men—let them make their selection, and they will be guided by their own modes of judgment, possibly by their own preju-

dices—all of which will effect the result. They may call to their aid the best scholars that the land affords, and it will still remain a certainty that the forced use of their selection will impair, and not promote, the efficiency of scores of schools within this State.

I do not believe there is any set of men under the blue sky of heaven so wise—even admitting that they are conscientious—as to select a series of books which will be adapted to the use of the schools of every city and villa and country-side. Even allowing that the sentiments contained in the books of their selection are worthy of approval, still State uniformity would revolutionize and disorganize our whole school system, for no one is so foolish as to believe that the books adapted to the use of a fourteen-weeks school would be adapted to the use of a forty-weeks school; no one is so stupid as to believe that the book used successfully by one teacher can be handled successfully by all. All may do well, after his own manner, but to require one to adopt the method or books of another would be absurd in itself, and would insure loss both in the quality of the work done and in the time required for its performance. As in all kinds of labor the methods and instrumentalities employed are many and various, so every teacher should be allowed to select his own tools; hence, in every school we should have books that are adapted to the use of the teacher.

But let us suppose that the very best selection possible is made. What will be the result? One teacher or one county will recommend and indorse, another will disapprove and condemn. There will be innumerable cases of the latter class. Once kindle the spark of dissatisfaction, once light the fires of discontent, once engender distaste for such a system, and all its good results, if any, will be destroyed. There are to be found in every locality men who think for themselves, men who will not submit to such

dictation, and to force them means rebellion. This has been the case in Minnesota, West Virginia, Indiana and Missouri; in fact, in every State where the system has been tried. We find that in Missouri the people have not accepted the contract books, and will not do so either willingly or uniformly. The result is that the schools of that State are disorganized, and they are experiencing the trouble and difficulty always incident upon a general change of books. Superintendent Sims, of Goshen, Indiana, tells us: "I have tried to live up to the law, and now that I find so general a breaking of it, I am going home to do the same." Superintendent Stratton, of Peru, says: "The Indiana school-book law is not a law for the schools. I do not believe there is a single superintendent in the State who obeys it to the letter. I do not; and cannot see how any one gets satisfactory results." Superintendent Black adds: "The books now in use are not modern. The reason we have them is because they are cheap. I have already been compelled to substitute some books, and do not believe we should retain those we have." These complaints come from a State where it is claimed by some that the law has been partially successful? But let us see what the status of affairs was in Minnesota. Minnesota was the first State to make the experiment, and the result has been that she secured neither uniformity nor low prices. The teachers and school officers would not submit to such dictation, and we find that they protested so strongly against the contract books, inasmuch as they were not adapted to their schools, that the State board was compelled by force of public opinion to change the books to other series, and two changes were thus made in two years. Mr. C. W. Smith, the superintendent of Hennepin county, Minnesota, tells us that "the law was so bad that, notwithstanding the formidable array of fines and imprisonment for non-compliance, many rural districts ignored the law and supplied their

books as they pleased, and the democratic sentiment of the people have indorsed such defiance of the law. Is there any uniformity in Minnesota? In answer, most emphatically, No! No! and there never will be. One auditor having fifteen packages of books on hand informs me that the feelings of the district are such that they will let the books rot in his office rather than take them. And this wail went up from every district in Minnesota. Superintendent Kiehle says: "Disgusted with the impracticability of the measure, the people now quite generally buy their books through the ordinary avenues of trade." Virginia, harassed by the specious pleading of "uniformity," passed through the strife, and after three years of rebellion and disorganization of her schools, she, in 1877, repealed the law. Hon. J. P. Nickersham, of Pennsylvania, one of our best school authorities, gives it as his opinion that, should an effort be made to introduce uniformity into this State, it would be met by the earnest protest of a thousand boards of school directors, and a hundred thousand of the most intelligent citizens of the commonwealth. The history of all laws concerning the subject, briefly written, is: their passage, abortive attempts to enforce them breeding antagonism and strife everywhere in the administration of the schools, and checking for the first time all educational progress, and their repeal. These results are easily accounted for. No people, with the instincts of self-government warm in their bosoms, will submit to have the books their children are compelled to read selected for them by a small, unknown commission hid away at the seat of government, who may act without regard to their wants, wishes or interests, and in whose selection they have had no voice."

I have quoted from those parties who are in a position to know, and their opinion but strengthens the assertion that, should Georgia adopt a system of uniformity, it would but beget dissensions, bickerings and revolution.

This has been the case in Vermont, Maryland, Missouri, Minnesota, California, Oregon, and, in fact, in every State where the system has been adopted or seriously agitated and discussed.

Not only this, but I know that there are schools in this very State which are not using the books adopted by our boards of education. Some are absolutely refusing to use the books adopted, and asking that each school be allowed the privilege of selecting its own books. If this is true—and it cannot be successfully denied—if murmurings of complaint are heard under our present system, what may we expect under a system of State uniformity. Either one of two things. When a complaint against the books selected is made, the commission will refuse to heed the complaint and the school funds will be withdrawn from the county not using their selection, or else the commission will heed and make the change. Either would be disastrous. The one resulting in direct rebellion to the central authority, the disorganization of the schools, or the withdrawal of thousands of dollars from counties which are entitled to the school fund; the other, in frequent changes of books, which would entail a loss of thousands of dollars upon the parents of the State.

State uniformity of text-books means that the teacher is to be thrown into the maelstrom of politics. Surely, if there is a state of affairs that is to be deplored, it would be such an one as this. The commission would naturally be composed of politicians who would run for office with the cry of in with certain books, out with others. This was the case in Missouri. A writer in the St. Louis *Republic* states that "with probably one exception, of the five politicians appointed to compose the Book Commission, none were either teachers, publishers or book dealers. They were politicians. Some of them had not looked into a school-book for forty years. None of them knew the actual

needs of the class-room." But, even should Georgia's commission be composed of upright, conscientious men—of men who are posted in school affairs—if their selection is not adapted to the use of the teachers of the State, they would and should use every honorable means to bring about a change. It is a matter of fact that there are in these United States firms which would not hesitate—if the commission was composed of men above reproach—to spend thousands of dollars to change the personnel of this commission, and this, I understand, was actually done in one State, within four years after the adoption of the system. The whole thing is bad, obnoxious to teachers, pernicious in its influence and too great and an unwise temptation to official integrity.

But why, then, do we hear so much of uniformity? Are not our teachers and boards of education sufficiently intelligent to select their own books? Are they not as patriotic as any other class of citizens? Are they not in a position to know their needs better than any others? There seems to be a tacit assumption that the teachers of this State and our school boards are not capable of managing their own business affairs. But I hold that the teachers are not only as intelligent as any other class and as patriotic, but that they are not open to bribery or corruption. Having a local pride in the selection of their books, with no hope of reward save the efficiency of their schools, cognizant of the practical workings of school systems, and with motives for public good as their aim in their selection, I know that their adoptions will be superior and better adapted to their schools than the selections of any book commission under the sun.

Changes, even of the best books, are oftentimes necessary, beneficial and desirable. If our boards of education will accept the recommendations of their teachers—if they will make these changes wisely—not radical changes—but

if they will put out an arithmetic this year, a reader the next year, ~~so that the expense~~ may fall as lightly as possible upon the parent, then we may keep abreast of all improvements in text-books, while the evil of frequent changes will be avoided. If a bad selection is made, if books which contain pernicious doctrines are selected, how easy to make the change in one county, but how disastrous will be the result if such changes are to be made all over the State several times during an administration, and with every change of administration.

And yet, the cry goes up that hundreds, yea, thousands of dollars would be saved the people of our State under such a system. There is no proposition about which there is a greater misconception than that in reference to the cost of books. We spend \$125,000,000 for boots and shoes; \$96,000,000 for cigars and tobacco; \$4,000,000 for baby carriages; \$9,000,000 for head-gear for our ladies and about \$7,000,000 for books. A senator of Missouri proclaimed that, as near as he had been able to obtain, the facts led him to believe that \$6,000,000 were wrung from the people of his State annually, which were garnered into the capacious pockets of the school-book publishers. Now what is the truth? The year this law was passed and placed upon the statute books there were sold in Missouri less than a quarter of a million of dollars worth of books in gross quantity. Instead of \$6,000,000 profits there were sold in the United States that year but \$5,675,000 worth of school-books. This includes high school as well as common school books. It was claimed in Indiana that a million of dollars was spent annually for books, whereas, she spends but \$300,000.

By reason of the competition school-books are cheaper than they ever were before. It can be shown by reference to Dr. Clarke's address, made before the Committee on Education of the Legislature of 1891, "that the average

reduction on school-books between 1870 and 1881 was twenty-one per cent.; the average increase on miscellaneous books, owing to the fact that there was no such competition in them as in school-books, was from twenty-seven to 150 per cent. He further shows that Van Antwerp, Bragg & Co. proved that McGuffey's Revised Sixth Reader was sold for fifty per cent. less than even the American Alumnæ, though the latter is inferior to the reader in number of pages, in paper, in type, in press work, in binding and in everything entering into the cost of the book." But what as to cheapness in Minnesota? One hundred and fifty thousand dollars worth of books were thrown out of the schools on the adoption of the system and their places supplied by State books. The clerks ordered indiscriminately, far in excess of the requirements of the schools, the books became soiled, and thousands of dollars worth were left upon the shelves.

But replying to the argument of cheapness by admitting it, for the moment, as a fact, let me say that nothing is cheap which would render inefficient and disorganize our schools, or which would starve the minds of our children. Nothing is cheap which would sour the minds of our people towards public education or bring it into disrepute.

Parsimonious indeed is that policy which, for the sake of saving a few cents to the parents of this State, would withhold from the teacher the privilege of giving his pupil the purest draughts of the Pierian spring.

But still the wail goes up that even this privilege does not counterbalance the cost that is entailed upon those parents who move from county to county. There are those who claim that this expense is enormous and that uniformity is the remedy. I admit that there is such an expense, but it is not, as asserted, enormous, for has not our president, Mr. Stewart, produced the figures; has he not shown us that only about four children in every hundred—and

this estimate is too large—move annually, a number not sufficiently large to authorize the change. when we contemplate the evils of such a change. On the other hand, I believe, and venture the assertion that, just as changes are oftentimes desirable, a large majority of those children who move are actually benefited and stimulated by the change in diversity in the chosen sequence of subjects, and topics and rules. But admitting that every child that moves buys new books in their entirety—and this he does not—admitting that he receives no better stimulus from the new books than from the old, are we to tear down the beautiful edifice of our liberties, are we to destroy our heaven-given right—that of self-government—in order that we may legislate for this class of our population—a shiftless class at that—and not regard the good of the greatest number? It is not just nor right that we should legislate for such a floating population to the detriment of our permanent residents—the very bone and sinew of our government.

If uniformity is adopted it must be either under the condition of State purchase or State publication. Either would be bad. If we are to purchase the books it would require nearly \$1,000,000 to restock the schools of the State, as Missouri has already lost \$916,000 by the confiscation. If the State adopts those now in use she gives us no better books; if she adopts others, thousands of dollars worth now in use will be thrown out of circulation, and the book-seller will be robbed of the books he has upon his shelves. Not only this, but it cannot be doubted that the subsequent cost of books will be enhanced, instead of lessened, by virtue of the fact that there will be no competition, and it will be a moral certainty that we will pay more for books than under our present system.

Delaware has tried the contract system, and she complains that under it she has been a constant loser. Minnesota has tried it, making a contract for fifteen years, but

when that expired in 1892 her legislature was forced to repeal the law. Arkansas still laments that she is in the toils of the book-dealers, while South Carolina admits that there is a doubt if she has been a gainer under the system.

Why should we adopt uniformity when it can be proven that the leading firms of the United States will make county contracts upon as good terms as State contracts? I know objections may be made against the contracts of city and county boards, but when the State contract fails the whole machinery stops, all the people of the State suffer.

But while State purchase of books would be bad, State publication of them would be infinitely worse. Under a system of State publication it would be necessary to purchase manuscripts which would be published by the State. Albeit, we have men in our State who are able and competent to write good books, yet what assurance have we that, even if their books were the best, they would be selected. No self-respecting man among them would dare to write a book if he had to bow his knee to a commission or appeal to the politician for his favor. Such a system carried out—since it would peremptorily adjourn, for the prescribed term of years, their chance of obtaining recognition—would toll the death-knell of our best authors, lessen their incentives to write, and palsy their enthusiasm and inspiration.

One of the most general complaints urged against our text-books—which are the cheapest and best we have ever had—is that urged against our histories—in that they are sectional, ascribing praise to Grant and not to Lee. The claim is advanced that under a system of State publication Southern authors would be given an inspiration and a chance. As for me, I would use books fresh from Southern hearts and brains, for well I know that some of our histories “tell the story of slavery as if the system originated at the

South, and as if the South alone was responsible for it." But rising above this complaint of sectionalism, as far as the sky is above the sweep of the eagle's wings, do not consider me unpatriotic when I say that if Southern historians have as yet but slightly ploughed the fertile fields of our country's history, when there was a chance for all of merit to obtain recognition, what assurance have we that they will receive an impetus and an inspiration from such a piece of legislation as is proposed, which will shackle all progress and forever wither individuality and dwarf our inspiration. By our general exemption from such monopolies and the consequent freedom of competition among publishers we are to-day free to select the best histories from the best brains that the world affords, and, if under our present system, we cannot find books that do justice to the South, let us, as teachers, tell to our pupils the true story of our *ante-bellum* civilization—"the brightest and best that ever bloomed along the pathway of the centuries."

But let us see what has been the result in California, which has State publication. After several years of trial she has produced three readers, a single geography and a few other books, all of which have been condemned by the teachers of that State. And has she saved anything under the system? Let us see the figures—the estimates of the State printer. "He proposed to furnish 500,000 books for \$89,000, but before he had published 187,000 volumes he had expended \$357,000, and was asking for more." He estimated that a speller would cost eight and one-eighth cents; it sold for thirty cents; that a history would cost twenty-nine and a quarter cents; it sold for eighty-two cents. The children of Ohio bought this speller for twenty cents, and other books proportionately cheaper than the pupils of California.

The Superintendent of Education, Hon. I. G. Hoitt, of California, tells us that "for over four years this plan has

had a fair and impartial trial in this State. I came into office a believer in the project, and every aid which I could give to its successful issue has been freely rendered throughout my administration. But now in the light of my experience, I must acknowledge that the results have not met my expectations. Taking into consideration the large appropriations made, and the further and constant outlays for revisions, new plates, etc., the same books can be purchased in open market at wholesale prices for less than it costs the State to manufacture them. I am therefore constrained to admit that I would not advise any other State to enter upon the publication of books."

The county superintendents of this State tell us that by reason of the poor selection, and the worse than faulty arrangement, that the school-books of that State are a positive detriment to education and the educational interests of their State, and they adopted a resolution to this effect.

And so, when we study the history of uniformity, we find that no State has ever secured under it cheapness or good results. It has produced trouble and discontent wherever tried. California has disapproved it; Maryland has overthrown it; Missouri has disregarded it; Minnesota has repealed it; Indiana is throttled by it, while New York and other States have protested against it. The States which have adopted it have secured poor books, poor in paper, binding, press work, etc., and by reason of unused books, and the dishonesty of disbursing officers, they have paid out thousands of dollars that could have been saved under our present system.

But let us listen to what the Hon. D. Burt, Superintendent of Instruction for the State of Minnesota, has to say: "It is enough to say that the uniformity law has made books dear rather than cheap, and we can never realize any better under the law. Its native depravity exceeds the original sin in the theology of Jonathan Ed-

wards, depravity innate, inherent, inseparable, incapable of regeneration and sure to work out waste and loss for which there can be no remedy while the law remains in force."

We find that what cost the people of Minnesota \$43,000,000 could have been purchased for \$26,000,000, and yet the books of the publishers were superior in every way. This estimate does not take into consideration the enormous expense of the plant—about \$1,000,000.

State publication would not only entail an enormous expense upon the taxpayers of the State, but to purchase or contract for any manuscript without any certainty of what its merits will be—as the schoolroom is the best test of a book—would be contrary to the spirit of our institutions, and the New England States, with the exception of Vermont—States which are foremost in educational thought—have never seriously considered the system.

In the light of the experience of other States, Georgia cannot afford to adopt uniformity under any circumstances, unless there be unity of interests, which there is not.

Observation and experience confirm this view of the matter: that the present system of adoption and selection is the best system; that uniformity tends to demoralization and disorganization; that it is a movement towards centralization; that it fosters a monopoly, secures poorer books, begets corruption, in fine, is a farce, a delusion and a snare. Give us a government of, by and for the people. Put power close to the people—within their grasp, and never let us consent to clothe a book commission, which may take from us privileges that are dearly prized, in the garb of tyrants. Let us stand by what is good, make it better if we can, but let us by voice and influence cry out against this innovation, and put the iron heel of our protest down upon this movement towards State control of text-books—a measure which, if adopted, would take from us our dearest right—that of self-government.

SOME TEACHERS BEFORE THE WAR.

RUFUS W. SMITH.

The English language is indefinite. In the Bible "the certain man that has two sons" means an uncertain man. When one says that his friend has the fever, he means that he has a fever. Fever itself is not a disease but the effect of disease. It would be more accurate, in case of typhoid fever, to say that my friend is affected with typhoid infusoriæ.

My subject gives me much latitude. The first school that I attended for a short while was taught by a man with large eyes and large head, filled mostly with space. I caught a light case of whooping-cough and gave it to my sisters. It was light on me, but proved to my sisters to be genuine and severe. The teacher called in school by rapping on the door with a stick. There were belles in this school, but thy all had beaux. My gallantry was shown to my belle by my walking barefoot through the branch and holding her on the crossing log. The only other event remembered that was not personal to myself was, that one of the boys put a pin sharp end upwards in the teacher's chair while he was out taking recess. On the return of the teacher his personality came in contact with the pin. The meeting was short and sharp, and the teacher's antics that immediately followed were too numerous and too romantic to mention. He then commenced the Socratic method of asking, and pupils answering questions as to the author of the deed. With me ignorance was bliss, but I learned afterwards Eph Jones was the author of the pin scrape. My next school was taught by an intelligent, and lovely yet strict lady. I loved her, yet feared her. I studied

Smith's grammar, Smith and Mitchell's geography—book and map separate. In those good old days questions and answers were further apart than they are now—*i. e.*, in different books. This teacher used moral suasion, but always used a switch to make the application. The use of the switch was modified in its method by the relation of the pupil and teacher, and the length of the switch. If close at hand it was rapidly laid on and the work done before the pupil could retreat to any distance.

The old-fashioned schools were gotten up by subscription. The teacher would write out his article stating what he could teach, and rates; when he got a sufficient number of names, he would commence his school to run the specified time, five, eight or ten months, as per contract. Such schools might now be had all over the land, supplemented by the public school money.

My first lady teacher is still teaching and has kept her old-time habits with the rest of modern methods that she desires used. One of her pupils graduated at LaGrange a year or two since, after attending the college three years. During all of that time she was never absent, or tardy from any duty. That old-time steady drawing of the rein of authority was thus exhibited in this faithful pupil. In our country village we had Ware and Dr. J. R. Thomas, afterwards president of Emory College. A better president, a finer scholar, or a more efficient disciplinarian, Emory never had. Just outside of his academy one day, a peddler with his whisky, tobacco and fiddle, disturbed the quiet of his schoolroom. Mr. Thomas sent a boy to tell him "please go a little further off." He replied that "Thomas might go to h—." Thomas at once left the schoolroom and proceeded toward the representative of that hot country, and gathered a limb as he went and put the peddler to flight. His rule, as that of most of the stern school monarchs of that day, was to have speeches from the boys one Friday

and composition the next. When the boy failed to appear Friday, he must respond on Monday. Bill J. failed on Friday. Monday he came but brought no speech. Ten licks, with a promise of doubling it next day if no speech was brought. The next day no speech, but twenty licks. The next, no speech, but forty licks. The next day, Bill said at the end of the third day that he "had no more back for Thomas," and hence he brought his speech.

My first teaching of any note was in Hancock county; the county of Beman, R. M. Johnson, Prof. Duggan, Carlos Stevens, and ex-Governor Northen. All used the rod and made the man. Dr. Beman was a typical teacher of the old time. One day a bad boy came to enter his school. He met him at the door and asked him if he knew the rules of his school; did he know that he (Beman) must be obeyed, and if he would keep the rules of his school. The boy answered each question affirmatively and with that understanding he took him.

The old methods were the spelling-book by heart; sometimes the dictionary instead; the multiplication table by heart. If not learned the history or a Latin dictionary or other books were used to beat into us. Webster's speller and Smith's grammar and arithmetic were used in my day. They had but few pictures, and they were such as the boy in the apple tree with rocks, if necessary, to bring him down. Pictures were few and in keeping with the heroic teaching of that age. Dr. H. H. Tucker, once president of Mercer, a master of English, Prof. Shelton P. Sanford, of arithmetic fame, were fine teachers, judging by their pupils. None will stand a better test than Shelton P. Sanford. Blessed is the man whose works do follow him, but still more blessed the man whose works overtake him.

April fools and turning teachers out were in vogue in my days. This never fell to my lot. While teaching at

Emory, some boys reached school on April the 1st before I did. They went under the schoolhouse where was our dormitory for fleas. I sat quietly in the schoolroom until they and the fleas came out and came in to books.

The tendency of the modern school is to too much pictures. It appeals too much to the senses to the neglect of memory. A combination of old and modern methods would be an improvement on both. The pencil pad and picture leave too little for the pure memory. I had a boy with a dull memory that I taught to memorize and speak. Cultivate the sense, cultivate the memory and imagination, and above all encourage youth whenever there is an opportunity to give an honest word of praise, and the plan will bring fruit many days hence.

LITERATURE AND THE LIBRARY IN RELATION
TO THE SCHOOL.

EMILY M. ALLEN.

Some time ago I was a guest in a handsome home where tokens of refined taste abounded. Cut glass and exquisite china and silverware gleamed upon tables and sideboards in the elegant dining-room. Costly vases, urns with rare growing plants, pictures, statuary, bric-a-brac, mirrors and luxurious hangings made halls and parlors a delight to the eye. It was a sweet, attractive home, for gentlest courtesy and kindest, sincerest Christian hospitality was the law of the household—a law both by inheritance of *ante-bellum* traditions and by unwavering practice in these less generous days. But despite its beauty and kindness, it was a very lonely home to me. For during the week of my stay there was not a book visible anywhere from the parlors to the dainty bedroom, where everything was provided for one's comfort except the society of those book friends with whom one would lie down every night and rise every morning—the friends that never change or grow cold or deny you the inspiration of their royal presence—and that make a strange place seem at once dear and homelike. My thoughts ran longingly back to a simple little home where the only luxuries counted among life's chief necessities, however, are books that have a delightful way of leaving library shelves and invading every part of the house, hall and bedroom, and even the kitchen, when household duties are of such a nature that "the work will prove the better for the song" listened to while doing it. As the bookless days went by my loneliness grew, and when some casual reference was made one day to the library on

the third floor, I was strongly tempted to be so impolite as to suggest a possible invasion of that unvisited quarter of the house. Now, there was a boy ten years old in that home, wide-awake, trustful, obedient, of a genial, beautiful nature. Was it any marvel that that mother said to me, "Miss Allen, I wish you would tell me how to interest Frank in books—he cares nothing about them—can't get him to read a thing." I gave some counsel that I hope was helpful; but what I wanted to say was, "Why, my dear Mrs. B., let Frank see that you care more about books yourself. Have them around the house where he can find them as easily and naturally when he comes in as he can his hat and bicycle when he goes out. Let books be as familiar to him as your face and your voice. A boy kept on the first and second floors. Books confined to an unfrequented third. What small hope of casual acquaintance, much less of intimate friendship between the two!" And looking into the face of that boy flushed with expectant life and indicating habits of restless activity, I thought how almost surely the day of that mother's opportunity had passed. I give this instance not idly, but that we teachers may understand how mighty is the work given largely into our hands of leading the children of this generation into the world of literature. The home I have quoted is not a rare one; it is typical of that extreme of society where wealth and luxury and the unceasing novelty of city life satisfy the eye with seeing, and the hunger of the mind is fed upon the diluted milk of shallow culture and pure estheticism. The other extreme, alas! we have all found, and this is the extreme to which many of us in town and country place must direct our attention, not for the purpose of criticism, but with an unselfish, loving desire to help the home where hard poverty, or harder stinginess, or ignorance pure and simple condemns the life of the household to intellectual starvation by an almost entire absence of books, or by

“books that betray a vulgar and narrow conception of life.” The school must supplement the needs of the home with its library, and with its wise course of reading begun so early that the child shall feel at home only in the high atmosphere of pure literature. To one reared from earliest years upon the healthful table-lands of thought, and accustomed to look up to the stars that have shone above them for centuries, there will come small temptation to descend to the fens and marshes of pernicious literature and exchange the calm, glorious starlight for the wandering will-o’-the-wisps that will only lead astray. The teacher, particularly the country teacher, must see that her children have good things to read, even though she has to maintain a small circulating library out of her own meager salary. She must not count the cost until she has awakened at least in some of the homes about her a hunger for the best culture that comes only from companionship with the masters of thought.

She will have the sure reward in the joy of the quickened lives about her. Next to the duty and happiness of cultivating the seeing eye and the hearing ear in children, comes the joyful duty of opening up to them the treasure-houses into which all centuries and all climes have poured their riches of human knowledge and experience and aspiration.

I wish to recommend to every teacher of English that timely book, “Literary Landmarks,” by Mary E. Burt, member of the Chicago Board of Education and formerly teacher of literature in the Cook County Normal School. I do not know any book that will prove more suggestive as to best methods of helping children to the best reading. It will infuse into the most timid teacher courage enough to attack even the narrow stinginess of the average community—that adamant barrier to educational progress which we usually think only the grace of God can soften or re-

move. Better still, it will make one attack one's own imponderable mass of stupidity in the teaching of literature and seek to bring out of the confusion of the ordinary teaching a symmetrical order that will prove an open sesame to success. I suppose every earnest, conscientious, observant teacher has arrived at some of Mrs. Burt's conclusions, and solved some of the difficulties in her way, but few can give as large help in so simple, strong and straightforward a manner.

There are many difficulties in doing such work. I mention some of the greater ones. The teachers are themselves sufficiently largely and wisely read to map out work for the children under their guidance. Then, too, there is almost an itinerant system among the teachers in our common schools. A teacher scarcely ever stays in one community long enough to carry out any continued plans for reading. The ideal school, as well as the ideal teacher, is still a long way ahead of us. Village farming with the unity and prosperity attending it will help to develop the ideal conditions. With the existing conditions, we see at once the wisdom and necessity of some plan like that of the Reading Circle under the supervision of our State Teachers' Association. This is one of the encouraging educational signs of the times in our State. The opportunities of city schools for such work are more favorable; but there are hindrances here also, due to the environments and to the unceasing drill work demanded by most systems.

Another difficulty lies in the prevalent opinion that "text-book literature is all sufficient in the education of a child." A reading course, however modestly small and unpretentious, is regarded by parent, and sometimes by one's fellow teachers, a positive impertinence and interference in the sphere of necessary school work, or as purely a work of supererogation, it being taken for granted that children will read anyhow. "Yet," as Mrs. Burt says, "it is

true that one may find everywhere young men and young women who have never read a standard book and scores of children, often from the best families, who innocently confess that they read only the criminal news in the newspaper." And I am sure that those omnivorous readers among children whose minds are reaching out with a thousand feelers after whatever food they can find, must be saved from the literary debauchery that is made so easy by our age of weak and weakening juvenile literature and of bad literature "deadly as the power of asps." This difficulty will vanish only before a wider and truer understanding of Tennyson's great thought as to culture—"knowledge comes but wisdom lingers," and when we grasp the truth that a well-chosen, thoroughly and enthusiastically pursued course of reading is of the finest disciplinary value to both mind and heart.

Some of our great publishing houses are giving valuable help in overcoming this difficulty by their wise and liberable provision of the best in literature adapted to the different stages of child development, seeking to bring as early as possible into the school the companionship of earth's great souls.

I hope to live to see the day when to grind a child through the mill of a regular series of readers adopted and worn out at the dictate of a city board, or a county board, or that larger honor, a State board, will be reckoned as a cruelty equal to that of Procrustes, who fitted long and short men to his murderous bed.

The day is fast passing when a child, fresh from the world of nature in which it has lived and moved and had its eager, delightful being, coming to the gateway of the pleasant fields of learning, has to force its way painfully through the entrance by a long and tortuous process of "Can you hop, Tom?" "Yes, I can hop so far." "How far can you hop?" and so on *ad infinitum ad nauseam*.

The greatest encouragement the situation presents, the one encouragement that has inspired many a weary, fainting teacher, is found in the blessed children themselves. They just will like the best things if they have only half a chance. They do not dread hard words so much as insipid thought; they will be tripped up a thousand times by short words when they will stumble once over long ones, and will read with expression in spite of being continually "nagged at about the definitions of words" when what they are given to read has in it the life-blood of real thought.

We must make a beginning with literature in the very youngest grades. With what shall we begin? With food convenient for them, and entirely congenial to the child mind—fairy tales, folk lore, myths, "childhood is the myth-making period of life, and a child's mind is one great wonderland of mysteries." Poor beyond expression is the imaginative life of that child who has not revelled in the world where Jack and the Bean Stalk, Jack the Giant Killer, Three Bears, Cinderella, Red Riding Hood, Ugly Duckling, and all that goodly company live in wonderful harmony, and prepare the way for the larger, indeed boundless worlds of Greek mythology, in the cloudland of which one mounts to the conception of high truth without the impertinent *haec fabula docet* wearisome ladder of interpretation marking our modern teaching of morals.

Mrs. Burt states in her admirable book one fact to which I would invite the attention of any one who believes that this myth world is simply a ghost world that makes children dreamy, unpractical and of small and untrained mental capacity: "The brightest pupil I ever had, the one who could pass an examination where two hundred and thirty others failed, the brightest in grammar and arithmetic, and in after years in abstruse philosophy, was brought up on what some call "insane fairy stories."

I am grateful that among the very first books that came

into my outstretched hands, when as a child of seven or eight I stood with curious delight upon the threshold of the world of books, was Hawthorne's Wonder Book, in which some of the old Greek legends and the child mind meet on a pure spiritual level. I can not tell how often I went forth with Perseus to attack the cruel Gorgon and secure the head of Medusa with its snaky locks and fatally beautiful countenance, which turned every beholder into stone. I learned then what constitutes a hero—a great heart, a teachable spirit, dauntless courage, calm patience and divine help for his task. Some years ago when Kingsley's Greek Heroes—blessings upon this heroic, kingly soul of our own century!—fell into my hands for the first time, how delighted I was to find my old friend Perseus portrayed in even more glowing colors, and how good it was to feel in the thirties the same warm glow about the heart that I felt when, as a child, I understood in some subtle, helpful way that the story of Perseus had much of life's meaning in it! How understandingly, with what warm sympathy and untold profit a child may follow the mighty Hercules from the cradle where his baby hands strangled the serpents sent to devour him, to the time when, as a youth, he made his life choice; though the voluptuous maiden Pleasure waved her fragrant garlands and wooed with the brimming wine cup, Hercules followed simple austerity, beautiful virtue, and so began to make ready for his twelve great labors, daring at last the horrors of Pluto's realm and ascending into the skies, having overcome all forms of physical and moral evil. Next to the simple life stories from the Bible, in which, alas! I am afraid our children are not so well taught as they were a generation ago, I know no surer quickener of the imagination, no more healthful food for the mind and heart than the mythical tales of Greece. The story of Perseus placed over against that of Israel's shepherd king, the young David, or that of Hercules over against that of Samson, would give

a parent or teacher excellent opportunity to show the difference between the truth of legend and the truth of history, as the Jewish civilization was nearing its moonlight when authentic Greek history began, and would emphasize in contrast the Hebrew conception of the oneness and purity of God. David going forth to meet the great Philistine in the name and might of the Lord of Hosts is more heroic than human, yet more spiritual than Perseus with his winged cap and shoes, the wonderful shield and sword of Pallas Athene, and the enchanted wallet.

The frequent prejudice that is found among young people to classical studies is due, I am sure, to the fact that they are introduced to them without proper preparation. We give them bones to gnaw instead of fruit rare and delicious, grown from seed planted in the garden of their own youthful loves. The legends of Greece and Rome and simply told biographies of their greatest spirits should follow almost immediately upon the heels of Mother Goose in the nursery, continuing through all the years of childhood, and then when later school begins Latin and Greek it will be simply a new and delightful way of renewing old acquaintances.

I have sometimes found boys and girls as far as the fourth book of the *Æneid*, struggling painfully to get the meaning into the light of English who had no idea of Virgil's story, didn't know at all that it is a story. An account of the Trojan war and frequent recurrences to it until pupils were familiar with main events and characters made the *Æneid* a growing delight instead of a slow process of mental torture.

The heroic age of Greece, that misty morning time in which men loom up as giants, and the gods are seen descending to walk and talk with them; what has not been born of that time in which myth and eternal truth blended! No wonder in the noon of this nineteenth century a little Ger-

man boy of humble but lettered parents, hearing and reading again and again Homer's epics, made up his mind that such vivid pictures did not represent myths but realities, and resolved when he became a man he would find Troy. Holding to this resolve through years of poverty, disappointment and struggle, at last he did find Troy and dug it from the soil of unremembering centuries.

Beginning with the myths we have put into the child's hands the golden keys to unlock art and literature and spiritual truth. Take the mythical element out of art and literature, and what is left of beauty and embodied aspiration? Painting and sculpture would be lost arts, music would lose its grandest harmonies, and life would be dull gray prose.

Banish the mythical and Rome is without an *Æneid*; Greece without an *Iliad* or an *Odyssey*; *Æschylus*, *Sophocles*, and *Euripides* would have been unborn and Greece forever unsung.

In the bold mythology of the North is found the secret of our Anglo-Saxon conquest of the world. Tennyson's genius flowered into its fullest perfection as it warmed itself in the hazy atmosphere of the age of King Arthur and his Round Table. Who would have Tennyson without those exquisite Idylls of the King, with Sir Lancelot the flower of chivalry, "Whose faith unfaithful kept him falsely true"; Elaine, "the lily maid of Astolat, delicately pure and marvellously fair"; Queen Guinevere, "the pearl of beauty, the fairest under heaven"; Sir Galahad, "whose strength was as the strength of ten, because his heart was pure," and the great and gentle King Arthur himself, "the highest and most human too."

How much poorer would Shakespeare's unequalled riches be if we should rob his fame of all the plays based upon legends. Some of his mightiest works would fade into the almost airy nothingness out of which he created them.

"The fairy tale, the myth, excite a child's first, his last and his eternal interest, because that class of reading depicts so strongly, so picturesquely, so humanly, the relation of one living being to another." And Col. Parker happily says that the "proper function of fancy in intellectual life is spirituality."

I close this hasty, somewhat incoherent treatment of my theme with a quotation from the book to which I have alluded more than once in this paper:

"The highest office of reading is not to open the eyes of the child to the evolution of the material world, or to teach him to adapt its resources to his own subsistence; he needs no books for that.

"The greatest hunger of the human soul is not for food. It is that he may better understand soul motives and heart needs; that he may more freely give to the heart-hungry and more freely receive from the soul-full; that he may live out of and away from his meaner self; that he may grow all-sided; that he may look with analytic rather than with critical eyes upon the erring; that he may relish the homely side of life, and weave beauty into its poverty and ugly hardships; that he may add to his own strength and wisdom the strength and wisdom of the past ages; it is that he may find his own relation to the eternal, that the child, equally with the grown person, turns to the songs which ravish the ear and gladden the heart."

ENGLISH IN THE SECONDARY SCHOOLS AS RELATED TO A COLLEGE COURSE.

By CHARLES C. COX, . .

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This is the day of English studies. Texts on both the language and the literature multiply beyond all other publications. Reading circles or university extension clubs are at work upon the subject in every town and city, and a school that does not give a well regulated English course falls behind the progress of the times.

The movement of the study of English is part of the educational development of the century, and has its rise in England, and originally in Germany. Wm. von Humboldt, appointed Minister of Education for Prussia, in 1808, put Germany at the head of the learned world by establishing the University of Berlin in 1810, and reorganizing the secondary schools as related to universities. The gymnasia had prepared directly for the universities, in languages, by teaching the classical tongues, but gradually the mother tongue and other modern languages were added as co-ordinate departments; later, however, to be reduced to subordinate portions of the curriculum. The real schools grew up as middle schools to give, in place of Greek and an extended course in Latin, special training in modern foreign languages and the vernacular, and within the last twenty-five years their pupils, as well as the classical students from the gymnasia, have been admitted to the universities.

This movement to study the vernacular reached England, where the universities and public schools had paid so much attention to the classics that no time scarcely was left for

the native tongue. Oxford, then Cambridge, followed by the secondary schools, established regular chairs of English language and literature.

A systematic course in English embraces four branches of study: (1) the language, (2) the literature, (3) essay work, (4) elocution.

On account of the lack of system and correlation in our educational work the distinction between the secondary and the college course in English is somewhat illy defined at present. In general, the preparatory course is receptive, reproductive, while the higher is critical and creative. The lower course is concerned chiefly with correctness and clearness of style, while the higher superadds force and beauty. The aim of the preparatory course should be: (1) A knowledge of the forms of speech; (2) some acquaintance with the works of leading authors, especially American; (3) ability to write with accuracy, and more or less clearness of style upon simple topics; (4) ability to render intelligibly and appreciatively a production of ordinary difficulty in interpretation.

Of these, in order:

1. Beginning on the language side, there is need to stress, as the foundation of all English study, grammatical analysis. Parsing of words and diagramming of sentences are insufficient preparation in grammar for college; there is required a thorough acquaintance with the logic of the subject. Not one pupil in ten who applies to enter college can tell the difference between a phrase and a clause, what parts of speech they are, and their relations and government in the sentence. It is useless to undertake rhetoric, criticism of literature, essay work proper, and interpretative elocution, until this introductory study be mastered, and consequently the colleges, before they can make any satisfactory progress in their English curriculum, are compelled to review grammar.

Next in the order of language studies comes etymology, which should precede the methodical study of literature. A useful exercise in connection with Kennedy's "What Words Say," or a similar work, is to have written on the blackboard the words of the lesson, each pupil taking a word and dividing into syllables by horizontal lines, and showing prefix, stem and suffix by vertical lines; next, to have the pupil state or write the derivation and meaning of each part, trace the stem through a series of related words, define according to etymology, and then logically according to the present sense, tracing changes in the history of the signification, and lastly, write an original sentence, using the word correctly. While this exercise seems slow and tedious at first, it pays, teaching not only etymology, but also spelling, syllabication, pronunciation, definition, synonyms, and composition.

The foregoing two studies prepare the way for the following work in English language at college: (1) Etymology passes from the secondary schools directly into such college studies as Trench on Words and Whately's Synonyms. (2) Etymology and grammar pass into Anglo-Saxon, History of English, Historical Grammar, Comparative Philology, all of which studies should come at the close of the college course, or be postponed to the university proper.

2. English Literature. There should be more literature in the secondary schools, and it should begin earlier. Literature should go hand in hand with grammar, rhetoric and composition, to supply examples for rules and to teach inductively how material is formulated according to law; moreover, literature supplements the negative process of correcting mistakes and errors in exercises by furnishing for study and imitation good models.

The course in literature should blend with the history of the period, as they contribute to each other, and the one cannot be understood without the other. Instead of a mis-

cellaneous course in both British and American literature for secondary schools I incline to a more representative and systematic course in American literature. (1) This plan gives the advantage of studying American literature and history together. (2) It is a matter of patriotism to begin with our own literature. (3) American literature is a section within itself that can be finished fairly well in the schools, and their courses are already arranged with this end in view. The last two or three years that are expected to be spent at college can then be devoted to British literature and the more advanced American courses. (4) American literature is modern, easily intelligible, generally interesting, sufficiently varied, and prepares by natural grades for other literature.

As to methods in the study of literature in secondary schools: (1) Study authors themselves, and not histories and criticisms of literature. (2) Study literature as literature. Grammar, etymology and rhetoric may make excursions into literature for illustrative examples in elementary branches. Occasionally this linguistic drill is necessary to develop the meaning and force of a passage, but in a regular course of literature do not parse the poets, do not subject them to a monotonous etymological inspection, and do not parade every little figure of speech. Instead of dissecting the bird's throat to see where the music comes from, let us revel in the song. Literature should be made to the young an object of love—a luxury and joy. First, read the extract through as a whole to get the story, plot or course of thought; have the pupil reproduce it in his own words; group into main heads or divisions; give the historic setting and show the peculiar coloring of the time, place and point of view; note episodes, incidents, details and their order; develop the characters; weigh the thoughts and sound the emotional qualities, and compare with similar passages from other sources; point out striking figures, pic-

turesque terms, and the arts of description and narrative; study the vocabulary, synonyms and idioms; paraphrase a stanza; review the construction of sentences and paragraphs; bring out the music, rhythm and verse forms; prove the adaptation of the form to the idea; discuss the poetic justice and moral lessons; and then, to appropriate the beauties more fully, read and reread with proper interpretation and due appreciation, and commit to memory. (3) The teacher should have a working collection for ready reference to be used in reading extracts to the class, in assigning topical reports, and in parallel reading. (4) Have a printed set of test questions to call attention to leading points of study and to serve for review and examination.

3. Composition and Essay Work. In this branch the secondary schools teach spelling, punctuation, elementary rhetoric and writing of compositions. Spelling and punctuation are usually not mastered within the limits of secondary education; and for that matter many never learn them. Nevertheless, we must persevere in teaching these branches through the lower college grades, sometimes up to senior year, if necessary, requiring frequent written exercises and practice. Correct orthography, pointing and capitalization are to be taught as essential parts of the thought. Efforts should be made to improve the preparation of pupils in these requisites.

The elementary rhetoric should teach correctness and clearness of style, general rules for the choice of words, the construction of sentences and paragraphs, the simpler figures of speech, and common verse forms. Entrance compositions for college are generally characterized by marked deficiencies in sentence and paragraph structures, and special drill needs to be given just here.

Some suggestions in composition work: (1) Give precedence to thought and subject-matter over the rules of style.

(2) Assign easy, familiar subjects, or those with which the pupil has an opportunity to become acquainted; as, reproduction of stories, narration or description of observed events, paraphrases, letters, topics from geography, history and literature classes. (3) Teach how to make a plan by collecting on the blackboard random suggestions from the class, and then classifying into heads of discourse. (4) Correct the compositions by marks and marginal comments; if possible, read over the paper with the pupil privately for fuller suggestions; and select the most striking productions for criticism in class, taking time for this purpose from the recitation periods allotted to rhetoric and literature.

4. Interpretative Elocution. English studies are not complete until the thoughts and emotions of worthy discourse are brought by grace and cultivation into the voice for appreciative expression. While ranting declamation is torture to the nerves of the listener, quiet, sympathetic rendition of good literature is the rarest and highest art. Faulty habits of reading on the part of the pupils are due to the imitation, conscious or unconscious, of the preachers and us teachers. Especially needful of correction are the tendencies to indistinct articulation, rapid pronunciation, and last but not least the downward inflections—dropping the voice at every comma, which produces as melancholy effects as the dejected features and curves of the human countenance. In connection with the literature work, a few simple lessons could most profitably be given in breathing, chest tones, enunciation, as well as in the general conception and interpretation of leading forms of literature.

The secondary studies in English may, then, be summarized as follows: Grammatical analyses, simple etymology, two years in literature, elementary rhetoric and punctuation, ability to write a brief essay with correct spelling, punctuation, grammar, observing sentence and paragraph structure and showing a fairly good vocabulary.

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LITERATURE IN PRIMARY GRADES.

By MISS JESSIE SNYDER, COLUMBUS, GA.

Literature has been divided by De Quincey into two branches, the literature of knowledge, which comprises those studies which are given to the child for the accumulation of facts, as history, geography, etc., and the literature of power, or literature as a fine art.

I will ask your attention for a few moments to a consideration of the importance of the latter branch as a part of our primary school curriculum. Possibly there is no subject of educational interest that has been more generally theorized than the subject of literature in the primary school. These theories are of various and sundry kinds. One theorist tells us that the child must read or have read to him only those things which he can understand without conscious or unconscious effort. Another asserts that all reading for children should bear directly upon the things around him, those things within his physical horizon.

Others declare that imaginative literature should be entirely eliminated from the course of reading for young children, and only those selections which deal with facts should be used. Still others, I regret to say, affirm that children who read learn to despise labor, and through their reading become utterly incapacitated for a business life. Numerous other theories have been advanced.

It is a significant fact that not more than about sixty per cent. of our pupils ever reach the grammar grades, and unless teachers have laid the foundation for a wise discrimination of books, the child may justly feel that he has been defrauded of his rights. It is useless to say that parents are equally responsible for this. That does not concern

us as far as our duty lies. Examples are not wanting to show that parents do not always exercise a wise choice in providing for the physical wants of the child. A glance at a school yard during lunch period justifies this statement. So that in all cases we need not hope that their selection of the mental pabulum will be of the wisest. It is a strange fact that those who disregard the laws governing physical digestion are loudest in their opposition to too much studying from books, lest the child's health suffer.

I say, unhesitatingly, that it is as much a teacher's duty to teach her pupils to discriminate between good and bad literature, as it is to teach them the fundamental rules in arithmetic. It is her duty to use every means in her to instill in the hearts of her pupils a deep and abiding love for that which is good and beautiful in literature; to create in them such a thirst for good reading that precludes the possibility of their ever reading undesirable matter. The influence of the early days in school life must play an important part in the moulding of character which is beginning to form. Children then begin to form ideals of what they wish to be. Agassiz wrote to his mother when only ten years of age, "I mean to be the first naturalist of my age," and he was.

Who can measure the teacher's influence over these ideals? How important that her influence should lead them towards the things which are noble, true and honest. Children's lives are shaped in a great measure by the light of ideals. Louisa Parson Hopkins, in an article on "The Utility of the Ideal in Education," said, "Great ideals cherished in the heart grow into a hope and a controlling determination to achieve them." "Only the highest possible ideals should be placed before the child," says Dr. White. Literature is the medium through which the highest results may be reached.

The richest products of human thought are stored in

books, and it is essential that whatever other means of education we use, the door which reveals to us these rich treasures should be placed in the hands of pupils in the primary grades.

As a constant practice in right doing will eventually lead to right doing as a pleasurable preference of the heart, so if children are constantly trained to appreciate the beautiful in literature, later in life they will turn from that which is coarse and seek that which is refining and elevating. Just as a bee absorbs all it wants of a flower, and only that, so will he whose intellect has been rightly trained appropriate to his own use only that which is helpful and uplifting from the literature within his reach.

Any enthusiastic teacher with a love for the beauties of nature will have no trouble in creating in her pupils a taste for good literature. But unless the teacher herself appreciates the value of literature, she cannot properly estimate its service to others. She must feel that it is the great culture study, that it furnishes avenues for training not found in any other branch. It touches the feelings, quickens the mental pulse, creates ideals, incites to noble thoughts and higher living as nothing else in our curriculum can. As a strengthener of the imagination it has no equal in any other study. If we believe Dr. Dewey, who defines imagination as "the power by means of which all other educational activities are carried on," we dare not neglect anything that will tend to cultivate this important faculty.

Those who have studied little children will tell you that the child is by nature a poet. In his preface to "Child Life in Prose," Whittier wrote, "The child is always something of a poet. If he cannot analyze with Wordsworth and Tennyson the emotions which expand his being, within his fullness of life blest above the birds and flowers, he finds with them all nature plastic to his mind and eye." Not

irreverently has Jean Paul said, "I love God and little children; ye stand nearest to Him, ye little ones." Macaulay appreciated this poetic spirit in the child when he said, in substance, if you would become a poet, you must first become as a little child. That grand old writer, Thomas Carlyle, says, "A vein of poetry exists in the hearts of all men; no man is made altogether of poetry. We are all poets when we read a poet well. . . . The imagination that shudders at the hell of Dante, is not that the same faculty, weaker in degree, as Dante's own? No one but Shakespeare can embody out of Saxo Grammaticus the story of Hamlet as Shakespeare; but every one models some kind of story out of it; every one embodies it better or worse." Stories of child life, nature, home life, history, fiction, and mythology, are necessary to the symmetrical development of the child.

To the selection of suitable literature too much attention cannot be paid. We should pick and sort the food for the minds of the immortal charges under our care; should see that the chaff is removed from the wheat—or, better still, that the chaff is crushed out by the wheat—and that the mental food is of the purest and most suitable kind. It is essential that there is real literary merit in what we have chosen, introducing elements of the beautiful in nature and art, true heroism and patriotism. A child's book should be chosen as reverently as his friend's, and if this be done, we need no longer fear his lack of usefulness in life. He will feel as keenly as Emerson that "Noble souls convey their quality insensibly to us," and that "with the great we easily become great, our thoughts and manners become great." If we believe, with Ruskin, that a nation's virtue and progress are written in its art, you must agree with me that a child's virtue depends largely upon the literature he enjoys.

Since the myths were the beginning of the world's literature and enter so largely into all literature of succeeding ages, they are valuable as a foundation. The myth is the key which unlocks the storehouse of the richest treasures of art and literature. The opposition to their use with little children is due, I'm sure, to the abuse of them. A great deal of caution should be used in their selection. Great care should be taken that the teaching of them is in the right direction. They should be selected with reference to the subjects taken up in regular study, never as an isolated thing. The relation and interdependence of all things is one of the heavenly visions to which we hope to open the child's mind; hence, we must always seek to make this harmonious relation apparent. In the earlier ages everything in nature had its myths, but we have grown so practical in these days that we have lost sight of them; let us inspire our pupils to read, love and admire them. Nature grows more alive to them by the beautiful nature myths. They tell in an intensely interesting manner of the wondrous forces, mighty as giants, elusive as fairies, which surround us with their invisible power. In connection with the meteorological observation lessons, the myths of the winds, "Apollo and Phaëton," "Ulysses and the Bag of Winds," etc., will arouse much thought and interest. Children will learn much more of the action of cold through stories of the "North Wind" and "Jack Frost" than they would if the facts were told without these beautiful personifications. Col. Parker tells us that "the child is near the savage in his love for myths and fairy stories; the myth is the shell, the beautiful shell, that has brought truth to us adown the ages. Without the myth we should have very little of the past." He further says, "It is truth coming to the child in the way God intended it to come. . . . If we confine the child to the stern world of

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fact, he becomes a very stern fact, with little thought of the world beyond or faith in spiritual life."

It is often said that the child cannot interpret the myth; he isn't expected to, in every instance, but he can feel its beauty, and at the time when, through his observations, he does see a meaning in the story, he awakens to the fact that he has come into a new world of life and beauty. Some one has said, "A taste of a great thought is far better than a full comprehension of a small one." If the teacher, herself is master of the significance of the myth, her pupils will see much of the meaning, and will feel it more than they see it. The motive for the presentation of the myth must be clearly in the mind of the teacher. So much depends upon the teacher. The light which shines from her eyes will lead her pupils onward and upward. A myth, to be of educative value, must embody some universal truth. Through the myth, unselfishness, heroism, sympathy with nature, kindness to the weak, and many other ethical qualities are developed.

We must make no less careful discrimination in our selection of fairy tales. All fairy tales are not suitable for the young mind. Felix Adler tells us that "Fairy tales may be divided broadly into two classes; one consisting of tales which ought to be rejected, because they are really harmful, and children ought to be protected from the bad influence; the other, of tales which have a beautiful and elevating effect, and which we cannot possibly afford to leave unutilized." Dr. Hailman very strongly urges against the use of the former class. He complains of having been fed on such stories when a child, and claims to be laboring under the pernicious effects of them to this day. Not only does the selection, but also the presentation, require great care. It is essential that the child get the right impression, for the impressions of the child are so strong and his mind so susceptible that it is highly important that only

that which is correct in form, thought and expression should be presented to him. Allow me to say, *en passant*, that no forced attempt to point the moral of the story should be made; if the story is understood, the lesson it teaches will sink deep into the impressionable hearts of the little ones.

"Children love to hear of children," says Longfellow; so we must not omit the stories and poems of child life. Children see themselves and their experiences in the characters and experiences described. Only those in which the emphasis is placed upon what the children do should be chosen—not upon what they say and think. What child has not been thrilled with admiration of the hero of "A Leak in the Dyke," or moved to generous impulses over Kate Douglas Wiggin's "The Bird's Christmas Carol," or felt the glorious beauty of Ouida's "Little Dog of Flanders," or aroused to patriotic feelings over "Paul Revere's Ride"? Louisa Alcott, Francis Hodgson Burnett, Thomas Nelson Page, Kate Douglas Wiggin, and I would not for the world omit Eugene Field and a number of others, afford us an abundant supply of suitable literature. We are under very heavy obligations to Jane Andrews, who gave us, among other excellent books, those which describe the child life of seven different races, "The Seven Little Sisters" and "How the Sisters Proved Their Sisterhood." Longfellow's "The Song of Hiawatha" is admirably adapted to the study of Indian life. This has been found to be intensely interesting to little children.

What more beautiful picture of home life would you wish than Whittier gives in "Snow-Bound."? He, too, must have loved the fairy tales. I recall two portions of this winter idyl. When the boys, in obedience to their father's command, cut a path through the snow, he says:

"And where the drift was deepest made,
 A tunnel walled and overlaid
 With dazzling crystal; we had read
 Of rare Aladdin's wondrous cave,
 And to our own his name we gave,
 With many a wish the luck were ours
 To test his lamp's supernal powers."

Again, when at night, all had gathered around the
 hearthstone, while outside their own warm hearth seemed
 blazing free, childish fancy whispered the old rhyme:

"Under the tree, when fire outdoors burns merrily,
 There the witches are making tea."

In the stories of earth's great heroes, the child should
 never be allowed to lose sight of the fact that all ideals (no
 matter how noble, how true, how beautiful) can only
 approximate the "One Perfect Life." He should be made
 to know that all good emanates from this "Source," and
 that only goodness and purity can return to God. That no
 evil can inherit eternal life except as a curse.

John Burroughs has written so delightfully of nature;
 he has made the birds and bees talk to us, and has
 revealed beauty in many ways. Miss Burt showed a just
 appreciation of Burrough's works by basing her little
 "Nature Readers" on his essays.

I referred in the beginning to those who claimed that a
 love of books led children to despise labor. I assert that
 when children grow up to despise manual labor "because
 their book learning has raised them above mean toil," it is
 wholly the fault of the teachers who have trained them.
 None can become so learned, so wealthy, that they are
 exempt from God's command that all mankind shall eat
 bread by the sweat of his brow. And so the doting father,
 the fond mother, need no longer fear that their boy and

girl will become incapacitated for work because they enjoy good reading. Choose the child's teacher—the teacher that will heighten and broaden his intellect until he will scorn the “bookworm” who labors not. We would, under no circumstances, omit the literature of labor. There are poems, through which labor becomes dignified in the eyes of the child. Do you suppose that there were many children in Cambridge after “The Village Blacksmith” appeared, who did not have the profoundest respect and admiration for the man “with large and sinewy hands,” who, in his shop, “under a spreading chestnut tree,” toiled “week in, week out.”? Will “The Corn Song,” “The Huskers,” “The Lumberman,” by Whittier; “The Wise Fairy,” “The Shoemaker,” by Alice Cary; “The Rope Walk,” “The Building of the Ship,” by Longfellow, fail to bring out the moral that “All labor is noble and holy”? that it builds, strengthens and ennobles man's entire nature? Will they not realize that physical labor is a part of the divine plan for mankind's growth, a blessing and not a curse? Through these readings, the blacksmith becomes more than a blacksmith, the farmer more than a farmer, the shoemaker more than a shoemaker. Children will realize that we have a deeper relation to the world's workmen than those of respect and gratitude for their labor.

Whoever says that love of books interferes with success in a business career lays himself open to correction. As some kind of relaxation must take its turn with business, it will be profitable, or useless, according to circumstances. Hence, the necessity of providing for that which is useful. The love of books supplies a man's mind with such vast resources of enjoyment. In early life it is a delightful recreation to him, broadening the mind and enlarging the heart. In old age, when his society is necessarily circumscribed and he is unable to join in the bustle of the world,

he draws on his stores of literary matter, instead of dwelling upon the unpleasant memories of the past. It is an undeniable fact that love of good literature is friendly to good manners and upright conduct, which, in every profession, is the high road to respect and success. Consequently our faculties and principles are equally improved. In every business the man who can think rises superior to him who can only labor.

By all means give children "whole pieces, not fragments." They are unsatisfactory alike to young and old. The reason is obvious; fragments do not give the child any sense of totalities or idea of the relation of part to part, like whole pieces give us units. This is the great objection to the ordinary school readers; their contents are too fragmentary and the power of great literature is lost in them. Dr. Maxwell, in an address, said, "There is nothing sadder in a child's school life than that he should be compelled to read over and over again for five months some fifty or sixty pages of the ordinary school reader, until he knows them by heart. If he could have been reading over and over, instead, the same amount of great literature, which he could never forget, instead of the little literature, which he can never remember, how immeasurable would be the gain?" Many classics are now published in such form and at such prices as to make them available as school readers.

In my remarks, I have endeavored to be practical, not original. I couldn't be original if I would; 'twould be egotism to attempt it. The views which I have expressed are mine only from the fact that I have imbibed them from the writings of, and personal association with, those who have studied the matter thoughtfully and carefully. These, with my own practice in the schoolroom, have I given to you.

Perhaps your work will be slow at first; all reform work

is. We cannot overcome all the obstacles in our own characters at once. Certainly we should not hope to mould the minds of fifty little children and fashion them as we will without patience, repetition and eternal vigilance.

“Heaven was not reached in a single bound,
But we build the ladder by which we rise
From the lonely earth to the vaulted skies,
And we mount to the summit round by round.”

BY MISS E. H. MERILL.

The subject of literature in the lower grades is of vast importance. The foundation determines the size, strength and duration of the structure. The love of good and worthy books, the power to appreciate noble sentiments, the keen perception of proper figures, of well placed words, can only come after the eye, ear and mind have been trained to act in harmony. The habit of careful study of whatever is read, instead of the rapid skimming to get the story, alone can furnish a sure foundation for broad intellectuality and steady mental growth.

That word growth suggests that I change my figure; that I refer you to that "berel" of the twig which prefigures the forest tree of later date; that I recall to you the wise man's promise of the lasting effect of early training in the moral sphere. This holds out then the sure reward for our efforts. We labor in hope knowing that this same care will become a habit of our young pupils for after life. Let us help them to select beautiful passages, well turned phrases, to store in memory these "gems" of thought for idle hours or future needs. Let them early learn to reproduce the story; to select the salient points; again to omit no telling stroke, no dainty touch. All we, no doubt, have been woefully disappointed in these reproductions, for it is one form of work the average child dislikes, and only years of training can make it a pleasure or success. Yet this method is the best for the study of models and for gaining a good style.

Along with this reading for style and matter, the child should be taught to observe the form of words and thus

become proficient in spelling. The deaf and dumb, they say, rarely misspell; shame on us, that we who have all the senses fail so often just here.

True elocutionary training is here both a requisite for correct understanding of the subject-matter, and a necessary outcome of such understanding.

Therefore, give all attention and diligence to the subject of literature in the beginner's classes, for the youngest pupils are the hope of the schools.

GEORGIA STATE TEACHERS' ASSOCIATION.

(COLORED.)

The sixteenth annual session of the Georgia State Teachers' Association was held in Macon in Steward's A. M. E. church from June 29th to July 3d, 1897.

The president, William E. Holmes, was in the chair, and there was present a body of enthusiastic, representative teachers from various parts of the State.

The program consisted of a wide range of subjects, and they were intelligently and thoughtfully discussed. It consisted of departments, as has for several years been the case, and over each of these a chairman presided.

Common, high school and college education were made departmental subjects, as was also industrial education. Literature and music, too, received special attention. At stated intervals addresses bearing on some branch of the profession of teaching were delivered by persons eminently fitted to perform that duty. Among the most inspiring of these was that delivered by Georgia's patriotic and progressive commissioner of education, Hon. G. R. Glenn, who willingly accepted an invitation to be present and speak before the Association.

The Association is planning to establish a Chautauqua so that it may be able to devote more time to the consideration of matters relative to teaching and the science of education.

WM. E. HOLMES.

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THE STATE ASSOCIATION OF BOARDS OF
EDUCATION.

The following are the minutes of the meeting of the members of Boards of Education of Georgia, held at Hawkinsville, Ga., on May 9, 1897:

In response to an invitation extended by the secretary of the Ocmulgee Chautauqua, members of Boards of Education of several counties of the State met at Hawkinsville on May 9, 1897, and formed an organization, having for its object the advancement of public school interests, arrangements for the meeting having been made by the secretary of the Chautauqua and the president of the Board of Education of Pulaski county.

After the meeting was called to order, Hon. C. R. Warren, the president of the Pulaski county Board, stated the object of the meeting, and upon motion of Mr. Geo. M. Napier, of Walton county, Mr. C. R. Warren, of Pulaski, was elected temporary chairman, and Mr. R. J. Arnold, of Henry, temporary secretary of the organization.

Upon motion of Mr. I. J. Holder, of Pulaski, permanent organization was effected by the election of the above named officials as permanent officials.

Mr. Napier, of Walton, offered a resolution providing for the appointment, by the chairman, of a committee of five to draft a constitution and by-laws for the organization.

The resolution was adopted and the chairman appointed the following as members of the committee:

G. M. Napier, of Walton, chairman.

H. L. Middlebrooks, of Hancock.

T. H. Kimbrough, of Harris.

J. R. Monroe, of Wilcox.

J. P. Cobb, of Gilmer.

Mr. T. H. Kimbrough, of Harris, moved that the chairman be authorized to appoint an Executive Committee to consist of three members.

Mr. H. L. Middlebrooks, of Hancock, offered an amendment providing that the chairman and secretary be added, making the membership of the committee five.

The motion was adopted as amended, and the chairman appointed the following as members of the committee:

T. H. Kimbrough, of Harris, chairman.

J. F. Lovett, of Screven.

G. C. Bell, of Hancock.

C. R. Warren, of Pulaski.

R. J. Arnold, of Henry.

Mr. G. C. Bell, of Hancock, moved that the association be known as "The State Association of Boards of Education." This motion was adopted.

It was decided to hold the meeting of the association for 1898 at Macon, Ga., on the same date that the meeting of the Association of County School Commissioners is held. The meeting was then adjourned.

R. J. ARNOLD, Secretary.

Mr. J. N. Rogers, of Washington, offered the following motion:

"That district institutes, to meet annually at such places as may be designated by the State School Commissioner and members of the County Boards of Education, be organized for the special instruction of County Commissioners and members of County Boards; That these meetings be under the direct supervision of the State School Commissioner, and that he furnish such instruction as will in his opinion be necessary to thoroughly instruct such meetings in practical school matters, and all other questions, a thorough understanding of which is essential to the best work to be done by County Boards and County Commissioners."

After discussion, the foregoing motion was laid on the table. The matter of indorsing and transferring teachers' licenses from one county to another was freely discussed by E. B. Warren, Maddox, Evans, Williams, Wall, Henley, Smith and others, and a motion recommending against such practice was laid on the table.

State School Commissioner Glenn made some announcements in regard to the next teachers' examinations, and especially advised that notice be given that teachers must be examined in the counties where they expect to teach.

Col. Morgan, of Warren, offered a motion to the effect that we recommend that State licenses now in existence be revoked, after a two years' notice, and new examinations be required of the holders, but as it was thought that such a law would not be operative, the motion was tabled.

Commissioner Glenn then explained the only manner in which a State license could be revoked. On motion, the text-book was made a special order for 8 o'clock to-morrow morning.

Adjourned to 8 a.m. to-morrow.

M. L. DUGGAN, Secretary.

SECOND DAY.

Hawkinsville, Ga., May 5, 1897.

The convention was called to order at 8:15 a.m. by the president.

The special order was displaced temporarily, and the president addressed the convention, explaining his policy in several matters. A motion to lay on the table the special order (the text-book question) failed.

The speeches were limited to one of not exceeding five minutes from each member, except the mover, and the convention proceeded to the consideration of the following offered by County School Commissioner Morgan:

Resolved, That it would be unwise to adopt a uniform series of text-books for the State."

The resolution was freely discussed by the following, a call for the previous questions during the discussion having failed:

Morgan, of Warren.

Reid, of Jasper.

Napier, of Walton.

Ware, of Pulaski.

Williams, of Miller.

Wall, of Elbert.

Williams, of Berrien.

Welch, of Dougherty.

Henley, of Pickens.

Wooding, of Banks.

Daniel, of Henry.

Lamar, of Baldwin, and others.

Upon a vote on the resolution, it was accepted—yeas 46 to nays 19.

An informal and interesting discussion was then held on "What Constitutes a Legal Visit to the School?" by Reed, Morgan, Rowland, Farley, Rogers, Welch and others.

The president read a telegram from the mayor of the city of Macon, inviting the Association to hold its next annual meeting in that city.

The following places were put in nomination for the next Meeting: Macon, Milledgeville, Gainesville, Warm Springs.

The city of Macon receiving the majority of votes, it was announced that the next Annual Convention of County School Commissioners would be held in that city at the call of the president.

Adjourned.

M. L. DUGGAN, Secretary.

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**THIRD ANNUAL MEETING OF THE GEORGIA
 STATE SCHOOL COMMISSIONERS'
 ASSOCIATION.**

Hawkinsville, Ga., May 4, 1897.

The third annual meeting of the County School Commissioners' Association of Georgia was called to order at 2 o'clock by President G. R. Glenn. An informal meeting of the County School Commissioners with teachers and members of County Board of Education had already been held on yesterday, at which considerable interest was developed in a discussion on the subject of corporal punishment in the schools, and participated in by State School Commissioner G. R. Glenn, Prof. Fitzpatrick, Prof. Ware and many others, and also an encouraging speech from Gov. Atkinson.

On motion of J. N. Wall, M. L. Duggan, of Hancock county, was elected secretary. The president made some appropriate remarks, and the secretary was instructed to perfect the roll of commissioners present.

The following commissioners were in attendance:

Hon. G. R. Glenn, State School Commissioner.

COUNTY SCHOOL COMMISSIONERS.

NAME.	COUNTY.
A. T. Fountain	Pulaski.
N. N. Marchant	Colquitt.
J. T. Hagin	Bulloch
W. S. Moore	Sumter.
M. Dickson	Irwin
L. M. Simmons	Gilmer.
J. N. Wall	Elbert.
T. P. Windsor	Telfair.

NAME.	COUNTY.
E. Y. Bowen	Wilcox.
J. N. Rogers	Washington.
Chas. Banks	Appling.
D. P. Hill	Monroe.
R. A. Clayton	Bartow.
T. E. Williams	Berrien.
M. L. Duggan	Hancock.
H. E. Smith	Jefferson.
H. M. Kaigler	Oglethorpe.
J. B. Martin	Liberty.
L. C. Rosser	Walker.
H. W. Wooding	Banks.
J. R. Williams	Miller.
A. S. Morgan	Warren.
R. M. McCaslin	Meriwether.
T. H. Robertson	Hall.
Thos. F. Jones	Earley.
R. N. Lamar	Baldwin.
W. A. Reid	Jasper.
H. J. Arnett	Screven.
W. S. Ramsay	Lawrence.
T. H. Dozier	Clarke.
J. S. Bradwell	Decatur.
M. R. Russell	Carroll.
A. H. S. McKay	Jones.
L. E. Welch	Dougherty.
J. D. Smith	Crawford.
B. S. Fitzpatrick	Twiggs.
J. Bishop, Jr.	Dodge.
C. H. Smith	Clinch.
F. J. Johnson	Muscogee.
W. A. Farley	Harris.
E. G. Green	Dooly.
W. Z. Spinks	Paulding.

NAME.	COUNTY.
L. B. Evans	Richmond.
J. R. Long	Lee.
C. S. Maddox	Butts.
J. C. Daniel	Henry.
J. O. A. Miller	Spalding.
John W. Henley	Pickens.
D. P. Reiser	Effingham.
J. H. Rowland	Johnson.

www.libtool.com.cn PEABODY FUND.

Below is given the amount received from the Peabody fund for each year, from the year 1868, up to and including the present year, the total amount being \$154,229.52.

1868	\$ 8,562 00
1869	9,000 00
1870	6,000 00
1871	3,800 00
1872	6,000 00
1873	13,750 00
1874	6,500 00
1875	9,750 00
1876	3,700 00
1877	4,700 00
1878	5,400 00
1879	4,400 00
1880	1,300 00
1881	1,600 00
1882	4,300 00
1883	3,500 00
1884	2,500 00
1885	2,000 00
1886	2,500 00
1887	2,000 00
1888	1,200 00
1889	4,553 00
1890	4,635 00
1891	6,746 00
1892	6,040 00
1893	6,600 00
1894	4,906 20
1895	4,262 40
1896	6,862 46
1897	7,162 46

\$154,229 52

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PEABODY INSTITUTES.

Fourteen Peabody Institutes, for the normal instruction of the colored teachers, were held in the State this year, at points where they were most accessible to the greatest number.

The session of each institute was of two weeks duration and the work done cannot fail to have very beneficial results.

The total enrollment was nearly 1,800, or about two-thirds of the colored teachers of the State. While the attendance upon these institutes last year was good, the increase this year was marked, and illustrates the appreciation on the part of a great majority of the colored teachers of the advantages afforded by these institutes, and shows their desire to equip themselves as thoroughly as possible for the work of educating their own race.

Some of the foremost and best colored teachers of the State were engaged as instructors in these institutes, and with but few exceptions, their work was very satisfactory.

Further information concerning the Peabody Institutes is given in a letter to Dr. J. L. M. Curry, general agent of the Peabody fund, published elsewhere.

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REPORT TO DR. J. L. M. CURRY, GENERAL
AGENT PEABODY FUND.

Atlanta, Ga., August 5, 1897.

Dr. J. L. M. Curry, Washington, D. C.:

My Dear Dr. Curry—I am glad to report a continued growth of the educational sentiment in Georgia. I have visited every one of the 137 counties within the last two years; have made a great many speeches on education; have traveled about 60,000 miles within the State, and have given in this time, a close personal study of our actual educational condition. I am glad to find everywhere that the common people are becoming more and more interested in the education of their children.

My first thought in coming into this office was to arouse the common people of the State. I felt sure that any common school reform to be successful, would have to attract and enlist the support of the people of the rural districts.

When I went before the last legislature with an appeal for an addition to our school fund of \$400,000 a great many people laughed at the mere suggestion that a Georgia legislature would appropriate so large a sum. But these doubting Thomases did not know as I did, that a majority of these legislators came fresh from a constituency that had been canvassing very thoroughly, the educational situation.

A great many members of the legislature came with positive instructions from the people to vote for any educational measure that would give the people of the rural districts longer school terms and a higher grade of teachers.

I may say also that perhaps no act which the last legislature passed has been more heartily approved by the

people at large than the act appropriating an additional \$400,000 to the common school fund.

Within the past two years we have built more schoolhouses in Georgia than have been built in perhaps twenty years previous. In a number of counties we have built as many as fifteen or twenty new modern schoolhouses with modern equipments. There is no county in the State that has not either built several new schoolhouses or improved the old ones. This work of building new schoolhouses continues with increasing interest everywhere. At the present time there are a great many buildings in the course of construction. I am determined to make the next year a notable year for Georgia in the erection of new school buildings. The people have a mind to work in this direction. The attractive modern buildings that we have already erected have only increased the demand in other communities for similar buildings for their children.

I am glad to tell you also that the sentiment in favor of local tax is growing everywhere in the State. By the end of next year I shall hope to have a local tax levy in force in a great many counties in the State. The prejudice which I found well nigh universal when I came into office, against the local tax idea, is gradually melting away, and the people everywhere are beginning to see that Georgia must take another great educational step, by the enforcement of the local tax on the part of every county that receives State aid. I think that I have brought our people to see very clearly the truth of this proposition: It is safer and wiser for the people to levy a local tax to establish a school system that will save the children from becoming vicious, than it is to levy a local tax to punish the children after they have become criminals.

In many of our counties the records have shown that a great deal more money has been expended from year to

year in detecting, convicting and punishing criminals, than has been expended on all of the children of school age in the county. You can see what an appeal could be made to the people and how the hearts of the fathers could be turned to the salvation of the children with such a record as this.

After what I have stated above, you can well understand that I look hopefully to the future. If I live and remain in this office a few years longer, and a good Providence shall give me health and strength, Georgia shall take a long stride upward. The next census of 1900 shall show that we have illuminated a great deal of the dark territory that now marks a domain of illiteracy.

ATHENS NORMAL SCHOOL.

The Normal School at Athens is doing a great work for the State. It has enrolled this year three hundred pupils, all of whom are teachers in the service of the State.

The faculty of that school has been greatly strengthened by the addition of Professors Branson and Earnest, formerly connected with the Normal and Industrial School at Milledgeville, and Miss Ida Young, a distinguished graduate of the Peabody Normal. I do not know anywhere a school that has a more earnest body of students and a more united and harmonious faculty.

The State is now giving this school \$22,500 per annum, and I am satisfied that the legislature will continue to appropriate, from year to year, all that is necessary for the adequate support and enlargement of the institution.

Capt. S. D. Bradwell, the president, has managed the finances of the school with consummate ability. The average cost for board, washing, lights, books and all inci-

dental expenses to the pupils does not exceed \$7.00 per month.

I have paid to this school from the Peabody fund \$900, the amount which you have sent me for this purpose.

THE NORMAL AND INDUSTRIAL SCHOOL AT MILLEDGEVILLE, GEORGIA.

The Normal and Industrial School at Milledgeville has just closed another prosperous year. The enrollment has been larger than ever. President Chappell informs me that about two hundred applicants had to be turned away during the last session because there was not more room for their reception in the dormitories.

The normal graduates of this school are doing very great service in the common schools of the State. I find them everywhere, from the mountains to the sea-board, and the transformation that they are working in the life of the communities, is in many instances simply remarkable.

President Chappell says: "The Model School connected with the Normal Department enables us to give our normal students the finest kind of practical training. The school consists of about 120 children, from six to fifteen years of age. They are divided into eight classes corresponding to the first eight grades in the best city public school systems. These classes are in charge of three expert normal training teachers and occupy three well furnished, well equipped rooms in the main college building. The classes are taught largely by members of the Senior Normal class, under the careful direction and supervision of three training teachers, and of the gentleman who is at the head of the normal department. The schedule is so arranged that in the course of the year every member of the Senior class has very considerable experience in teaching every one of the eight grades.

~~This practice~~ teaching in the Model School is of inestimable value to our pupil teachers. It trains them as they could not be trained under any other conditions, to apply practically and skillfully the principles of pedagogy that they have studied in the previous years of their normal course. We have the strongest possible proofs of the great benefits of this practical training. From all parts of Georgia where our graduates are teaching in the public schools of the State and in the city graded schools, we are constantly getting gratifying intelligence of their splendid work, and they themselves almost invariably attribute their success mainly to the training they get in our Model School. Scores of them have said to me or written to me, in effect: "I would not take anything for my Model School training; it has helped me so much."

This Model School is supported almost entirely by the Peabody education fund. The salaries of the three training teachers are all paid from that fund, the incidental expenses being defrayed by a small fee charged the pupils. But for the generous aid given us by the Peabody fund, it would be entirely impossible for us to have a Model School, and the absence of it would make our normal department almost like the play of Hamlet with the part of Hamlet left out.

The Peabody fund also aids us materially in furnishing the best instruction in free-hand drawing and in sight-singing to our normal pupils.

A part of the salary of the teacher of each of these branches is paid from the Peabody appropriation; but for this aid, we should be forced either to dispense entirely with one of these teachers, or else employ in both cases inferior teachers at low salaries."

The President has drawn this year from the Peabody fund \$220.00, as you will see from the statement of the receipts and disbursements from December 14th, 1896, to August 1st, 1897.

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PEABODY INSTITUTES.

I have devoted the money which you sent me last year and this for the Peabody Institutes exclusively to the colored teachers, because they needed it most. I have already held this year thirteen Peabody Institutes for the colored teachers at a cost of \$1,600.00 and have more yet to be held. I shall reach in this way, during the summer, nearly all of the colored teachers in the State.

I have employed, for the most part, the most capable teachers of the race in Georgia as institute conductors. Where this could not be done, I have had some of the most cultured and capable white teachers to conduct the Institute. The results have been everywhere most gratifying. Some of the best work I have ever seen done anywhere has been done by some of these cultured men and women of the colored race in Georgia.

It has been an inspiring and helpful indication of the rapid advancement of educational thought among the people of that race.

In a number of places the Institute has been aided by contributions from the counties and the conductors have been reasonably well paid for their services.

So universal has been the demand among the teachers for longer institutes, that I shall ask the legislature to make the institute attendance hereafter compulsory for at least one month and provide adequate pay for the conductors for this length of time.

I mention another matter in this connection that I am sure will be gratifying to you and the Board of Trustees of the Peabody education fund.

There is a growing sentiment in Georgia in favor of the establishment of a normal school for the training of colored teachers.

I shall present this matter also to the next legislature. I

hope we shall soon be able to establish a school similar in character to the one at Athens for the colored teachers of the State.

This, you will observe, will be a direct outgrowth of the Peabody Institutes for the colored people sustained by the Peabody fund for the last two years.

PEABODY AGENCY.

I must add one word more concerning the noble agency provided by Mr. Peabody "for the suffering South, and for the good of the whole country."

The spirit of the great benefactor and of the "brave, honest and noble-hearted friends of mankind," who compose the splendid company that have administered this princely gift to the children of the South, is pervading every institution and every individual that has been blessed by the Peabody fund. More than any other agency, this Peabody agency has been instrumental in educating the masses into peace. As far as I have been able to observe, the Peabody institutions have about them and through them, this distinctive atmosphere of peace.

It has been a new translation, as well as a new interpretation of the glad message of the olden times of "Peace on earth and good will to men."

Those who have been educated at the schools, that receive assistance from the Peabody fund, delight to call themselves the beneficiaries of a great and good man. They delight to tell the children whom they teach the simple and beautiful story of George Peabody's splendid career. I have noted with infinite pleasure the stress that even the negro teacher in the Peabody Institute lays upon the name of Peabody as he declares himself a learner in the Peabody Institute.

The Peabody fund has come to mean, in the public

mind in Georgia at least, an agency furnishing help to those who will help themselves. In this way the Peabody agency is transmitting the spirit of George Peabody's noble life down into generations that are yet unborn. In all the swelling streams of the growing, widening Southern civilization there will be a constantly increasing current that will continually clarify and sweeten and calm the whole stormy flood and by and by a beautiful river of peace shall gladden the hearts of this Southland people yet to be. Of all the sources of that stream that is to bring healing to the people and joy and peace to the nation, men shall turn to none with more rapture than to the new fountain of life that was opened in America when George Peabody was born.

The people to whom he shall bring a great light shall multiply with the rolling years and children of children yet to be, will bless and crown his name.

Yours very truly,
G. R. GLENN,
State School Commissioner.

PLAN OF GRADING FULTON'S SCHOOLS.

To the Board of Education of Fulton County:

Gentlemen—Without close and careful supervision, public schools cannot be successfully carried on. The present unsystematic method of classifying and teaching in the common schools makes accurate and effective supervision next to impossible. The lack of uniformity, the absence of system, and the aimlessness in the work of the rural schools that exist in almost every other section of the State, are quite as apparent in Fulton as in other counties. The blame for this condition does not attach altogether to either teachers, patrons or school officials, but all here contribute more or less to bring it about.

To get the best results in school work the governing authority must provide a definite system operating uniformly upon all sections. The teacher must have a definite amount of work to do in a given time, having the minimum as a basis. This will serve to inspire the effort necessary to conform to the requirements made. The child must have an object constantly before it to be attained. This is a strong incentive to ambitious children and does much to kindle a laudable ambition in the minds of the indifferent. The parent must accord a willing co-operation to all. And when the parent fully understands the importance of conforming to the plan arranged for his child's education, there will be far fewer absences and far less indifference to educational work generally. When we remember that these important factors in the conduct of public schools have been but slightly considered, is it to be wondered at that common school work has been unsatisfactory?

When teachers having charge of the same school but a

few years at least, are permitted to exercise their discretion as to what shall be taught at different periods of the child's advancement, it is not at all surprising, that after a school has undergone a change of teachers two or three years in succession, the advancement of the child is disjointed and provokingly awkward. The interest of the child imperatively demands that there should be some well arranged *plan* for its education carefully outlined from the beginning, and that the course so arranged should be observed from the day the child enters school until it leaves. In no other way can proper work be done.

The liberty which for many years has been accorded teachers of the common schools of giving instruction in branches foreign to a common school course, and not contemplated under our common school laws, while permissible, if not wise, in the infancy of our system, is proving harmful now to common school work. I do not mean to say that higher branches properly taught are not beneficial, but I do claim that all the time thus given to high school work by a teacher in the employ of the County Board of Education is to the neglect and detriment of the children in the lower grades who are rightfully entitled to all the teacher's time. The Constitution of the State and the laws made in pursuance thereof clearly define what shall be taught in the common schools. To allow teachers to take any considerable portion of the time allotted to common school work, in teaching branches beyond the curriculum so fixed, not only prevents systematic work, but is a positive perversion of the public school fund.

To meet properly the conditions which I have called attention to above, and to make our school work more effective and uniform, I have arranged the following course of study, covering nine years of six months each, which I recommend for your adoption.

NOTES.

In looking over this outline it will be observed that in some of the studies the point of advancement is not clearly stated. The omission is made necessary by reason of the fact that the course will require a change in many of our text-books, and until they have been adopted, definite divisions cannot be made.

In carrying out this course, a large discretion should be allowed the teacher. The Board in adopting the plan of work makes known what will be required in a given time. I recommend that the teacher be allowed to arrange the division of time as to hours to be devoted to each branch to suit his own ideas, subject, of course, to the revision of the commissioner in the event it should appear that by the teacher's arrangement the work cannot be satisfactorily performed.

The school year of six months is divided into two terms of three months each. At the end of each term written examinations for all grades proposed by the commissioner should be sent to all teachers. Upon the result of these examinations, together with the class of work of the term, promotion should be made. At the end of each term opportunity should be allowed pupils making more rapid advancement than their classes to skip half grades, upon written examinations. By this plan a child is confined to one class.

By the above course, operated as briefly hinted at, in nine years of six months each, we will be able to give the children of this county a thorough common school education.

Respectfully submitted,

R. J. GUINN,

County School Commissioner.

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BRANCHES OF STUDY.

BRANCHES OF STUDY.

	READING.	SPELLING.	WRITING.	ARITHMETIC.	GEOGRAPHY.	LANGUAGE.	HISTORY.
FIRST YEAR.	From chart.	From chart.	Copying words from chart or slate or script and print.	Counting and writing numbers to 50.		Teach to note, and correct errors in speech.	
	First Reader.	Words from reading lesson.	Copying words and short sentences from 1st Reader on tablets.	Counting and writing to 100. Addition and subtraction, oral and written, with numbers to 10.			
SECOND YEAR.	Second Read'r.	Words from reading lesson. Written recitation three times each week.	Copy Book No.—	Addition, Subtraction and Multiplication Table work to 10.	Oral work. Teach direction and distance.	Same as above.	
	Second Read'r.	Word Primer. Written recitation three times each week.	Short sentences from reader by dictation, and Copy Book No.—	Primary Arithmetic.	Continue oral work. Teaching home geography, direction, etc.	Same as above.	

THIRD YEAR		1st Half		2d Half	
Third Reader.	Word Primer, and words from various lessons, written mostly as above.	Copy Book No. —	Second Book, through Multiplication.	Primary. Learning natural divisions of land and water, shape of the earth, etc.	First Book to —. Short stories by teacher, in connection with reading lessons, biography and novels. (Weekly).
Third Reader.	Complete word.	Copy Book No. —	Second Book to Fractions.	Complete Primary book.	First Book to —, and Simple Composition.
FOURTH YEAR		1st Half		2d Half	
Fourth Reader.	Word Book to — three written recitations each week.	Copy Book No. —	Second Book through Fractions.	Second Book to —.	First Book to —, and simple exercises in composition and letter writing; one each week. (Weekly).
Fourth Reader.	Word Book to — three written recitations each week.	Copy Book No. —	Complete Second Book.	Second Book to —.	First Book to —, and simple exercises in composition and letter writing; one each week. (Weekly).
FIFTH YEAR		1st Half		2d Half	
Supplementary, Classical and historical, as follows:	Word Book to —, continuing written recitations three times each week.	Copy Book No. —	Third Book to Decimal Fractions.	Second Book to —.	Stories by teacher. History or Biography, in connection with reading lesson. Reproduced in writing by pupils. (Weekly).
Supplementary. As above.	Word Book to —, and written recitations as above.	Copy Book No. —	Third Book to Percentage.	Complete Second Book.	Second Book to —, and exercises in composition or letter writing once each week.

BRANCHES OF STUDY—Continued.

	READING.	SPELLING.	WRITING.	ARITHMETIC.	GEOGRAPHY.	LANGUAGE.	HISTORY.
SIXTH YEAR. 2d Half. 1st Half.	Supplementa- ry. Classical and historic- al, as follows:	Word Book to —.	Copy Book to —.	Third Book. Per- centage, to —.	Advanced to —.	Second Book to —, with weekly exercises as be- fore.	Continue histor- ical stories as in fifth year.
	Same as above.	Word Book to —.	Copy Book to —.	Third Book. Through Per- centage.	Advanced to —.	Second Book to —, and as above.	
SEVENTH YEAR. 2d Half. 1st Half.	Supplementa- ry. As before.	Word Studies to —.	Copy Book No. —.	Third Book to —.	Advanced to —.	Advanced Gram- mar to —. Com- position contin- ued.	United States to —.
	Same as above.	Word Studies to —.	Copy Book No. —.	Complete Third Book.	Advanced to —.	Advanced Gram- mar to —. Ex- ercises as above.	United States to —.
EIGHTH YEAR. 2d H. Y. 1st Half.	Supplementa- ry. As before.	Word Studies to Grade all written work for Pen- manship.		Advanced to —.	Advanced to —.	Advanced Gram- mar to —. Com- position or let- ter writing each week.	United States to —.
	Same as above.	Word Studies to —.		Advanced to —.	Advanced com- pleted.	Advanced Gram- mar to —. Ex- ercises as above.	United States to —.

NINTH YEAR. 2d Half. 1st Half.	Supplementa- ry. As before.	Grade all written work for Pen- manship.	Advanced to — Advanced com- pleted.	Advanced to — Advanced com- pleted.	United States to — United States completed.
	Same as above.				

MISCELLANEOUS.—Each school shall be organized into a literary society, offered by pupils of the school, but under the supervision of the teacher. One hour and thirty minutes each Friday afternoon shall be devoted to the exercises of the society. The program for same shall be made by the teacher so that each child in the school shall have some part in the exercises at least once each month. The exercises shall consist of declamations, recitations, reading, debates, etc. At these meetings the teacher shall see that parliamentary usages are observed.

CIRCULARS ISSUED TO COUNTY SCHOOL COM-
MISSIONERS.

Office of State School Commissioner.

Atlanta, Ga., October 10, 1896.

ARBOR DAY.

To the County School Commissioner:

I beg to call your attention to the law setting apart a day as "Arbor Day." You will find the section on page 37 of the Common School Law.

Section 1 of this law sets apart the first Friday of December in each year as a day for tree planting. The law also requires a general observance of this day by all of the public schools of this State.

The County School Commissioners are charged with the proper observance of the day. The law requires that each public school child, shall, in this way, be taught "the value and beauty of forestry by practical tree planting on school, church, and other public lots, lawns as well as on the public highway."

I have mailed to every Commissioner a most excellent volume prepared by Mr. N. H. Egleston, of the Department of Agriculture, Washington, D. C. This volume will be very helpful to the Commissioners in preparing suitable programs for the day.

Arbor Day will occur this year on Friday, 4th of December.

From the above mentioned volume I quote the following, which will give our people the value of the product of our forestry as compared with the value of the product of our mines, our fields, etc.:

"It would seem that the mining of gold and silver is the

most important interest of the country. It certainly holds a very prominent position in the public estimation.

"But the last report of the Director of the Mint gives the value of the product of the gold and silver mines in the United States for the year 1894 as follows: Gold, \$39,500,000; silver, \$31,422,000; total, \$70,922,000. At the same time, the most recent and careful estimates of the value of the products of our forests during the same year make it \$1,058,650,859, or fifteen times that of gold and silver.

"Another comparison is very significant. If we add to the gold and silver products that of all other minerals, including such prominent ones as iron, copper, lead, zinc, coal, lime, natural gas, petroleum, slate, salt, building stones and twenty-five or more remaining, which are less important, we shall have the value of all our mineral products obtained during the year 1894, \$553,352,996, or only about one-half the value of our forest products.

"Again, we may make a comparison in a different direction and with no less striking results. The statistical report of the Department of Agriculture gives the value of our cereal crops for the year 1894 as follows:

Wheat	\$ 225,902,025
Corn	554,719,162
Oats	214,816,920
Rye	13,395,476
Barley	27,134,127
Buckwheat	7,140,238

\$1,143,007,948

or less by \$15,000,000 than our one forest crop.

"Is it not worth our while, therefore, to perpetuate such a crop, and to guard against anything which threatens to

diminish it? Ought we not, by every means within our control, to see that the source of this valuable supply is not lessened in its capacity of yielding such a prominent contribution to our welfare and comfort?"

You will find also in Mr. Egleston's volume very many suggestions as to the proper observance of the day. I hope to live to see the time when every public road in Georgia will be shaded by trees that have been planted by our children; when about every school-house in the State there will be a beautiful park or lawn shaded by trees that have been planted by the hands of our little ones.

Excellent suggestions for programs, including miscellaneous readings, opinions of distinguished men, etc., with subjects for declamations, essays, etc., will be found at the close of Mr. Egleston's volume.

I send you this circular, with the volume, in time to make ample preparation for the proper observance of "Arbor Day." I suggest that you interest your county papers in this matter. They can render us great service in reaching the people and awakening interest.

Very truly,

G. R. GLENN,
State School Commissioner.

Office of State School Commissioner.

Atlanta, Ga., November 25th, 1896.

To the County School Commissioners:

My Dear Sir: It is now very clear to my mind that this legislature will take some steps looking to a different method of procuring books for the Common Schools than the one now in vogue.

A resolution has already passed the House and is practically certain to pass the Senate, authorizing the Governor

to appoint a "School Book Commission," whose duty it shall be to investigate the whole question of providing books for the schools, State uniformity, etc., and report back to the legislature. In view of the certainty of some legislative action, therefore, in regard to the adoption of books, I suggest that the County Boards of Education postpone any further adoption of books, or the making of long term contracts. The present contracts can stand until we ascertain definitely what the legislature will do.

I send this circular at once, as I understand that a number of counties are proposing to adopt books during the coming week. There is certainly no harm in postponing the matter until January, 1897. With highest regards,
I am,

Yours very truly,

G. R. GLENN,

State School Commissioner.

Office of State School Commissioner.

Atlanta, Ga., December 21, 1896.

To the County School Commissioners:

It becomes my duty to call the attention of the Commissioners and members of the Boards of Education to certain important matters for the next school year.

1. The amount of money that has been apportioned to your county for the year 1897 is \$.

The first and second quarters of this amount will be paid as heretofore, in April and July. The condition of the Treasury is such that there will be no money in the Treasury on the 1st of October to pay the third quarter. The October payment will be made along with the January payment, in January, 1898. I suggest that the Boards of Education arrange for two or two and a half months' schools, beginning with the first of January or

February, and then for three months' schools, beginning with the first of September or October. I believe we should avoid altogether Summer schools. My observation is that the children accomplish practically nothing when they are sent to school during July and August. The time for our children to go to school, it seems to me, is during the winter months. It is in the winter months when most of the children can be spared from the farms. A child will accomplish more in one month while the weather is cool than it will accomplish in three months in confinement when the weather is hot. July and August are the months for picnics, camp meetings, revival meetings, institutes, etc. All of these things interfere with the schools.

2. I am glad to note that more school houses were built in 1896 than have been built in the last ten years, perhaps, altogether. This is a most hopeful sign. I urge upon all our worthy County School Commissioners and Boards of Education to press this matter with the people. The children ought to be comfortably housed while they are at school. The Boards of Education should not locate the school in a house that is not comfortable. There will be no trouble about having continued sessions of five months, as most of the counties prefer to do, if we can secure comfortable houses where the schools can be held in the winter time.

3. I find in visiting the counties that in some instances the school records are not satisfactorily kept. Every Board of Education should keep a record of all its official transactions. The law requires this. It has happened during the year that obligations have been given by members of the School Boards, individually, when the School Board was not in session. These obligations may be binding individually, but they are not binding upon the School Board. The law requires that all obligations of the County Board, in order to be binding, shall be made when

the County Board is in session, and the minutes of the Board should show, in every case, the amount of obligation and the consideration for which it was given and that it was duly authorized by the Board during the legal session of the Board.

In order to inaugurate greater uniformity in the keeping of our records, I have had prepared a blank form, a copy of which will be sent to the County School Commissioners as soon as it is ready for distribution. I hope that the Commissioners will criticize this form and make any comments and suggestions that they may deem wise, and when I hear from them all, if they approve the suggestions, I desire that they shall adopt this uniform system of keeping our records. It will systematize our work and will preserve an intelligent record of what we all have done.

4. We have a law on our statute books, the object of which is to encourage long-term schools. There are a great many places in the rural districts where such schools could be held, if the proper encouragement were given. I trust that the County School Commissioners will examine this law, sections 54 and 55, and will visit the communities where such schools are likely to have sympathy and support, and encourage the people to make supplemental contracts with the teachers. This is absolutely necessary in our present condition, and I hope that we will have many such schools during the next year. A small amount from the patrons will enable the teachers to protract the spring term, say two months. This will give in many cases, a five months' school in the spring.

5. A great many complaints have come to this office from teachers who have been forced to discount their claims at usurious rates. In some instances it has been alleged that the teachers have been forced to discount their contracts at 25 per cent. from the face value.

This is not only brazenly illegal, but shamefully iniqui-

tous. There is no safer paper in this State than these contracts with the Teachers, where they are legally and properly made with the Board; and the County School Commissioners should see to it that arrangements are made by which Teachers can discount their contracts without having to pay blood money for the privilege of doing so. I happen to know personally that in many of the counties arrangements are made to discount these papers at the regular rate of 8 per cent. I trust that similar arrangements may be made in all the counties for such Teachers as are compelled to discount their papers.

6. I beg to call your attention to the law that requires the County Boards of Education to divide the counties into sub-school districts. In many counties this is not done. The law is mandatory on this subject. It says: "The County Boards shall lay off their counties into sub-school districts, in each of which sub-school districts they shall establish one common school each for white and colored races, where the population of the races is sufficient, which schools shall be as near the center of the sub-school districts as can be conveniently arranged," etc.

In counties where the law is not complied with in this important particular, the Board of Education of the county should immediately take steps to lay off the county into sub-school districts, as required by the law above referred to.

7. The legislature which has just closed, has added \$400,000 to the \$600,000 already received by direct tax, making \$1,000,000 by direct tax for the support of the common schools. This, with the amount we receive from other sources, will make the school fund for 1898 about \$1,600,000.

The entire State is to be congratulated on this forward step which the present legislature has taken to provide an adequate system of common schools for the people of Geor-

gia. It now becomes your duty, and mine, and the duty of all the friends of the common schools, to set about making our system of public education more efficient. The people will cheerfully pay the school tax, if we administer the school fund properly. We must reach all the children of Georgia. Too many of our children, as is shown by our reports, are not at school. As school officers we must show our diligence, and our earnestness, and our loyalty to the people and to the children in providing the very best schools everywhere, that the means at our command will supply, and we must insist that all of the children of school age shall be sent to school. In this way only we can disarm unfriendly criticism and secure for the cause of public education the hearty and enthusiastic support for the public schools.

8. The legislature has passed a law authorizing the Governor to appoint a School Book Commission. The object of the appointment of this Commission is to investigate this whole school book question.

During the year 1897 no school book contracts can be made. The purpose of the law is to have existing contracts, so far as books are concerned, to stand for the year 1897. Of course contracts that have already been made with publishers, or those that have not expired, will remain as they are. The County Boards are simply required, under the law, to make no changes at all in the text-books for the year 1897. Such contracts as expire during 1897 remain of force till the end of the year.

I am directed by the law to notify the County Boards of Education to this effect.

9. One other change in the law I must not forget to mention. The legislature has interpreted the law in reference to the school month, so as to make a school month

now consist of twenty days. One hundred days therefore will constitute a school term of five months for 1897.

I shall revise and republish the School Laws, adding those changes the legislature has just made, within the next three months.

10. I have already made this communication unusually long, but I must add another closing word. I have learned to have a strong personal regard for all of the County School Commissioners in this State. I believe they are realizing more and more the importance of the great work committed to their care. No other office in the county, to my mind, is so high and so holy. It is our mission to save the children. If we save the children we save the State, and we save the nation, and we save all things that make the State and nation good and great; so that all things will bless us if we save the children.

Speaking for myself, I beg to pledge my time and whatever talents I may possess, for this new year to the salvation of the children.

I realize more and more that the space of time allotted to each one of us is at best very short. What we do we must do quickly. Two of our fellow Commissioners were called away during the last year; more of us may be called to our final reward during the next year. Hon. R. B. Rogers, of Hall county, died after a long sickness; Hon. J. C. Bryan, of Screven county, went home late one evening from his office and was dead within an hour after reaching home. So you or I may be called next year. If the call shall come let us be found in our places working for the little ones; and if we are faithful in fulfilling the behests of love for the children there will be no alarm when the call shall come.

Very sincerely,

G. R. GLENN,
State School Commissioner.

Office of State School Commissioner.
 Atlanta, Ga., December 28th, 1896.

To the County School Commissioners:

I have had mailed to you a sample sheet of the copy of the School Record, which in my judgment will give us the desired form for preserving our records. I will thank you to let me know at once if this blank form meets your approval. If you think well to do so, I will be glad for you to make any suggestions as to suitable changes in the form. I desire to have this Record form as perfect as possible before it is adopted.

I have secured a uniform price of \$9.00 for the book.

G. R. GLENN,
 State School Commissioner.

Office of State School Commissioner.
 Atlanta, Ga., January 27th, 1897.

To the County School Commissioner:

My Dear Sir:

1. I send you herewith the blanks for the consolidated annual report of your county. Please fill carefully all of the blanks in this report. In any case where you cannot fill the blank, please tell why you cannot do so. It is very important that the information asked for in this report should be as accurate as possible.

2. If any vacancies occur in your Board of Education during the present year, you will find also another blank enclosed giving the name of the member of the Board and the date of the expiration of his commission. Please see to it that all vacancies in your Board of Education are filled promptly at the next session of the grand jury of your county.

3. The following books will be used in the teachers' pro-

professional course for this year. These books should be in the hands of your teachers as early as possible, if they are not supplied already. The first and second books mentioned have already been used in connection with the State examinations. They will be used again, as I desire that our teachers shall be especially thorough in mastering the principles embodied in these books. The new book added to the list, viz.: the one marked No. 3 in the list, discusses matters equally as important for the teachers as those discussed in Nos. 1 and 2. I am very sure that the teachers will enjoy the course of study mapped out for this year. No. 4, you will observe, is the Out-Lines of Methods used last year. It is needless to say that we did not get all of the good things to be found in this little manual during our Institutes last year. I desire that we shall use the same Out-Lines of Methods in preparing for the Institute work this year.

No. 1. Page's Theory and Practice of Teaching; No. 2. White's School Management; No. 3. Parker's Talks on Teaching; No. 4. Out-Lines of Methods. Nos. 1 and 2 can be obtained from the American Book Co., J. Van Holt Nash, General Manager, Atlanta, Ga. No. 3 can be obtained from E. L. Kellogg & Co., either from Chicago or New York. Special discounts will be given to you by the publishers in case you need a number of the books. Please notify me as early as possible if you will need more of the Out-Lines of Methods. If so, how many copies you will require for your teachers. Questions for the next examinations will be taken from all three of these books, along with the questions from the Out-Lines of Methods.

4. I notice that some of the Commissioners fail to mention in their quarterly itemized statements the number of months or fractional parts of months, the teacher has been employed and the pay per month. Please do not neglect this hereafter. A few of the Commissioners are slow in

sending in their reports to this office. To-day is the 27th of January, and there are eight counties that have not yet sent their fourth quarterly itemized statement to this office. To-morrow the checks for all those counties that have sent reports will be sent from this office. If the law should be rigidly enforced, those eight counties that have not reported by the end of the month would not get their money at all until the next quarter. A word to the wise is sufficient.

5. I hope that the County School Commissioners will begin as early as possible to arrange for the Combined Institutes. A number of counties have already completed their arrangements. The Combined Institutes were so successful last year that I am sure there will be no hesitation on the part of the Commissioners to make the combinations wherever they are practical. In some instances, under the leadership of a wise Commissioner, the teachers of several counties were entertained free of cost by the people of the community where the Institute was held. I would like to see this magnificent hospitality encouraged, and extended over the entire State. Free entertainment of an intelligent body of men and women will prove a great blessing to any community in Georgia. The teachers will always leave a great deal of helpful intelligence and blessings in any community where they are freely entertained to more than compensate for the trouble and expense of the hospitality they receive. However, this may be left to the Commissioner to make the most satisfactory arrangement possible for the entertainment of the teachers.

6. I am glad to note that nearly all of the counties have begun the organization of the teachers, and that monthly meetings are held and special branches of professional work are undertaken by the teachers. This is a most healthful and encouraging sign. Whenever the teachers in Georgia become thoroughly organized, and realize the potency

of organized intelligence and effort, then our educational interests in Georgia can be forced upon the notice of the public men, as well as upon the voters who put the public men in office. From personal and professional consideration, therefore, I suggest the wisdom of organized efforts on the part of the teachers, the County School Commissioners and the members of the Boards of Education, in order that we may secure the effectual support necessary to perfect our system of education in this State.

Yours very truly,

G. R. GLENN,
State School Commissioner.

Office of State School Commissioner.

Atlanta, Ga., March 27, 1897.

To the County School Commissioner:

My Dear Sir: At the last annual meeting of the County School Commissioners it was resolved unanimously to hold the next meeting in Hawkinsville during their Chautauqua week, which is the first week in May.

We should hold at least a two days' session. I believe that most all of the Commissioners would like to remain the entire week. I will appoint Tuesday, 4th, and Wednesday, 5th, as the days of our special meeting. I hope that you will be present and if possible bring the members of your County Board of Education. The Hawkinsville people have made ample provisions for our entertainment. They have invited the County School Commissioners and also the Boards of Education of all the counties in the State.

I am now preparing a program for our meeting. I will be glad to have suggestions from you at once as to special topics of interest that you would like to have discussed. I

desire that this meeting shall be the most practical and the most helpful that any of us have ever attended. It cannot be entirely successful unless you are there, and unless you take part in the deliberations. I want the school work of your county represented. Please, therefore, send me any suggestions that you would like to make that will give special interest to that meeting.

I am sending you herewith a list of questions that explain themselves. As you know the last legislature authorized the appointment of a School-Book Commission; I desire the fullest possible statement from you and your people on this important matter. I wish to place before the honorable Commission the views of all the people, and that means the Boards of Education, the patrons and the teachers, on this question.

If you have not yet made arrangements for your Institute, please do so at once. If possible, combine your county with others, and have a great Inter-county Institute, and let me know the date, place of meeting and the Institute conductors.

I desire to have a full statement as to where the Institutes are to be held, and who will conduct them, as early as possible.

The next general examination will take place the last Saturday in May. Please advise your teachers as to the date. I have appointed the date earlier than usual at the suggestion of a large number of Commissioners. I hope this date will be agreeable to everybody.

Yours very truly,

G. R. GLENN,
State School Commissioner.

www. Office of State School Commissioner.

Atlanta, Ga., March 27, 1897.

To the County School Commissioners:

Is there any complaint among the people of your county as to the cost of school books or the methods adopted for supplying the books to the children?.....

.....

What is the sentiment of your county in reference to the adoption of a uniform system of text-books for the use of all the common schools in the State?.....

.....

Are your teachers for or against uniformity?.....

.....

Are the patrons for or against uniformity?.....

.....

How does the Board of Education in your county stand—for or against uniformity?.....

.....

From personal experience would it be wise, in your judgment, for the legislature to pass a law requiring the adoption of a uniform series of text-books for all the common schools in the State?.....

.....

Give your reason, if for or against uniformity.....

Have you any suggestions to make to the School Book Commission?

If you can do so, please give the average cost of school books, per pupil, per year, as they are now furnished to people of your county.....

G. R. GLENN,
State School Commissioner.

Office of State School Commissioner.
Atlanta, Ga., May 18th, 1897.

To the County School Commissioners:

My Dear Sir: I will send on Saturday, the 22nd, the questions for the examination on the 29th. I think that you will find that those of your teachers who have studied the Syllabus carefully, together with Page's Theory and Practice, and White's School Management, will stand satisfactory examinations. Some of the counties were unable to secure copies of Parker's Talks on Teaching, and so I have omitted the questions on that text.

The examination will be for one day only. The answers to the questions will be sent you on Monday the 31st. In case the questions should not reach you by the 27th, you should wire me so that I may have another set forwarded

to you by that day. The package containing the questions must be kept in a safe place and opened in the presence of applicants on the morning of the examination.

Use the same method of grading as the one adopted in the last examination. For 3rd grade license the general average of the applicant must be 70 per cent. or above; for 2nd grade license it must be 80 per cent. or above, and for 1st grade license 90 per cent. or above.

I have taken every precaution to prevent fraud in this examination. In case you should detect any person attempting in any way to perpetrate a fraud or to aid or abet others in doing so, refuse absolutely to issue license in every such case.

Please be careful in regard to sending papers to this office for State licenses. Do not send papers unless you are absolutely sure that the general average of the applicant is over 95 per cent. Over 60 papers were sent up from the last examination, and 20 licenses were issued. It takes a good deal of time to examine these papers, and it is extremely painful to me and mortifying to the applicants to find that the papers do not meet the requirements of the standard fixed.

Yours very truly,

G. R. GLENN,

State School Commissioner.

Office of State School Commissioner.

Atlanta, Ga., May 27th, 1897.

To the County School Commissioner:

I send you, enclosed, answers to the questions used in the examination held to-day.

In grading the papers use the method adopted last year. You will observe that there are ten questions upon each subject, except "Theory and Practice," upon which there are seven. In grading the papers value each question

upon all the subjects except "Theory and Practice," at 10. Value each question upon "Theory and Practice" at 14 2-7.

For 1st grade license, the general average made by the applicant must be 90 per cent. or above; for 2d grade license, 80 per cent. or above, and for 3d grade license, 70 per cent. or above.

Permit me to again call your attention to the matter of State license. Please do not send any papers to this office for State license unless you are absolutely sure that the general average made by the applicant is over 95 per cent.

Yours very truly,

G. R. GLENN,
State School Commissioner.

Office of State School Commissioner.

Atlanta, Ga., September 4, 1897.

To the County School Commissioners:

My Dear Sir: As you have been previously advised, the third quarterly payment to the teachers can not be made as promptly as usual, for the reason that there is no money in the State treasury. We cannot pay for the work done during the third quarter until the money comes in from the counties. It will probably be about the middle of November before we can send out the checks. In the meantime, it will be necessary for the County School Commissioners to send in their quarterly itemized statements as usual. Let this be done as promptly as possible after the first of October.

An effort is being made in some quarters to influence the legislature to repeal the law appropriating \$400,000 additional to the school fund of the State. With this \$400,000 added to the \$600,000, the direct tax for school purposes will be one million dollars. The amount that we receive from other sources will make the entire school fund

a little more than a million and a half. The million dollars raised by direct tax is less than $2\frac{1}{2}$ mills, or less than \$2.50 per thousand. There is not a State in the Union, as far as I am advised, that is doing less than this in the way of direct tax for school purposes. It will simply be an unspeakable shame for the State of Georgia to advertise to the world that she is unwilling to give the children of the State at least \$2.50 per thousand for school purposes. Many of the States, as you know, make a levy of two and three times as much in the way of a general tax, and then add to this a great deal more in the way of local tax. A million dollars direct tax is only fifty cents a head for our population. The per capita school tax in many of the States reaches as high as \$4.00 to \$6.00 per head. There are absolutely no grounds on which the Georgia legislature will be justified in repealing this law appropriating \$400,000 to our school fund. I cannot in this circular, of course, enter into an argument, even if it were necessary, to show you that this school fund should not be disturbed.

I mention the matter in order to have you see your representative in person and ask him to take a firm stand for the children and the public school system of his State. If you think it proper to do so, have the Board of Education of your county to meet and pass resolutions respectfully asking the legislature not to disturb the appropriation as it now stands. The action of your Board will unquestionably have great weight in case a serious fight should be made in the legislature.

There is no doubt in my mind that the legislature intended that this \$400,000 should be available on the 1st of January, 1898. But as the law was framed, it cannot now be collected until the fall of '98. However, the apportionment for '98 will be made to include the \$400,000, and the counties will get the first and second quarterly payments as usual on this basis, and the third quarterly pay-

ment will probably be delayed, as has been the case this year, until the tax money can come in from the counties.

The legislature at its next session will have to fix the school term for next year. I would be very glad to have an expression from yourself and your Board of Education as to the length of the school term—should it be five months, six months, or seven months?

Before the apportionment for '98 is made we ought to have a new school census taken. Some of the counties have more than doubled their school population since '93, and yet we are distributing the money on the census of 1893. It is very important that the legislature should provide in the early days of its session for a new census, to be taken during November and the early part of December. If this is done it will give ample time to get in the returns of the new census and make the apportionment for 1898 on the new census. I call your special attention to this matter also, and urge you to have your representative consent to the immediate passage of a bill authorizing the census to be taken during the months of November and December. Please attend to these important matters at once.

Yours very truly,

G. R. GLENN,
State School Commissioner.

QUESTIONS USED IN STATE EXAMINATION.

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HISTORY.

1. What should be done the first two years to stimulate interest in History?
2. Should the text book be memorized?
3. How should the lesson be assigned?
4. What forces in History should be emphasized?
5. Illustrate a topical outline by making a model of the North American Indians?
6. What facts in Biography should be emphasized?
7. How may History and Geography be related?
8. Mention some devices for testing the progress of the pupils.
9. On what should the emphasis of History be placed?
10. Mention some historical games.

READING.

1. Why should the alphabet method of teaching Reading be discarded?
2. Teach the word *doll* by the word, or sentence method.
3. Give the psychological ground of the work you have just done.
4. Name four objects of phonic work.
5. Construct all the words you can on the following phonograms: ag, oil, ash, ound.
6. What is the object of silent sight reading?
7. How can the teacher thoroughly satisfy himself that this object has been accomplished?
8. What is the best way to teach a pupil to read with expression.

9. How would you break up halting and repeating?
10. Develop by questions the following—
 "Luther justly looked upon learning as a source
 of wealth and power to a community."

GEOGRAPHY.

1. Name all the States of the Union that border on the Great Lakes and the Capitals of each.
2. Draw from memory a simple outline map of South America, and locate upon it the Andes Mountains, the Amazon, the Orinoco, the Parana, Rio Janeiro, Quito.
3. Locate Naples, Corsica, Ghent, Barcelona, Crete.
4. What is meant by the longitude of a place? Where must a place be situated to have neither latitude nor longitude?
5. What is the chief occupation of the people of Greece, and what are their principal exports?
6. Name three rivers of Asia that flow into the Arctic Ocean.
7. What is an outline map? Describe two methods of using outline maps before a class.
8. At what age do you think children may profitably begin the study of geography? Give your reasons.
9. State briefly the cause of the change of the seasons.
10. What is the difference between a monarchical and a republican form of government?

ENGLISH GRAMMAR.

1. Name the kinds of common nouns, and give example of each.

2. Give example of (1) a *participle* used as an adjective. (2) A *participial* adjective.

Even a coward could fight a *battle* if he were sure of *winning*; but give *me* a man that has pluck *to fight* when he is *certain* that he will lose.

(The remaining questions refer to the preceding sentence.)

3. Classified according to *form*, what kind of sentence is it? Why?
4. If the sentence ended at the semicolon, what kind would it be? Why?
5. Select the dependent clauses. As what part of speech is each used?
6. Give all the connectives. What part of speech is each, and what does each connect?
7. Abridge the last dependent clause into a phrase having a participle for its base.
8. Give the mode and tense of *could fight*, *were*, *give*, and *will lose*.
9. Select (1) a transitive verb, (2) a copulative verb, (3) an intransitive verb not copulative.
10. Give (1) part of speech, (2) case (if any), and (3) construction, of words italicized.

THEORY AND PRACTICE OF TEACHING.

1. What are the ends to be aimed at in school government?
2. What are the requisite qualifications of a good disciplinarian?
3. State and explain three artificial incentives in moral training.
4. Name "The Royal Nine" incentives in moral training.

5. What is "The Pouring In Process" of teaching? In what respects is it wrong?
6. What is the most important question a candidate for the teacher's office can ask himself?
7. What is education, rightly viewed?

SPELLING.

1. How should spelling be taught in the first year's work?
2. How many words are sufficient for the first year?
3. Tell what you know of Phonic Analysis.
4. What is the relative importance of written and oral spelling?
5. How many words should be assigned from the spelling book?
6. What words are most important?
7. What are some ways of using written methods in spelling?
8. Describe two good methods of syllabication.
9. What can you say in regard to correcting errors by trapping?
10. Mention two spelling games.

PENMANSHIP.

1. What do you consider the essentials of a good handwriting?
2. Which of these do you consider most important for the beginner?
3. Discuss briefly the value of good penmanship from the standpoints of writer and reader.
4. State the evils (to the body) that may result from the student assuming an incorrect position while writing.

5. On general principles, what do you consider the elements tending to make the best style of penmanship?
6. When would you begin to urge speed in a course of writing?
7. Would you make use of the blackboard in teaching; and if so, how?
8. How is the memory brought into play in the study of penmanship?
9. How is a copy book valuable?
10. Would you favor a heavy or light line in letters for beginners? Why?

ARITHMETIC.

1. $\frac{2\frac{1}{2} \times 2 - \frac{2}{3} \div \frac{3}{4}}{\frac{6\frac{1}{3} - \frac{7}{11} \times \frac{9}{7}}$, reduce to a decimal.
2. a. How many bushels of wheat equals the weight of 180 bushels of corn.
b. What % of $\frac{1}{2}$ is $\frac{1}{3}$?
3. a. House and lot cost \$4,200; cost of lot is $\frac{2}{3}$ that of the house. What value has each?
b. What part of $\frac{5}{8}$ is $\frac{3}{4}$? *Analyze.*
4. Find the number of bushels and gallons in a box 12 feet long, 3 feet and 2 inches wide, 2 feet and six inches deep.
5. a. If $\frac{3}{4}$ of a bushel of salt costs 90 cents, what will $\frac{1}{2}$ peck cost?
b. How many feet of lumber in 2 inch plank 16 feet long, 9 inches wide?
6. How much will it cost to plaster a room 27 feet long, 15 feet wide and 12 feet high, at 25 cents a square yard, allowing 432 square feet for doors and windows.
7. a. $\frac{3}{4}$ of Mary's age is equal to $\frac{5}{8}$ of John's. The sum of their ages is 38. How old is each?
b. Use these two decimals to illustrate addition, subtraction, multiplication and division, .021 .0007. **||**

8. At what price must I mark a book costing \$1 20 in order that I may take off 10% and still make 20%.
9. *a.* What is the amount of \$840 for 2 years, 6 months and 18 days at highest rate of interest legal in Georgia?
- b.* If 5 dogs kill 5 rats in 5 minutes, how many dogs will kill 100 rats in 100 minutes?
10. *a.* What is the bank discount on a note for \$1500 payable in 60 days, at 6 %?
- b.* If a merchant gives discounts of 30% and 10% and still gains 26%, how much does he mark his goods above cost?

ANSWERS TO QUESTIONS USED IN STATE EXAMINATION.

HISTORY.

1. See page 51, sections 1 and 2.
2. I should not.
3. It should be assigned by topic.
4. See page 52 Note.
5. See page 53 for suggestions.
6. See pages 54 and 55.
7. By the use of Maps. See pages 55 and 56.
8. See page 57, any two sections.
9. See page 56, any three sections.
10. See pages 58, 59 and 60, any two sections.

READING.

1. Too slow, cannot accomplish more than one-third as much as modern method.
2. Fundamental idea: Present object or picture of it, attract attention to it and when interest is at white heat make the chalk say it on the board. *This is the unit.* Parker's Notes on Talks on Teaching, pp. 56-57. Syllabus, p. 14.
3. The word and idea are related as sign and thing signified under the laws of association.
4. (1) To aid pupils to become good spellers; (2) To enable them to recognize words readily; (3) To enable them to determine new words by their own efforts; (4) To make them fluent readers.
5. Bag, eag, fag, jag, lag, nag, rag, sag, tag, wag, boil, coil, foil, moil, soil, toil, cash, dash, gash, hash, lash, mash, rash, sash, bound, found, hound, mound, pound, round, sound, wound.

6. To teach the pupil to get the thought without the use of tongue or lips.
7. By questioning; sometimes by having the pupil act what the words say.
8. Get the thought into him; Nature will get it out right.
9. By patient daily drill. Give special practice on short sentences.
10. By requiring the pupil to be thoroughly familiar with the words and thought. Who looked upon learning in this manner? How did he look upon it? Looked upon it as a what? What is a source? What is a source of wealth? What is a community? Why is learning a source of wealth to a community?

GEOGRAPHY.

1. Minnesota.....St. Paul.
 Wisconsin.....Madison.
 Michigan.....Lansing.
 Illinois.....Springfield.
 Indiana.....Indianapolis.
 Ohio.....Columbus.
 Pennsylvania.....Harrisburg.
 New York.....Albany.
2. This map should be simple but neat and fairly accurate. The object is to test the accuracy of the teachers' mental picture of this country, the ability to reproduce this picture reasonably well in map drawing, and to locate upon it the principal places. Grade accordingly.
3. *Naples* is located in Southwestern Italy on the Bay of Naples.

Corsica is an island in the Mediterranean Sea, West of Italy.

Ghent is a city in the North of Belgium.

Barcelona is in the Northeastern part of Spain on the Mediterranean Sea.

Crete is an island in the Mediterranean Sea South-east of Greece.

4. The longitude of a place is its distance in degrees East or West of the prime meridian. A place will have neither latitude nor longitude when it is situated on the equator at the intersection of the prime meridian with the equator.
5. Agriculture and grazing. The chief exports are wine, olives, currants, figs and other fruits.
6. Obi, Yenisei and Lena.
7. An outline map is a map (usually a wall map) on which are represented the outlines of the countries, the principal rivers, cities, etc., but with no names. It is used to test the knowledge of pupils on what they have learned and to deepen these impressions by drills and reviews. One method of using outline maps is for the teacher to point the places on the map and have the pupils, either individually or in concert, name them. Another method is to send a pupil to the outline map with a pointer and have him point out the places as the teacher names them.
8. From nine to ten years. Because the facts of Geography appeal strongly to the memory and perception, and these two faculties are especially active in young children. Advanced descriptive and physical geography require a greater exercise of the rational faculties and hence they should be deferred till these faculties are developed.
9. The change of season is produced by the revolution of the earth around the sun in connection with the

fact that the earth's axis is inclined 23 1-2 degrees to the ecliptic. In our summer the northern hemisphere is turned towards the sun, and the heat rays strike the earth more nearly perpendicular, while in the winter this hemisphere is turned away from the sun and the sun's rays strike it more obliquely.

10. A *monarchical form of government* is one in which the supreme power is vested in one person.
A *republican form of government* is one in which the sovereign power resides in the whole body of the people and is exercised by representatives elected by them.

ENGLISH GRAMMAR.

1. (1) Concrete; as, *apple, tree*.
(2) Abstract.
 a. Attributive; as, sweetness, height.
 b. Verbal; as, running, to sleep.
(3) Collective; as *class, army*.
2. (1) We, *starting early*, arrived in time; (2) Our cradle is the *starting place*.
3. It is a *compound sentence*. Because it contains two independent clauses.
4. It would be a *complex sentence*. Because it would contain one independent clause and one dependent clause.
5. (1) If he were sure of winning. (Adverb clause.)
(2) That has pluck to fight. (Adjective clause.)
(3) When he is certain. (Adverb clause.)
(4) That he will lose. (Noun clause, governed by preposition of implied.)
6. If, a subordinate conjunction. It connects the clause *if he were sure of winning, to could fight*.
But, a co-ordinate conjunction. It connects the two independent clauses.
That, a relative pronoun. It connects the clause *that has pluck to fight, to man*.

When, a conjunctive adverb. It connects the clause *when he is certain*, to (to) *fight*.

That, a subordinate conjunction. It introduces the noun clause, *that he will lose*.

7. That he will lose—of losing.

- | | MODE. | TENSE. |
|-------------------------------|--------------------|----------|
| 8. <i>Could fight</i> | potential | past. |
| <i>Were</i> | subjunctive . . . | past. |
| <i>Give</i> | imperative . . . | present. |
| <i>Will lose</i> | indicative | future. |
9. (1) *Give* (or *could fight*), (2) *were* (or *is*), (3) *will lose* (or *to fight*).

- | | PART OF SPEECH. | CASE. | CONSTRUCTION. |
|--|-----------------|--------------|--|
| 10. <i>Even</i> | Adj. | | modifier of <i>coward</i> . |
| <i>Battle</i> | noun | Obj. | cognate object of <i>could fight</i> . |
| <i>Winning</i> , Part., used as noun | Obj. | | object of preposition <i>of</i> . |
| <i>Me</i> | Pro. | Obj. | indirect object of <i>give</i> . |
| <i>To fight</i> , Inf. Ph., used as Adj. | | | modifier of <i>pluck</i> . |
| <i>Certain</i> | Adj. | | pred. Adj. (Att. complement.) |

THEORY AND PRACTICE OF TEACHING.

White—

1. Page 102.
2. “ 102.
3. “ 189.
4. “ 189.

Page—

5. “ 107, section 1.
6. “ 95.
7. “ 96, last paragraph.

SPELLING.

1. See page 9, section 1.
2. Not more than 100 simple words.
3. See page 9, section 2.
4. Written spelling is more valuable, but oral spelling should not be abandoned.

5. From 20 to 25 words.
6. Words of every day use.
7. See page 9 and 10 under the head of "Suggestions."
Any three will suffice.
8. See page 11, section 2.
9. See page 9, section 5.
10. See page 12.

PENMANSHIP.

1. Legibility, uniformity and rapidity or speed.
2. Legibility.
3. To the former, that is the best style that admits of the most hygienic position, the easiest movement and the greatest rapidity. To the latter, that is the best writing from which he can get the thought most rapidly and with the least strain upon the eyes.
4. Round shoulders, near-sightedness, etc.
5. Graceful forms, easy to read, easy to write and easy to learn.
6. Not until the student has thoroughly mastered all the forms in alphabet and number.
7. Yes, to illustrate to the school, methods of overcoming special difficulties, and to give occasional board practice to the children, encouraging full free movement of the muscles employed in writing.
8. By the endeavor to obtain a clear, definite, accurate, mental picture of the forms used, after the model or copy is removed from the sight.
9. In the training that it gives in the cultivation of these mental pictures, without which, (the latter) progress will be slow and tedious.
10. A moderately heavy line is the better from the fact that it produces less strain on the eyes and is more natural and easily made by a child.

$$\begin{aligned}
 1. -2\frac{1}{2} &= \frac{5}{2}, \frac{5}{2} \times 2 = 5, & 6\frac{1}{8} &= \frac{49}{8}, \\
 \frac{2}{3} \div \frac{3}{4} &= \frac{2}{3} \times \frac{4}{3} = \frac{8}{9}, & \frac{7}{11} \times \frac{6}{7} &= \frac{6}{11}, \\
 5 - \frac{8}{9} &= 4\frac{1}{9} = \frac{37}{9}, & \frac{12}{8} - \frac{6}{11} &= \frac{121}{88}, \\
 \frac{27}{9} \div \frac{121}{88} &= \frac{27}{9} \times \frac{88}{121} = \frac{264}{121} = +71.
 \end{aligned}$$

$$2. -a. \frac{180 \times 56}{80} = 168 \text{ bu.} \quad b. \frac{1}{3} \div \frac{1}{2} = \frac{1}{3} \times \frac{2}{1} = \frac{2}{3} = 66\frac{2}{3}\%.$$

$$\begin{aligned}
 3. -a. \frac{5}{7} \text{ of cost of house} &+ \frac{2}{3} \text{ of cost of house} = \text{cost of both.} \\
 \frac{7}{5} \quad " \quad " &= \$4200, \\
 \frac{1}{3} \quad " \quad " &= \$600, \\
 \frac{5}{3} \quad " \quad " &= \$3000; \text{ house,} \\
 \frac{2}{3} \quad " \quad " &= \$1200; \text{ lot.}
 \end{aligned}$$

$$\begin{aligned}
 b. \frac{1}{8} \text{ is } \frac{1}{3} \text{ of } \frac{5}{8}, \\
 \frac{6}{8} \text{ is } \frac{6}{8} \text{ of } \frac{5}{8}, \\
 \frac{4}{4} \text{ is } \frac{6}{8} \text{ of } \frac{5}{8}, \\
 \frac{1}{4} \text{ is } \frac{6}{20} \text{ of } \frac{5}{8}, \\
 \frac{3}{4} \text{ is } \frac{18}{20} \text{ of } \frac{5}{8}; \frac{18}{20} = \frac{9}{10}.
 \end{aligned}$$

$$\begin{aligned}
 4. -12 \times 3\frac{1}{8} &= 38. \quad 38 \times 2\frac{1}{2} = 95 \text{ cu. ft.} \\
 164,160 \div 2150.42 &= 76.33 + \text{bu.} \\
 164,160 \div 231 &= 710\frac{59}{77} \text{ gal.}
 \end{aligned}$$

$$\begin{aligned}
 5. -a. \frac{3}{4} \text{ bu.} &= .90, & b. 16 \times \frac{3}{4} &= 12, \\
 \frac{1}{4} \text{ bu.} &= .30, & 12 \times 2 &= 24. \\
 \frac{1}{2} \text{ pk.} &= .15.
 \end{aligned}$$

$$\begin{aligned}
 6. - \quad 27 \times 2 &= 54. \\
 15 \times 2 &= 30.
 \end{aligned}$$

$$\begin{array}{r}
 135 \\
 27 \\
 \hline
 405 \\
 135 \\
 27 \\
 \hline
 405
 \end{array}
 \quad
 \begin{array}{r}
 24 \times 12 = 1008 \\
 405 \\
 \hline
 1413 \\
 432 \\
 \hline
 981
 \end{array}$$

$$981 \div 9 = 109 \text{ sq. yd.}$$

$$\begin{array}{r}
 \times \frac{1}{4} \\
 \hline
 \$27.25
 \end{array}$$

7.—a. $\frac{3}{4}$ of Mary's age = $\frac{5}{8}$ of John's age.

$$\begin{array}{rclcl}
 \frac{1}{4} & " & " & = \frac{5}{18} & " & " \\
 \frac{1}{4} & " & " & = \frac{20}{18} & " & " \\
 \frac{20}{18} + \frac{1}{18} & = & \frac{21}{18} & " & " & = 38 \\
 & & \frac{1}{18} & " & " & = 1 \\
 & & \frac{1}{18} & " & " & = 18; \text{John's age.} \\
 & & \frac{20}{18} & " & " & = 20; \text{Mary's "}
 \end{array}$$

$$\begin{array}{r}
 \text{b. Addition, .021} \\
 .0007 \\
 \hline
 .0217
 \end{array}$$

$$\begin{array}{r}
 \text{Subtraction, .021} \\
 .0007 \\
 \hline
 .0203
 \end{array}$$

$$\begin{array}{r}
 \text{Multiplication, .021} \\
 .0007 \\
 \hline
 .0000147
 \end{array}$$

$$\text{Division, } .0210 \div .0007 = 30.$$

$$\text{or } .0007 \div .021 = .03\frac{1}{3} = \frac{1}{30}.$$

8.—5) 120

$$100 - 10 = 90$$

$$\begin{array}{rcl}
 24 & 90\% \text{ of market price} & = \$1.44 \\
 \hline
 \$1.44, \text{ selling price.} & 1\% & " & " & = .016 \\
 & 10\% & " & " & = 1.60
 \end{array}$$

9.—a. Interest at 8% = \$171.36; amount = \$1011.36.

b. By cause and effect,

$$\begin{array}{lcl}
 5 \text{ dogs} & : & 5 \text{ rats} :: ? \text{ dogs} \\
 5 \text{ mins.} & : & 100 \text{ mins.} : 100 \text{ rats.}
 \end{array}$$

Ans. 5 dogs.

10.—a. Interest for 63 days = \$15.75.

b. 126 per cent. of cost = selling price.

100 per cent. of marked price — 30 per cent. of
itself = 70 per cent. of marked price.

70 per cent. of marked price — 10 per cent. of
itself = 63 per cent. of marked price.

63 per cent. of marked price = 126% of cost.

1 " " " " = 2% of cost.

100 " " " " = 200% of cost, or

100 per cent. above cost.

THE PHILOSOPHY OF CRIME AND PUNISHMENT.

By DR. WM. T. HARRIS.

In accepting a place on your programme I did not realize until to-day that I was expected to address you on a subject so ambitious as the printed title indicates. No one except a very immature student in sociology would name his thoughts on the nature of crime and punishment by so pretentious a title as "The Philosophy of Crime," implying that he had found the ultimate grounds of the subject.

What I shall bring forward will be found poorly to deserve so comprehensive a name—it is rather a contribution to the philosophy of crime and punishment from the side of literature and education.

I commence with the truism that man has two natures, one as animal, as individual, as passive product of heredity and of his physical environment—and the other nature realized in institutions as the family, civil society, the church, the State. The former may be called also the natural man and the latter the spiritual man. Left to impulses and desires that spring from appetite the individual is selfish. Subordinated to his spiritual existence in the social whole and its institutions, man is non-selfish and altruistic. We may call this life in institutions a secondary and higher self of man; the life of appetite and desire a primary and degraded form of self.

Let us look a moment at the reason for calling a selfish life a lower form of life and the social life a higher life.

As a mere individual, isolated from the community, man cannot ascend above a savagery. What small portion of the earth and the heavens a mere individual can apprehend with his unaided five senses, is only sufficient to bewilder him with problems. It can not attain to any solution of them. It is only when man comes to avail himself of the

aggregate observations of mankind that he is placed in a position to get an inventory of the world of some value. What one individual cannot do, the organized laborers of mankind can do—continuous as it is through space and time—handing from one generation to the next and sacredly preserving the heritage of wisdom and adding to it the small accretions of discovery made by the constituent members. Man, as an individual, is an insignificant affair; as a social whole he constitutes a living miracle. By participation the individual is enabled to re-enforce himself by the sense-perceptions of all, by the thoughts and reflections of all, by the life experience of all. He reaps what others sow, he avails himself of the lives of others without having to pay the heavy price of first experience. All the mistakes made by others enter as so much positive experience, transferred as so much wisdom by the race to each individual. He is saved the trouble of trying over again what has been found to be error, and hence is saved also the pain which comes from it.

Hence I have often asserted that human society is founded on the deep mystery of vicarious atonement which is announced in the creeds of Christendom. The social whole learns and suffers for the first cost of its experience, dividing up the pain among the myriads of human beings who contribute this experience. But it delivers its entire lesson to each new person who comes into the world without the necessity of his living over again the life of toil and pain which has furnished the lesson. The race thus lives vicariously for the individual, and it is this vicarious living of all for each and of each for all, made possible by the institutions which form the net-work of society, that makes human nature divine.

With this fact in view we do not wonder that mankind defend institutions and strike down the individual who attacks them. For crime is the attack made by the individ-

ual against the social whole—the attack made against the higher self of human nature by the lower self. Life is not worth living for man unless he can participate in the life of the race, and thus partake of infinitude. For by this participation he uses the sense-perceptions of innumerable beings like himself past and present; he uses the results of their thinking over the problems of the world and profits by the fruits of their experience. The individual, thus reinforced by the entire race past and present, is as we have named it, made infinite. The criminal would by his act destroy this great process of collecting from all and distributing to each. For he refuses to obey the necessary laws that make society possible. He will not obey these laws.

There are two attitudes of the individual who puts his lower self in hostility to his higher self—these attitudes are called sin and crime. The institution of the church takes cognizance of sin while the state takes cognizance of crime. The church looks at the disposition of the man while the state looks at the overt act. The attitude of hostility to the higher self in the depths of the soul—in the innermost disposition—is deadly sin, and whether accompanied with overt acts or not is immeasurable in its deserts of punishment. Only repentance can undo the sin—no amount of external deeds will restore the sinner to holiness. But the state must not regard the mere disposition—it must wait for the overt act. The overt act can be measured while the disposition cannot be measured. The state can attempt to measure out its punishments and fitly adapt them to each case. The overt act, the actual deed can be measured, but the internal disposition is immeasurable. If met by justice it must suffer annihilation. Grace will meet it if it repents and save it from punishment and eternal death.

This distinction between crime and sin has been grow-

ing clear for many centuries and by its light the nations are coming to see the necessity of the separation of church and state. If the two standards are mixed we have the state undertaking to punish individuals not for overt acts but for supposed intention to commit such—this produces a “reign of terror.” Or the church on the other hand may treat sin as though it were crime and offer forgiveness for sin on condition of the performance of some work of penance. Either course would destroy human society if persisted in. For the church must not omit to measure sin, nor the state omit to measure the overt act.

In the course of the ages of human history the state has learned how to secure justice—that is to say, how to measure crime and inflict due punishment. It has discovered that this can be done by returning the deed on the doer. It does this symbolically rather than literally. It says to the murderer, “you have taken the life of a fellow man; your act shall come home to you and you shall take your own life either on the scaffold or in prison with a life-sentence.” Or it says to a thief, “your act was to take away property which is man’s means of independence—you shall lose your independence as a consequence of the deed coming home to you, and you shall sit in a gaol.”

What the state has devised since the beginning has also been celebrated in the literatures of all lands. In fact the supreme task of literary art has been this: to show how human deeds come back to their doers in spite of the struggles of the criminal to escape their consequences. Literature has indeed shown this so clearly that it furnishes the wisdom of the race in its most accessible form. The great poets, Homer, Dante, Shakespeare and Goethe have created for us personages whose inner dispositions and overt acts are perfectly transparent to us and their fates square the account of justice. These literary forms are so much clearer to us than any historical characters can be that in

them we realize the saying of Aristotle—that poetry is truer than history. In history we are ever at a loss to determine the relation between the overt act and the disposition or motive of the doer. But we are in no doubt whatever as to this relation in the case of such as Macbeth, Othello, King Lear, Ulysses, Agamemnon, Achilles or Faust. The logical connection between the deed and its reward is portrayed by these great literary artists in order to reveal man's higher self—the social self. But more than this is done. It is shown that the individual is so made in his innermost nature that he cannot exist as human apart from the institutions of society. Hence his punishment overtakes him for his crimes even when there is no punishment done on him by the state.

There is a state of the soul which is called hell, and there the individual meets his worst punishment.

Dante has devoted his great three-fold poem to this internal relation of the soul to its deeds. There are seven mortal sins or states of hostility within the soul to its higher self as realized in institutions—there are lust, intemperance, avarice, anger, indolence, envy and pride. Dante shows us by symbolical pictures in his *Inferno* how the sin itself—the very disposition in which the sin or crime originates is itself a punishment of hell. To him, the soul in the lustful frame of mind is driven about by tempestuous gusts through the darkened air without a star. The lustful souls fly in long flocks like cranes. Lust darkens the air and shuts out the light of truth. The intemperate lie on the ground beaten upon by the storms of hail and foul water, their bodies preventing their intellectual souls from partaking of the higher spiritual food, the wisdom of the race. So, too, the avaricious are shown to us rolling heavy weights to and fro, heaping pelf and squandering it, but not using it for independence of bodily wants, or for the

diffusion of a knowledge of the higher self. The angry are represented by Dante as swimming about in thick putrid mud, gurgling in their throats, an apt symbol of the effects of wrath on the soul's power of insight. The indolent are driven furiously about, running after a giddy flag. Having no reasonable purpose of their own they are driven about by the goadings and stings of outside circumstances. The envious are punished in the different ditches as perpetrators of as many different kinds of fraud. The hypocrites, for instance, wear heavy cloaks of lead gilded on the outside to look as if of gold. The hypocrites have to endure the hard task of sustaining two different characters—first their own and second of the one they assume. The soothsayers and fortune-tellers, who open the book of fate and make the future known in the present, have all suffered a paralytic stroke, and their necks are so twisted around that their faces look backward, as if Dante had said: the effect of knowing the future or of supposing that we know it, is to paralyze our wills in the present and prevent us from acting and trying like reasonable beings to do our best to make the future better than the present. If we believe the fortune-teller, all is now already determined and irrevocably fixed before we have acted. All time in fact is converted into a past, and we can only stand with our hands folded and look at the future as if already gone by. Our necks are so paralyzed and twisted that we look back upon all as past and only past. Pride is the deepest of the mortal sins because it strikes at the very fundamental principles of all institutions. It wants no bond of union with its fellow-men or with the Creator. It says, I alone by myself am sufficient for myself. Dante therefore punishes pride as four different kinds of treachery—freezing the proud traitors in ice to symbolize the effect of unsociality in chilling the activities of the soul. The sins of incontinence—lust, intemperance, avarice, anger and indolence—do not

strike against society and institutions directly, but indirectly through their ultimate effects. But envy with its ten species of fraud attacks the social bond itself; for fraud assumes the forms and ceremonies of society to work the ruin of social ends and aims. The individual seeing that fraud is done in the forms of society hesitates to trust society. Thus envy strikes against the social bond direct. But envy does not equal pride in its negative effects. Pride says, I do not want either the goods of my fellow creatures or their society. Envy says, I wish all your goods given to me and you deprived of them.

Dante has in the second part of his poem shown the sort of pain that the soul suffers in its struggles to purge itself free from these seven mortal sins. The Purgatory differs from the Inferno therefore in the quality of its pain and suffering. The state of mind which is in the Inferno persists on retaining the sinful frame of mind and doing its deeds against the institutions of society. It supposes that its sufferings are undeserved and due to the hatred and unjust persecution of its fellow men and of God. It does not see that its state of torment is due to its own deeds—to the atmosphere of those of its deeds which strike against the existence of its own higher self.

But in the Purgatory the soul sees that mortal sin brings with it its own atmosphere of torment, and it strives to eradicate from itself all tendency to sin, and for this purpose it welcomes the pain that comes as a means of purification. If the mortal sin had not been accompanied by hellish torments the soul would not have been able to discover the true nature of its deed, and might therefore have never known the paradise of the higher self—the life in subordination to institutions.

Punishment is thus seen in the purgatorial state of the soul to be a tribute of recognition on the part of the Creator—a recognition of the freedom of the will. Man is

recognized as responsible for his acts, as owning his deed. Punishment by imprisonment on the part of the state is a high compliment to the individual criminal, for it assumes that the individual is free in doing his deed.

All literature of our European civilization is a celebration of the freedom of the human will, just as the criminal laws are an implicit assertion of such freedom. While we must admit that this freedom characterizes man and renders him a responsible being and hence one who may demand punishment as his due recognition when he wilfully commits a crime, yet there is much to be considered before the exact limits of his deed can be determined, and this has caused and is causing a new investigation of the entire relation of the state to its criminal classes.

Let us look for one moment on an element of fate or destiny that enters man as a concrete factor of his being.

Man, as we have said, is two selves. The primal self is largely a product of nature. There is heredity which gives the person his outfit of dispositions and impulses—the body that he lives in and must use as an instrument to act with. He may inherit strong passions or a weak nervous organism, or a tendency to any one of the seven mortal sins. This does not, however, destroy his freedom, nor can the surrounding circumstances which form the second element of fate next after heredity, annul his transcendental freedom. He is free to withhold from all action—he can utterly suppress the natural factor attached to him by suicide—this is the transcendental character of his will. If he permits passion, or interest, or impulse to have sway, it is he that consents and is responsible.

There is of course insanity, total and partial, wherein the individual loses the light of consciousness and is not responsible for the deed because it is not his deed—not the execution of his intention or volition. We may admit that there are many cases in which it is very difficult to deter-

mine where to draw the line between responsible and irresponsible acts—that is all well enough—it is a matter of concrete details and of legal casuistry to settle such cases on their merits. But we must not give up one iota of the doctrine of freedom and responsibility as the highest attribute of rational beings. We must stand firmly on the ground that punishment is the right of the free individual himself.

But what then? There is another principle than justice in the divine nature, namely, grace—and grace subsumes and also limits justice. The deepest principle of Christianity requires us to make the missionary spirit supreme, and to seek, under all circumstances, to reform and make better all that wear the human form.

The new penology has therefore by degrees moved forward to a platform higher than that of abstract justice which sought merely to return his deed on the doer. In the name of humanity in general, whose image the criminal wears, we add reformatory measures to punishment and strive to so modify the punishments that they shall not neutralize the reformatory efforts.

The reformatory movement does right in studying with painstaking minuteness the physical conditions of criminality. Heredity and home nurture, the physiological status, the effects of gymnastics, labor, dietary, military discipline—by attention to these the factor of fate or destiny which enters the consciousness as a source or spring of motives to action may be modified and the free moral will of the soul assisted in overcoming it and putting it down permanently.

Temptations vary in strength, but the soul that yields is responsible, we repeat. But what we desire is not to have a criminal to punish, but to help the moral weakling out from his tendency to yield to criminal impulse. The soul may build up fortresses within itself against temptation to

crime. ~~It may profitably get~~ an insight into the nature of sin and crime and see how they offer momentary pleasure and inevitable and lasting torment. The intellectual insight is reformatory in proportion to its clearness. Again, the view of one's concrete relations, one's interest in the progress of the world, in the success of friends and kindred—all these will help as counter-motives against crime. All that is done to make the "line of least resistance" some other line than that of crime is reformatory. Deepest of influences, it is admitted on all hands, is that change of heart that comes of religion. For in case of true religion there is a conscious adoption of the standpoint of the transcendency of the will. It says: "The world is nothing to me, for I belong to God to will and to do." All finite motives are by one supreme act of renunciation forever subordinated.

Habit reinforces intellectual conviction, and here is the great force of military training. The ox loves his yoke and his yokemate. Habit makes a second nature. Hence it is found that military discipline is of great service to render criminals tractable and obedient to order.

We live in an age in which the restraints that surround the individual have been removed to such an extent that there is less temptation for that kind of crime which formerly showed itself in open revolt against government. Individuality has full scope for itself in adventures for the sake of wealth, and in the work of adjusting itself to the new condition of society which it may ascend into out of its old rank by a little effort.

This kind of crime which consists in the assertion of individuality against the paternal restraint of government does not form a large element in our modern criminal population.

On the other hand, the element that becomes criminal because of lack of individuality and the self-respect that

comes with it is increasing. The criminals are mostly weaklings who have not been able to use properly the freedom which is given to all classes of society, and under which the great majority thrive and grow into citizens of strong characters.

In our time the increase of cities in number and size is the most important factor in our social problem. According to John Fiske's recent book on Civil Government in the United States, the growth has been from 3.33 per cent. in 1790 to 32.5 per cent. in 1880 as follows:*

	Cities.	Population.	Per Cent.
1790.....	6	131,472	3.33
1800.....	6	210,873	3.9
1810.....	11	336,920	4.9
1820.....	13	474,135	4.9
1830.....	26	864,509	6.7
1840.....	44	1,453,994	8.5
1850.....	85	2,897,586	12.5
1860.....	141	3,072,256	16.1
1870.....	226	8,071,875	20.9
1880.....	286	17,318,597	32.5

In 1890 we must have 50 per cent. of our population in cities of 4,000 and their suburbs. This growth of cities causes a constant readjustment of the attitude of public and private effort. Under the old regime of farmers and planters there was a sort of rude but ready local government. The landholder and managers ruled by personal influence each a small circle of laboring people, and secured the blessings of peace and prosperity, such as they were, in their several precincts. People were not brought together in masses, but only in clans and tribes, according to the patriarchal principle. Accordingly personal influence

*J. F. Fiske, Civil Government in the United States, page 337.

prevailed. Each influential person of wealth or education knew his immediate environment of persons and ruled it with his strong will-power.

Under this patriarchal regime each person was very close to another, and the substitution of the will of the one-man power was much more complete than it can possibly be in a city civilization. It was a family government and personal authority was at its maximum as a social factor.

Our increasing city growth breaks up completely the old patriarchal rule in the community. The environment of persons is too large for the strong-willed leader to penetrate and control by the authority of his presence. The patriarchal principle can prevail only where the community is small and isolated and interdependent.

In the city there is no isolation and yet very little interdependence. The powerful will of one citizen cannot act on his weak neighbors, for the reason that there is no fulcrum of dependence or common interest. He goes to his manufactory or to his warehouse, and his neighbors to their several tasks—he knows not where. The employees in his factory or store are powerfully influenced by him during the few hours of labor, but he knows nothing of their home life, and has no influence over it. There is a citadel of private life at home over which he can have little authority.

The patriarchal farmer or planter knows his obedient clan in their domestic life and in all their histories and interests, and he can easily stifle tendencies to independence by pulling this or that string of immediate influence. Thus it happens in all rural communities, wherever they are, there is the dominance of one-man power and the subordination of individual will, the suppression of manly independence by nipping it in the bud, as it were. With the social change from the rural community to the village and the suburbs, and then to the full urban life there is a progressive emancipation from this thralldom to personal in-

fluence and a tendency to individual sovereignty. The responsibility falls on the individual and he must decide for himself without the advice of the head of his clan.

In the family only the patriarchal principle remains, and will remain always, though with diminishing power. For only when the family has a patriarchal environment has it a firm grasp on the individuals composing it. The authority of the parent is something sacred, and the worst sin is disobedience. Let the rural environment change to an urban one, and the father of the family loses his hold on the obedience of his children, at an early age. For implicit obedience he can expect only a limited obedience, secured partly by appeals to reason and self-interest. Implicit obedience to personal authority yields to co-operation through intellectual insight into what is reasonable to be done under the circumstances. Instead of one brain with many pairs of hands we see many brains each governing its own pair of hands.

In the rural part of the nation—away from the urbanizing influence of the railroad and daily newspaper—the new status has not arrived, but is arriving. The youth hears of the city and its possibilities of individualism from the summer visitors if not from his city cousins, and he begins to reflect disparagingly on the net-work of customs and usages and blind obedience to personal authority which holds him in its meshes. Parental authority is compelled to relax even in the rural district. The railroad, which brings with it the daily newspaper and other instrumentalities of urban life, is piercing these rural communities and fast modifying all their conditions. Still in the rural town meeting may be seen the old-time power of the strong-willed patriarchs of the town. They control the henchmen of their clans still. They browbeat and crush out individual freedom of opinion among their neighbors. Only through their mutual collision is there left opportunity for some ex-

ercise of free individuality on the part of the subordinate clansmen. They may revolt from one leader to another, and thus maintain some degree of self-determination.

But how about this matter of urban growth? Is it not a disease to be cured by social enlightenment? Should not people cease to herd together in towns and remove into the country once more? Alas! no one can suggest this who once glances at the causes of the increase of city life.

The avatar of natural science has brought along with it an era of mechanic invention, and mere hand labor is superseded by machinery. The consequent increase of productive power is constantly cheapening the necessary articles of food and clothing, and changing the ratio between the producers of the raw materials of food, clothing and shelter, and the manufacturers and distributors of these. The railroad and steamship connect the agricultural regions of greatest fertility with the regions of great manufacturing facilities, and fewer and fewer persons are needed for farmers and more and more persons are called to the management of machinery for manufacturing, for elaborating, ornamenting, and distributing the productions.

The demand is constant as is shown by the prevalence of lower agricultural wages as compared with wages for mechanical skill, and for the managers of transportation and trade. The farmer averages his \$23.00 per month while all occupations average \$34.00.

This glance at the cause of urban growth convinces us that it is not a temporary affair. It will go on with increasing rapidity in the future because of the increasing perfection of the natural sciences and the increasing fruits of invention that accrue. Agriculture is destined to be done by machinery at an increasing rate of progress. The rural principle of patriarchalism is bound to yield to individual responsibility.

Now what is the effect of urban life? What new strain does it place on the individual and how far does it operate?

The most obvious effect of these great social changes which I have described, is the increase of individual responsibility and of the phenomena which flow from this extra strain upon the individual. Its negative effects are two-fold, seen in the increase of crime and insanity. So long as the individual held a sort of family relation to a clan leader who did his thinking for him, and who made up his mind for him and directed him in matters not purely routine, it is obvious that he was relieved of a great weight of care and anxiety. All this weight comes upon the individual emancipated from patriarchal obedience by change to urban surroundings. The strain acts upon the citizen who has possibilities of strength in such a way as to develop his resources and make more of a man of him. Upon the weakling it has quite another effect. If he be weak in intellect, in nervous power and executive capacity and possessed of good moral proclivities, he is liable to become insane under the pressure for constant self-adjustment to changing outside circumstances. Hence with the increase of urban life there is a constant increase of cases of insanity observable in all civilized countries. There is also an increase of crime. The patriarch of his tribe holds a sort of sway within each personality of his clansmen, and this appears as a certain restraint or inhibiting force holding back from crime.

It is obvious enough that this is not a moral force of high order. It is only a sort of obsession. The clansman is obsessed by the will of his chief. He leaves his own mental house and lets it be tenanted by the will of a master. This is not moral nor immoral, but unmoral. Without the sense of personal responsibility there is no morality possible.

On emerging from this authority of the clan and entering the city life our weak moral and intellectual individual

gravitates into association with criminals. The close companionship that prevails among confederates in crime allures our moral weakling. He has none of the instincts which grow with the exercise of responsibility. For such exercise leads one quickly to see that freedom of the individual implies moral and statute laws to protect the exercise of free self-determination.

The moral weakling yields to temptation and enters the career of crime, because he is too immature to be endowed with full responsibility and because he is not looked after by good directive power, but allowed to come under the influence of evil directive power. The good men are apt to be rough and repellant towards this class of the community. They have no sympathy with the moral weakling, though they are willing to help the honest struggler. Hence they crush the individual of immoral proclivity and drive him out to seek the recognition of wayward and criminal companions. This is the rationale of the increase of crime incident to the increase of urban life, and it is a very serious matter to consider, because it brings us to the question of the proper limits to be set to our doctrine of local self-government. That principle takes for granted intelligent self-direction. It presupposes citizens of moral aims and purposes, together with educated mind enough to not mistake the best means to secure them.

In other words, it makes no account of immature intellectual and moral people who can not direct themselves. To be sure it meets these immature people at the last end of their career with halters in one hand for those who have yielded to criminal tendencies and with straight jackets in the other hand for those who have become insane. It has moreover to provide for a large class neither criminal nor insane, but who have proved unequal to their responsibilities in the way of thrift, and who, therefore, drift ashore for the pauper asylum.

The principle of let alone, *laissez faire*, does not take hold of this immature class and provide what it needs for it; it does not institute for it a system of nurture. Immature development in responsibility does not need justice; it needs nurture; it needs not the principle of the state so much as the principle of the family, the educative function.

But the family or patriarchal principle should be corrected so as not to hold back the development of responsibility by the principle of implicit obedience, but to adopt a treatment that shall kindle self-respect and intelligent self-direction. It must aid the growth of self-help. Educative efforts increase self-help.

Indeed, it is found that the weakling class that comes into jails and insane asylums is disproportionately large from illiterate classes. Our subject, the philosophy of crime, necessarily involves the question of its relation to school education.

The relation of school education to crime has been often canvassed. Sometimes it has been asserted that as education increases, crime increases, in equal or greater ratio. The inference left for us to draw from this is that education in the school produces more intellect and not a sufficiency of moral restraining force to prevent crime. An examination of the criminals in one of the states shows seventy per cent. who can read and write and only thirty per cent. who are illiterate. It seems by this that our schools furnish the great majority of our criminals. But, while it is certain that the mere possession of a knowledge of reading does not utterly prevent crime, the exact influence of education on crime is not shown by the figures presented, for the reason that nothing is said of the ratio of illiterates to those who can read and write in the state referred to. We cannot tell the value of a fraction by an inspection of its numerator alone; we must also see its denominator. Six is larger than three,

but six-tenths is not so much as three-fourths. To determine whether the statistics of illiteracy of criminals tells for or against education we must compare them with the statistics of illiteracy of the whole population. In other words, we must add the denominators to the numerators given. The state in question was found to have, in 1880, an illiterate population of less than five per cent. The question of education and crime now stated in view of the statistics reads differently. Seventy per cent. of the population in the jails have been furnished by the ninety-five per cent. who can write, while thirty per cent. have been furnished by the five per cent. who are illiterate. This would give us eight times as many criminals from each thousand of illiterates as from a thousand not illiterate.

Certainly the statistics thus examined are not unfavorable to the schools; and this is the actual showing of the house of correction in Detroit, Mich., for the first twenty-five years of its existence. Forty thousand committed, and seventy per cent. able to write, but there were thirty per cent. of illiterates sent thither from a population of which less than five per cent. were illiterate.

In 1870 an investigation of the returns of seventeen states that kept a record of the educational status of their criminals showed nearly the same results as these from the jail in Michigan, namely, eight times as many criminals from the illiterate stratum of the population as from an equal number of the population who could read and write. In that investigation there were 110,000 prisoners in the aggregate investigated. The statistics of penitentiaries, that is to say, the state prisons, show an average of better educated criminals than the jails or houses of correction, but we found recently in an investigation undertaken by the Bureau of Education that there were in the thirty-prisons reporting for 1888 three and one-fourth times as

many criminals in the prisons from the illiterates as their quota allowed.

Another interesting question is that concerning the kinds of crime which are now punished in those states which the alarmists of our time cite as having so greatly increased in criminals while the schools have been growing in efficiency. Take the state of Massachusetts. Its criminals in prisons and jails have increased out of all proportion to the increase of population. But it is important to inquire what is the nature of the crime punished—are they crimes against person and property or only crimes against public decency which were not formerly punished at all, or less frequently than now? In reply to this pertinent question we have learned that it is the zeal of the prohibitionists that has made this bad showing. Once it was thought to be a vice that leaned to virtue's side to get under the influence of liquor. Only cases of gross intoxication publicly exhibited would be thought important enough to warrant an arrest. Now an enlightened public sentiment discovers so much evil emanating from drunkenness that it deals sternly with the vice of intemperance, and in 1885 Massachusetts had over 18,000 arrests for intemperance, while in 1850 there were less than 4,000. On the other hand, in 1860, the cases for crimes against person and property were more numerous proportionately than in 1885. In twenty-five years the crimes against person and property had decreased 44 per cent., allowing for increase in population.

It seems, therefore, that this alarm about the increase of crime with the increase of education means this: Person and property are much safer than they were seventy-five years ago, but intemperance is not nearly so safe.

The school is only one factor, to be sure, and its work may be more or less neutralized by such other agencies that are educational, as for example, the home influence or the neighborhood influence. It (the school) may not be suf-

ficient in itself, to overcome the inertia of heredity or physical disease. But so far as it goes, it is a positive influence against crime, as will appear by glancing a moment at its nature.

The two pillars of school education are good behavior and the course of study—the discipline of the school is a training of the will directly in habits of good behavior—habits that make possible the combination of the pupil with his fellows and prepare for neighborly helpfulness in mature years. This discipline relates to habits of regularity, punctuality, silence and industry, all of them elementary social virtues in the days of machinery, when so much depends on concerted action in order to get through one's work. Then there is truth-telling emphasized in every school exercise as accuracy of statement and fullness of definition. Courtesy and obedience to order are direct disciplines to prepare the child for a law-abiding manhood.

If the discipline of a good school is adapted to prevent crime, the course of study is even more adapted to this need.

For the arts of reading and writing usher the child into the world of the newspaper and periodical and book, where he hears over and over the lesson of the wisdom of the race, and sees deeds and their results in close connection.

His study of geography teaches him his relation to the world as producer and consumer; and with history all the studies of the school go to developing in the child that survey of the world wherein he sees his dependence on institutions, and the importance of protecting and preserving those institutions as the realization of his higher self.

In the school his association with his fellows is in itself an ethical culture, because he forms friendships and at the same time in the work of the school learns to appreciate those solid traits of character which the pressure of the intellectual and moral training challenges.

The smattering of elementary branches learned in the common school really prepares the child to avail himself of the advantages of the age in which the newspaper is the great organ of public opinion, and in which the library is a continually growing force.

All kinds of schools are necessary in dealing with the weakling class of the community and the newest addition made to the curriculum namely, manual training, is one of the best, taken either as prevention or cure.

Since crime is an attack made upon the institutions of society, and we wish not only to punish the criminal but also to reform him, we must be guided in this by the following obvious rules:

1. To isolate the criminal from his former criminal social surroundings and place him in contact with normal society.

2. To fill his mind with all phases of that view of the world which forms the basis of our civilization, so that the food of his mind may be of such a character as to nourish and not to poison it.

3. To form by practice as many habits of civilized life as possible—making it a second nature to work at some productive industry and practice thrift with his earnings.

All of these measures of reform may be set in operation while the great lesson of punishment—the return of his deed upon him is in course of infliction upon him. But justice should be conformed to the principle of grace as taught in that remarkable work of modern fiction, Hugo's *Les Misérables*, a work that one would suppose should be found in prison libraries.

The good shepherd leaves his ninety and nine sheep and seeks out the one that has strayed from the fold and brings him in rejoicing.

REPORT OF THE COMMITTEE OF TWELVE ON RURAL SCHOOLS.

To the National Council of Education:

The undersigned Committee of Twelve on Rural Schools, appointed at the meeting of the National Council of Education, Denver, Colo., July 9, 1895, has the honor to submit the following report discussing the rural school problem in its four several aspects, each of which has been the special care of a subcommittee of three persons, who have submitted their results from time to time to the criticism of the entire committee. These subcommittee reports are preceded by a general introduction, written by the Chairman of the Committee of Twelve, in which a history of the formation of the committee is given, together with a brief summary of the recommendations of the several subcommittees. In the appendix will be found a number of valuable contributions illustrative of different points made in the several reports.

HENRY SABIN,
D. L. KIEHLE,
A. B. POLAND,
C. C. ROUNDS,
J. H. PHILLIPS,
B. A. HINSDALE,
S. T. BLACK,
W. S. SUTTON,
L. E. WOLFE,
W. T. HARRIS,
L. B. EVANS,
C. R. SKINNER.

REPORT OF THE COMMITTEE ON RURAL SCHOOLS.

INTRODUCTION.

To the National Council of Education:

The undersigned, Chairman of the Committee on Rural Schools appointed at the meeting of the National Council of Education, Denver, Colo., July 9, 1895, would respectfully submit the following report:

At the meeting of the Council on July 5 the Committee on State School Systems made a report on the Rural School Problem, through its chairman, Henry Sabin. C. C. Rounds, President of the Council, urged immediate action, in view of the importance of the subject, and of the growing interest in the question of improving the condition of the rural schools. Other members joined in the discussion, and, on motion of B. A. Hinsdale, the chair was directed to appoint a committee of five, who should submit a plan for the further investigation of this subject.

July 9 the committee reported as follows:

Resolved, That there be undertaken, under the auspices of the Council, an investigation of the subject of Rural Schools, embracing such topics as revenues and expenditures, the constitution, organization and duties of boards of management and control, and the provision of suitable teachers. More definitely, said investigation shall be conducted in general on the lines laid down in the report of the Committee on State School Systems submitted to the Council at its present session.

Resolved, That a committee of nine be appointed to conduct this investigation, said committee to consist of the following persons: Henry Sabin, of Iowa; D. L. Kiehle, of Minnesota; A. B. Poland, of New Jersey; C. C. Rounds, of New Hampshire; J. H. Phillips, of Alabama; B. A. Hinsdale, of Michigan; S. T. Black, of California; W. S. Sutton, of Texas; and L. E. Wolfe, of Missouri.

Resolved, That the Board of Directors of the National Educational Association be urgently requested to appropriate, at some session to be held during the course of the present annual meeting, the sum of two

thousand five hundred dollars, or such part thereof as may be necessary to defray the expenses of this investigation, including the publication of the report of the committee.

Resolved, That the committee should report within the period of two years, in such form as it may determine, and that it be authorized to publish its report. Respectfully submitted,

B. A. HINSDALE,
G. P. BROWN,
D. L. KIEHLE,
J. R. PRESTON,
EARL BARNES.

Committee.

At the same time the committee was empowered to enlarge its number to twelve, and to fill all vacancies which might occur.

On the twelfth day of July the Directors adopted a series of resolutions, under which a sum not exceeding two thousand five hundred dollars was set aside and placed in the Emergency Fund for the use of the committee. The resolutions also provided that not more than one thousand five hundred dollars should be drawn during the year 1895-96; that no compensation should be allowed any member of the committee; and that the fund may be drawn upon, if necessary, to defray in whole or in part the publication of the report. It is proper to add here that at a meeting of the Directors at Buffalo, upon the request of the Council, an additional one thousand dollars was placed in this fund for the use of the committee under the same conditions as above.

The committee held its first meeting July 10, 1895, at which time, on motion of Dr. Hinsdale, the committee was increased from nine to twelve by adding the following persons: W. T. Harris, Washington, D. C.; L. B. Evans, Augusta, Ga.; C. R. Skinner, Albany, N. Y.

Messrs. Sabin, Kiehle, and Hinsdale were constituted a special committee to formulate a plan of work and furnish members with copies of the same; also, to divide the com-

mittee into sections and to assign appropriate work to each.

The committee as finally constituted consisted of the following gentlemen:

Henry Sabin, Des Moines, Ia., Chairman; B. A. Hinsdale, Ann Arbor, Mich.; D. L. Kiehle, Minneapolis, Minn.; W. T. Harris, Washington, D. C.; A. B. Poland, Trenton, N. J.; C. C. Rounds, Plymouth, N. H.; J. H. Phillips, Birmingham, Ala.; S. T. Black, Sacramento, Cal.; W. S. Sutton, Houston, Tex.; C. R. Skinner, Albany, N. Y.; L. B. Evans, Augusta, Ga.; L. E. Wolfe, Kansas City, Mo.

The special Committee of Three met in Chicago October 25 and 26, 1895, and, after consultation, divided the entire committee into four subcommittees, and assigned certain topics to each for investigation and report. These subcommittees were constituted and the work assigned to each in accordance with the following schedules:

I. School Maintenance. Subcommittee: B. A. Hinsdale, Chairman; W. S. Sutton, S. T. Black.

This branch of the subject was divided for convenience into three subheads:

1. Revenues. Permanent school funds; taxation, general and local, embracing state, county, township, and district taxes; miscellaneous sources of school income, such as fines, licenses, gifts, etc.

2. Expenditures. Machinery and methods of distribution, general and local. The main points to be considered are the channels through which the funds reach the schools, and the rules and methods governing their distribution and application.

3. Organization and Business Administrative Machinery. The county, district, and township-unit systems; the consolidation of schools; the transportation of pupils; county, township, and district high schools; the relation of rural schools to city schools. Inquiry should be made into the main social, industrial, and economical factors that condition rural education, as density of population, wealth, means of communication, etc.

II. Supervision. Subcommittee: L. B. Evans, Chairman; C. R. Skinner, Henry Sabin.

1. The manner of electing the superintendents, state, county, district, or township.

2. Minimum qualifications required of each, and term of office.

3. The relation of the superintendent, state, county, district, or township, to the teachers and pupils as officer and adviser.

4. The relation of the superintendent, state, county, district, or township, to school officers, and their duties.

5. The relation of the state superintendent to the county and township superintendent.

6. The relation of the superintendent to the public at large, as creating and shaping public opinion in rural districts.

7. The relation of the superintendent to school buildings, architecture, sanitation, and hygienic conditions:

III. Supply of Teachers. Subcommittee: C. C. Rounds, Chairman; J. H. Phillips, D. L. Kiehle.

1. An inquiry into the assistance rendered rural schools by the following facilities for preparation:

(a) Normal schools.

(b) Training schools in high schools and academies.

(c) Summer training schools.

(d) Institutes.

2. An inquiry into the means provided for the improvement of teachers already in the service.

(a) Teachers' meetings and associations.

(b) Reading circles.

(c) Libraries and current literature.

3. An inquiry into the manner of electing, employing, and paying teachers.

(a) By what authority examined and certified.

(b) By what authority employed.

(c) Terms of engagement, certificates, and salaries paid.

IV. Instruction and Discipline. Subcommittee: W. T. Harris, Chairman; A. B. Poland, L. E. Wolfe.

1. Methods of teaching and government peculiarly affecting rural schools.

2. Courses of study, text-books, and other appliances.

3. Working programs.

4. Gradation and classification of pupils.

5. The relations of rural schools to their environments; as to farm life, mining life, etc.

It was also provided that the investigation of the several subdivisions of the general subject should follow two main lines:

1. The condition of rural schools now existing.

2. Changes to be recommended; what is, and what should be.

It was not thought necessary that the committee should go into history or development farther than to make the conditions that now exist, and the reforms that are recommended, intelligible. It was also recommended that changes to be made, or reforms to be proposed, should have respect to existing facts; that they should be practical in the rational sense of that word.

It was further left to the several committees to determine the methods to be employed in carrying on their work, and to exercise the greatest freedom in enlisting aid from every possible source.

Each subcommittee was thus left free to formulate such questions as seemed best designed to elicit the desired information in the most definite form.

The committee met at Jacksonville, Fla., February 18 and 19, 1896, for consultation and comparison of results. An informal meeting was held during the sessions of the National Educational Association at Buffalo in July, 1896,

at which ~~time it was determined~~ to hold a meeting of the full committee at Chicago November 18 to 21, 1896. The chairman of each subcommittee was also directed to have such preliminary matter ready at that time as would embrace all the essential points necessary to a fair understanding of the scope of the final report to be made to the Council in July. It was also voted to ask certain experts in rural school matters to meet with the committee, in order that it might have the benefit of their experience.

The committee met at the Auditorium in Chicago, as determined. The entire committee was present at each session, with the exception of D. L. Kiehle, who for satisfactory reasons was not present until Thursday morning. The following gentlemen were present upon invitation of the chairman:

John MacDonald, editor of the *Western School Journal*, Topeka, Kas.; W. W. Stetson, State Superintendent of Maine; J. L. Pickard, of Iowa City, Ia.; O. T. Bright, County Superintendent of Cook county, Ill.; Albert G. Lane, City Superintendent of Chicago; D. E. McClure, County Superintendent of Oceana county, Mich.; W. H. Chandler, of Madison, Wis.; President F. W. Parker, of the Chicago Normal School; G. R. Shawhan, County Superintendent of Campaign county, Ill.; John Trainer, of Decatur, Ill.; T. C. Chamberlin, of The University of Chicago; J. J. Schobinger, of Morgan Park, Ill.; W. S. Jackman, of the Chicago Normal School; A. W. Edson, State Agent, Boston, Mass.

Wednesday and Thursday were devoted to general discussion, one half day being allotted to each of the four subcommittees in the following order: School Maintenance, Supervision, Supply of Teachers, and Instruction and Discipline. Friday and Saturday were devoted to the consideration of the preliminary reports submitted by the chairmen of the respective subcommittees. The sessions were

held from 9 a.m. to 12 m. and from 3 to 6 p.m. In order to facilitate discussion printed or typewritten copies of the main propositions in each report were placed in the hands of those present. During Friday and Saturday the reports were read section by section, and, after alterations and amendments as suggested by various members of the committee, they were adopted.

It was further ordered that the reports of the different subcommittees should appear in the printed volume in the following order:

1. School Maintenance.
2. Supervision.
3. Supply of Teachers.
4. Instruction and Discipline.

On motion the entire matter of printing the report, when completed, was intrusted to the charge of the chairman of the committee, with the suggestion that he confer with the United States Commissioner of Education in regard to securing the co-operation of the national bureau for publication purposes.

T. C. Chamberlin, of The University of Chicago; W. S. Jackman, of the Chicago Normal School, and F. H. King, of Madison, Wis., were requested to prepare a discussion of the possibilities of a course of study especially adapted to agricultural environments. This discussion constitutes *Appendix G* of this report.

Appendix A, consisting of a paper read by B. A. Hinsdale before the Department of Superintendence at Jacksonville, is published by order of the committee. The course of study for rural schools and the paper by Dr. White, designated as *Appendix I*, and the paper by F. W. Parker, *Appendix H*, are inserted by the same authority. The other matter in the appendix has been placed there in accordance with a vote of the committee, leaving the selec-

tion to the choice of the chairman of each subcommittee and of the general committee.

The date for publication of the report was fixed at from four to six weeks before the meeting of the National Educational Council at Milwaukee. After determining that the chairman of each subcommittee should send a typewritten or printed copy of his report to each member of the committee before publication for suggestions or amendments, the committee adjourned.

In the foregoing historical statement no attempt has been made to follow the exact order of proceedings, but only to gather from the Secretary's records such main points as will give the Council exact information of the methods adopted by the committee.

As soon as possible after the adjournment of the committee the chairman of each subcommittee prepared his report, and printed or typewritten copies were sent to other members, and also in all cases to persons who were supposed to be able to point out omissions or to suggest alterations. As a result these reports represent the combined experience of many competent persons besides members of the committee. This method led to much correspondence on the part of the chairmen, but it has undoubtedly aided them very materially in making a broader and much more comprehensive report. The committee found itself confronted from the beginning with the fact that the environments of schools differ so much in various sections of the country that it is impossible to make other than very general suggestions. Conditions vary so much between Maine and California, or Minnesota and Texas, that what would be an excellent system in one would possibly fail in the other.

SCHOOL MAINTENANCE.

Those who read the following reports will find that several recommendations are made by more than one subcommittee. Thus in the matter of organization the necessity of adopting a larger unit than the district, as the township or the county, is very strenuously insisted upon by two or more subcommittees. It is a fact of such great importance that other essential points hinge upon this. The arguments are very fully stated in the report of the Subcommittee on School Maintenance, but the general committee is fully agreed upon the desirability of effecting this change wherever the district system at present prevails. It would conduce to effectiveness and simplicity of organization; to economy in the use and distribution of funds; to the equalization of the burdens of taxation, and to a system of supervision which would produce better results from the instruction given in the rural schools.

Again, all the subcommittees are strongly in favor of the consolidation of schools which are too small to employ profitably the time of one teacher into larger schools, when practicable, in order that better instruction may be provided than is possible under the present system. This involves also paying for the transportation of pupils to some central school at the public expense. The different subcommittees have reached this conclusion, each from its own standpoint. The inferences drawn from facts and figures are too obvious to need any argument. The conclusions arrived at in the discussion of the two points, organization and consolidation, are very broad, and would seem to be applicable to some section of nearly every State in the Union.

The manner of raising and distributing the revenues has been carefully investigated, and the subcommittee having

that subject in charge seems to have reached very wise and just conclusions. The township, or special district, in which the parents of the pupils reside should contribute to the school funds, as should the county and the State. Every interest concerned in the education of children should bear a proportionate share of the burden of taxation. In the distribution of school funds, because of the community of interests involved in popular education, the strong and wealthy must contribute to the support of schools in weak and impoverished districts. It may not be possible to provide equal school facilities in every part of the State, but every district in which a school is established should be assured beyond all doubt of a sufficient sum of money to employ a competent teacher for the minimum number of months or days fixed by the law. The duty of providing for the pupils of the rural schools the means whereby they can have the benefit of high schools in their neighborhood has not been overlooked. It is not necessary to discuss fully these points. Attention is invited to them as set forth in the report of the Subcommittee on School Maintenance.

SUPERVISION.

The subject of school supervision is discussed under the general divisions of State, county, township, and district. The task assigned this subcommittee is difficult because, as far as rural schools are concerned, there are no well defined lines of work upon which there is a general agreement. There is great need of supervision which is intelligent and which carries with it some degree of authority. As a general thing the officer known as State superintendent has only advisory authority. He can make suggestions, but they carry with them no more force than there is in the character and influence of the officer who

makes them. He is too far removed from the rural schools, and is too much engaged in other matters connected with his office, to come into close touch with them and their present interests.

No one questions that supervision should be compulsory. In fact, such is the case in most States to-day. The great question connected with it is how to make it effective. A supervisor who has charge of a hundred schools or more, scattered over an entire county, finds it impossible to control and direct them in accordance with well-devised plans. Accordingly the subordinate urges township or district supervision where it is practicable, or that each supervisor should have such deputies or assistants as will enable him to reach every part of his field. Again, if supervision is to be effective it must be the product of skill and intelligence. As well put an ordinary seaman, selected from the crew by lot, in charge of an ocean steamer, with its precious cargo of lives and wealth, as to place a raw, uncultivated man or woman, selected by the chances of a political convention, in charge of the schools in which our youth are being trained for citizenship. The subcommittee is of the opinion that certain qualifications, moral and mental, with some experience in teaching, should be exacted from every one who aspires to the duties of a supervisory office. The duties which are incumbent upon a supervisor of schools have been so minutely discussed that it is not necessary to restate them here. It is sufficient to say that knowledge and skill, enthusiasm and patience, sympathy and forbearance, firmness and justice, are requisite in one who would discharge his duties conscientiously and with due regard to the highest good of all concerned.

The importance of bringing the school into touch with the farm and the home has been dwelt upon at some length (*Appendix O*). To this end the supervisor should make

himself thoroughly acquainted with peculiar conditions of life in his supervisory district. It is not enough that he visit the school and consult with the teacher. He must meet school officers and parents, awaken their sympathy and arouse their interest, if he would do his whole duty. He must have a controlling influence in the selection of teachers, in the erection of school buildings, especially as concerns sanitation and hygiene, in teachers' meetings, and in general school work throughout his entire territory.

A wise supervisor cannot fail to observe carefully the environments of the school, which exert a powerful, though unconscious, influence upon the character of the pupils. The bearings of the esthetical upon the ethical side of the child's nature, the relations of music and art as determining the development of the child along right lines, should be observed and guarded as well in the rural as in the city schools.

SUPPLY OF TEACHERS.

The question of the support afforded teachers is one great hindrance in the way of improving the rural school. The following table showing the average monthly salaries paid teachers in rural schools has been compiled from answers to circulars sent out to State superintendents. It is unfortunate that in most States the statistics make no distinction between city and rural school-teachers. Consequently many of the returns are estimated. They are valuable, however, for the purpose of comparison and general information.

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	Males	Females		Males	Females
Alabama.....	\$25	\$20	Missouri.....	\$40	\$34
Arkansas.....	33	30	Montana.....	60	45
California ¹	67	56	Nebraska.....	35	30
Colorado ²	50	45	Nevada.....	85	60
Connecticut.....	30	30	New Hampshire..	30	30
Delaware.....	35	33	New York ⁴	37	37
Illinois.....	30	25	Ohio.....	35	29
Indiana.....	40	35	Pennsylvania ⁵ ...	42	33
Iowa.....	35	30	Rhode Island.....	40	36
Kansas.....	40	32	South Carolina...	30	27
Kentucky.....	36	34	South Dakota....	36	31
Louisiana.....	40	33	Utah.....	53	37
Maine.....	35	22	Vermont.....	39	27
Maryland.....	29	29	Virginia.....	28	25
Massachusetts ³ ...	32	26	West Virginia....	36	36
Michigan.....	29	25	Wisconsin.....	46	30
Minnesota.....	40	31	Wyoming.....	45	40

In connection with above table we must take into account that in only a few States is the average length of the school over eight months. This includes cities and towns, as well as rural districts, so that it is fair to conclude that in general the country teacher finds employment not to exceed seven months in a year, and often not more than five or six.

The subcommittee regrets that so few are able to apprehend the qualities essential to a good teacher. Professional fitness is ignored in nearly every case. The smaller the unit of organization the greater is the disposition to engage teachers for short periods of time. All engagements should be for one year at least, and frequent changes of teachers should be discouraged.

Perhaps the most important subject intrusted to this

¹ Includes schools of not more than two teachers.

² Includes the schools in the agricultural sections only.

³ Based on fifty-two male teachers and 142 female teachers in towns under \$500,000 valuation.

⁴ \$9.26 a week, counting thirty-three and one-third weeks in a year.

⁵ Not including the city of Philadelphia.

subcommittee has reference to the training and preparation of teachers. ~~There is no doubt~~ that the normal school in most States does not reach down and take hold of the common district school. There is room, as indicated in the report, for a series of normal training classes with a course of one year, or at most two years, not modeled after a State normal school, but suited in all respects to the needs of a class of young people from whom we draw nearly all our rural school-teachers. Instruction for one year in such a school could be made to so inspire students with a desire for knowledge, to so fill them with the teaching spirit, as to work a most beneficent change in the schools coming under their charge. The proposition to establish continuous sessions in normal schools, as set forth in the subcommittee's report, is full of promise for the improvement of rural school-teachers without withdrawing them from active service. The terms and courses could, under the plan, be so adjusted as to enable them to attend a normal school for work in regular courses of study during that large part of the year not occupied in teaching. A course for one year is indicated below. If extended to two years, the extension should consist not so much in the introduction of new branches as in doing something more than elementary work in the branches already in the curriculum.

**THE COURSE OF STUDY FOR ONE YEAR
OF FORTY WEEKS.**

General Divisions	First Term	Second Term
Language.	Reading and Literature.	Grammar. Elements of Rhetoric.
Mathematics.	Arithmetic. Algebra.	Geometry.
Natural and Physical Science.	Geography. Elements of Chemistry.	Botany. Elementary Physics.
History.	U. S. History. Civil Government.	General History. Biography.
Professional Studies.	School Economy, Elementary Psychology. Practice Teaching.	Physiology with special reference to hygienic conditions. Practice Teaching.

The number of lessons in each branch per week must be determined by the conditions and necessities of the class. Singing and drawing should have such a place as their importance demands. At least two lessons per week for each of them should be insisted upon.

The course of study to be completed in one year is arranged according to relation of subjects and not according to order of study. It embraces, so far as elements are concerned, those subjects which are necessary in order to enable a teacher to deal with organic and inorganic nature, with history and civil government, with literature and language, and so much of music and art as the conditions of the school will admit. While provision is made for professional training, the success of such a course as this

as a means for preparing teachers for their work will depend almost entirely upon the good judgment and skill of those who are intrusted with the management of the school. The tendency to overload such a course, to crowd two years' work into one, will have to be very carefully guarded against. The entire course is intended only to be elementary, and is for the benefit of a large class of teachers who have but little preparation, and are not able for various reasons to devote more than one year's time to attendance upon a normal school. The advantages of a school of this nature would be greatly enlarged by the possession of a carefully selected library, and of sufficient apparatus for the purposes of illustration and experiment. If the students could be taught to make this apparatus, with maps, charts, etc., for use in rural schools, it would add to their usefulness as teachers. Very great advantage would accrue to the pupils from coming in contact with disciplined minds in the persons of their instructors. But few rural teachers know how to study or how to get the most out of books which fall into their hands.

Summer schools, reading circles, and institutes have received their share of attention. The whole ground has been well covered and will repay a careful perusal.

The scheme for the examination and certification of teachers has been thoroughly digested. There will be some who may not agree with the subcommittee in all particulars, but no one will dispute the fact that too many teachers in the rural schools are contented with the lowest grade of certificate which will answer the purpose of the law. There is a great necessity for some scheme such as is here recommended, whereby teachers can rise step by step in their calling, if they earnestly desire to improve.

On the other hand, this scheme furnishes a reasonable excuse for not affording further professional recognition of any kind to those who show no disposition or no ability to do anything better in the line of preparation for their work.

INSTRUCTION AND DISCIPLINE.

The report under this head will be found to embrace several important recommendations. Some of these will provoke discussion, but most of them are of such a nature as to commend themselves to every thoughtful person. The report opens a broad field of inquiry, which must of necessity receive more attention as the wants and necessities of rural schools are better considered.

The evils of attempting to grade the rural school as the city school is graded are very clearly set forth, accompanied by the suggestion that those normal schools which as part of their work train teachers for rural schools should carefully impress upon such teachers the necessity of considering the size of the school in determining the uses and abuses of grading and classifying pupils. This suggestion is all the more pertinent in view of the movement in many States to require some previous professional training as a prerequisite for entering any public school as a teacher.

Considering that the course of study for the rural school need not differ in any material point from that provided for the city school, it is urged that the aim of such a course is to enable the pupil to recognize the conditions of inorganic and organic nature, and to pursue the studies of literature, language, and history, as they are necessary for his entrance upon civilization. The difference in courses of study for rural or city schools is found to be in those

collateral branches which relate to the environment of the pupil or to the neighborhood in which he dwells. The report upon this point is very full and will repay a careful study of its details. The subcommittee calls especial attention to the relation of the course of study to the system of grading and classification. The suggestions made are of great practical value in any discussion which endeavors to determine the method of adapting a course of study to the wants and conditions of rural schools. It cannot but be very helpful to be told that the course of study is the measuring rod used only to determine at what point in his work the pupil has arrived, and not a Procrustean bed used to give the work the lifeless beauty of a dead uniformity.

The consolidation of those schools which have become so reduced in numbers as to render it unprofitable to maintain them separately, the transportation of pupils at public expense to other schools than their own, and the concentration of higher-grade pupils at a central point, are urged as means of lessening many of the evils from which rural schools are suffering. This provision having been grafted into the law of several States, bids fair to prove of great benefit. Wherever it has been tried it has commended itself as economical, and as a means of affording better teachers and consequently better schools. The matter of improved roads enters incidentally into this discussion, as having great bearing on the question of transporting children to central points for school purposes.

In connection with school exercises at the town or county center, once or twice a year, competitive examinations are not recommended unless they are very carefully guarded. The feature of social intercourse, the stimulus which comes from meeting with his mates, have advantages which ought not to be overlooked or neglected.

Home reading, with what is termed school extension, is dwelt upon at such length as its prominence demands (*Appendix O*). To carry good reading material, whether of science, literature, or fiction, prose or poetry, into the schools and homes of the rural districts must be a part of any educational scheme which has for its object making country life more endurable and more attractive. The various recommendations of this part of the report are worthy of careful consideration at the hands of those even who may not wholly agree with them.

CONCLUSION.

Your committee has called in the aid of a number of persons whose time and thought have been largely given to matters connected with the management and instruction best suited to the wants of rural schools. It was found impossible to embrace the entire matter placed at our disposal in the body of the report. We have, therefore, printed much of it in the form of an appendix, believing that it will add largely to the value of this report. It is not to be supposed that every point has been covered, or that the entire subject has been exhausted. The committee has endeavored diligently and to the best of its ability to throw some light upon what may possibly be regarded as a collection of subjects embracing a very large field. While there are many points worthy of especial attention, I have gathered up the following as a brief summary of those which may be considered of most pressing importance:

SUMMARY.

1. For purposes of organization, maintenance, or supervision, nothing should be recognized as the unit smaller than the township or the county; the school district is the most undesirable unit possible.

2. Every community should be required to raise a certain sum for the support of its schools as a prerequisite for receiving its share of public money. A certain definite sum should be appropriated to each school out of the State funds, and the remainder should be divided in accordance with some fixed and established rule, a discrimination being made in favor of townships most willing to tax themselves for school purposes.

3. One of the great hindrances to the improvement of the rural school lies in its isolation, and its inability to furnish to the pupil that stimulative influence which comes from contact with others of his own age and advancement. The committee, therefore, recommends collecting pupils from small schools into larger and paying from the public funds for their transportation, believing that in this way better teachers can be provided, more rational methods of instruction adopted, and at the same time the expense of the schools can be materially lessened.

4. There is a tendency to fill the rural schools with untrained, immature teachers. The establishment of normal training schools, under competent instructors, with short courses, each year of which shall be complete in itself, would do much to remedy this evil. The extension and adjustment of the courses and terms of the State normal schools so as to constitute a continuous session would enable them to contribute more directly than now to the improvement of the teachers of rural schools (*Appendix S*). The State would then be justified in demanding some degree of professional training from every teacher in the rural as well as in the city schools.

5. The establishment of libraries, the prosecution of the work of school extension by lectures and other means, the introduction of such studies as will have a tendency to connect the school and the home, especially those having

a direct bearing upon the every-day life of the community and the necessity of applying the laws of sanitation to the construction of rural schoolhouses, demand immediate attention.

6. The rural schools are suffering from want of official and intelligent supervision. In every State some standard of qualifications, moral and intellectual, with some amount of actual experience, should be demanded by law from those who aspire to fill the office of superintendent or supervisor of schools.

7. Good morals and good manners constitute an essential part of an educational equipment. The inculcation of patriotism, of respect for law and order, of whatever tends to make a good citizen, is of as much importance in a small as in a larger school. Regularity, punctuality, obedience, industry, self-control, are as necessary in the country as in the city school. Country school-teachers should call to their aid the beautiful things in nature, that with reverential spirit they may lead the children to reverence Him who hath made all things good in their season.

HENRY SABIN,
Chairman.

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REPORT OF THE SUBCOMMITTEE ON SCHOOL
MAINTENANCE.

The maintenance of an efficient State system of public instruction involves numerous sociological factors of an important character. This is particularly true in a democratic State, where public opinion gives the final sanction of all public activities. Moreover, there is good reason to think that it is even more important to consider such factors carefully when providing rural schools than when providing urban schools. The bearing of the wealth of the State, both in the aggregate and in relation to population; the density of population and the ratio of rural to urban population; the ratio of the adult or wealth-producing population to the population of legal school age; the facilities for travel and the character of the people in respect to race elements—the value of such factors as these in the problem is almost too plain for argument (*Appendix A*).

The organization and administration of the powers of government must also be considered. The government of the United States stands to all the members of the Union in the same relation; that is, within the States it has no proper educational function whatever. The State government, however, is a constant factor; it exercises the central State authority. But when we take the next step we are at once confronted by contradiction and confusion.

First, we find in New England the town system of local government. Here nearly all the local governmental functions are performed by the town; the county exists, but it is more a judicial than a political unit, and in Rhode Island it is wholly judicial. The town is much, the county little. Secondly, the county system, which exists

throughout the South and in several of the Western States, more than reverses these conditions. The county is the organ of local government, and the township does not commonly exist. The county is divided into districts for the purpose of defining the jurisdiction of justices of the peace, into election precincts, and sometimes into school townships. Here the county is everything, the town nothing. Thirdly, the old middle States and most of the Western States have what is called the mixed or compromise system. In these States the township is less than in New England and the county more, the county less than in the South and the township more; in other words, both township and county are employed in something like equal measure. Again, two types of the mixed system are found in different States. In New York and the States that have imitated her the county legislative and executive board is composed of supervisors elected by the several townships, while in Pennsylvania and the States that have followed her example this board is composed of commissioners elected by the county at large. The county is, therefore, a governmental organ in all the States, while the township is found only in two groups of States. Moreover, in those States where the town or township is found it varies considerably in powers in comparison with the county. These elementary governmental facts it is necessary to remember, because they directly affect the matter in hand. Manifestly, the people will not be apt to create local organs of government for any one single purpose unless they deem it absolutely necessary; on the other hand, they will manifestly use for any such purpose, as far as consistent, the same organs that they use for other local purposes. This is just as true of schools and education as of other public interests. Except that Vermont has a county examiner of teachers, no mention is

made of the county in any New England school law;¹ no mention is made of the town or township in any Southern State; while the States that have the compromise system use both the county and the township as organs for carrying on their schools. It will be seen that no account is here taken of the city or municipality, because this is common to all States and does not relate to rural schools.

An ambiguity in the use of the term *town* is also to be mentioned. The *township* of the middle and Western States corresponds in general to the New England *town*; while in these States the *town* is a village, hamlet, or even city. All the recommendations made in this report will recognize distinctly the facts now stated.

Still another preliminary explanation is called for. The term *district*, as used in school legislation and in educational discussions, is very misleading. The two leading senses of the word must be sharply discriminated. This can be done by describing the two principal forms of local school organization.

1. *The Town- or Township-unit System.*—This is something wholly different or separate from the town system of local government described above. The two systems may exist together, but not of necessity so; the town- or township-unit system, called also the *town-district* system, is found in connection with both the town and the compromise systems of local government; it could not exist with the county system, as a matter of course. The town system of local government relates to local affairs generally; the town- or township-district system to schools only. The name *township-unit system* means only that the town or township is the ultimate unit of school organization and

¹ Vermont, Maine and New Hampshire once enacted laws creating the county superintendency, but these laws did not remain long on the statute books. No State is likely to use the county for an administrative school purpose unless it uses it for other administrative purposes.

administration. This unit, with such assistance as it receives from the State or county, provides and carries on its own schools independent of any other unit. It raises funds by taxation and expends them, subject only to the law of the State. It is the organized town or township, a body corporate and politic, under its educational aspect. The local authority is sometimes a school committee, as in Massachusetts; sometimes a board of education, as in Ohio, and again a township trustee, as in Indiana. Again the township-unit system does not necessarily involve the consolidation of rural schools. The school children within the unit may all be brought together in one central school at some advantageous point, or they may attend a plurality of schools scattered through the township. In the second case, the limits or boundaries of the several schools must be marked off for the regulation of school attendance, unless indeed pupils are permitted to attend such schools as they please, and these areas are commonly called *districts* or *school districts*. In Ohio they are known as *subdistricts*, and they serve also as units of representation in the township board.¹ Here then are two clear cases of the term *district*: one is the town or township, and the other a part of the town or township defined primarily

¹ The explanation of the Ohio law on this point is historical. Previous to 1892 the township was the school district proper, but this was divided into subdistricts. The township board of education raised all the local funds by a tax levied on the taxable property of the township, and apportioned them among the subdistricts; the subdistrict boards of directors employed the teachers and carried on the schools. The voters of the subdistrict, in annual school meeting, elected the three directors, one every year, for three years, and these again elected one of their number clerk, who represented his subdistrict in the township board. Under the Workman Law of 1892, all the old powers of the directors were transferred to the township board, but the subdistrict was left for the regulation of school attendance and to serve as a unit of representation in the township board.

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for the regulation of school attendance, but also sometimes serving as a unit of representation.

2. *The District System.*—Here *district* is used in quite another sense. Geographically, the school district is now commonly a subdivision of a town, as in Connecticut, or of a township, as in Michigan, or of a county, as in the county-system States. Ordinarily it is a body politic and corporate, and is the ultimate unit of school organization and administration. It has its own school committee or board elected by the voters of the district, in school meeting, and, with such help as it receives from the State or county, it builds its own schoolhouse and provides and carries on its own school or schools. It is, therefore, a taxing as well as an administrative unit. Under this system the district is the controlling factor of school organization. Not only is it the most democratic form of school organization, but it has been called “probably the most communistic as well as democratic feature of our political institutions, and is certainly the smallest minor civil division of our system.”¹

Still other districts are mentioned in the laws and reports, as special districts, city districts, borough districts, joint districts, and the like; but these names do not present any new features of an essential character.

These explanations premised, the subcommittee will divide this report into three grand divisions, *viz.*, Revenue, Distribution, and Organization. The last topic, however, will be considered only so far as relates to school maintenance. By school maintenance is meant the provision and support of public schools.

¹ Mr. Wellford Addis, Specialist in the Bureau of Education. See chap. xxxiv. of the Report for 1894-96, “The Social Unit in the Public School System of the United States.”

REVENUE.

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The subcommittee submits that the first essential to the material improvement of the rural schools of the country is the provision of revenue sufficient for their adequate support. Accordingly, this is the first subject to be considered.

The educational items in the budgets of all progressive countries have assumed great proportions, and are all the time growing. The Commissioner of Education reports the expenditure for common schools in the States of our Union for the years 1894-95, not including payments on bonds, at \$178,215,556. Seven States expended more than \$5,000,000 and less than \$10,000,000 each, and five more than \$10,000,000 and less than \$20,000,000 each. New York alone stood above \$20,000,000. In 1888-89 the total for the country was \$132,129,000, and in 1883-84 only \$103,909,528. But, unfortunately, we have no statistics showing the division of these vast sums between the rural districts and the towns and cities. A *city*, in the dictionary of the National Census Office, is a concentration of population containing 8,000 people or more of all ages, and in 1890 there were 443 cities in the country. The Commissioner of Education reports for the year 1893-94 that 3,126,659 children were enrolled in the schools of these cities, to 10,809,318 enrolled in other schools. He reports further that the maintenance of the city schools cost \$69,886,413, and of the others \$100,497,760. But this is no proper division of rural and urban schools, since the educational conditions existing in many centers of population containing less than 8,000 people are the same as those existing in the 443 cities. At present it costs much more to school 1,000, 10,000, or 100,000 children in the cities than in the country, but this is mainly due

to the fact that the education furnished is so much greater in quantity and so much better in quality. It is not improbable that if rural schools were brought as near as possible to the level of urban schools, they would be quite as costly. At least, it is evident that the first condition of good rural schools is a sufficiency of funds with which to provide and maintain them. How shall these funds be provided?

I. A century ago the American people began to take an interest in the creation of permanent school funds or endowments. This interest was originally stimulated, if not created, by the policy that Congress foreshadowed in 1785, and subsequently firmly established, to endow the common schools in the public-land States with liberal grants of public lands. In every State in which Congress has exploited the wild lands either one-thirty-sixth or one-eighteenth part of such lands has been dedicated to the public schools. Beginning with Connecticut in 1795, nearly all the non-public-land States have also created such endowments out of their own resources. Several of them devoted the United States deposit fund of 1837 to this purpose. At the beginning of the century no one dreamed to what proportions public education would grow in one hundred years; and men thought, not unnaturally, that permanent endowments would greatly ease the burden of taxation for school purposes, and would keep the educational machinery of the State constantly running and well regulated. It will not be denied that, relatively, these funds have come far short of meeting the expectations of those who laid their foundations. There can be little doubt that, in many of the States, and particularly when such States were new and poor, they have hastened educational development; but it is quite certain that they have often done great harm, causing the people to rely upon the feeble income derived from them, and to turn their

faces away from the only adequate source of school maintenance, that is, public taxation. Texas has been gazetted as having the most magnificent possibilities of any State in the way of a permanent school fund, but some citizens of the State are now questioning whether these possibilities may not prove other than an unmixed blessing (*Appendix B*). The fact is, public schools in the United States have far outgrown all present or prospective endowments. In 1888-89 the income from such funds was \$9,825,000 in a total of \$132,125,111; in 1894-95 the corresponding figures were \$8,336,612 and \$177,597,691; that is, the per cent. fell from 7.4 to 4.7 in six years. New York and Ohio derive less than \$300,000 each of their great school revenues from permanent funds, and Pennsylvania derives nothing from such a source. In fact, it would require a permanent fund of \$400,000,000 to carry on, at the present scale of expenditure, the common schools of either New York or Pennsylvania. The subcommittee submits, therefore, that all permanent school funds, either State or local, should be carefully husbanded and wisely administered; that they should be preserved intact, and the income be scrupulously applied to the support of schools; that, under special conditions, it may be wise to augment old funds or create new ones, as when certain miscellaneous revenues can be devoted to that purpose; but that such funds must necessarily play a constantly diminishing part in popular education. Massachusetts is committed to the policy of adding to her fund \$100,000 a year, raised by taxation, until a total of \$5,000,000 shall be reached, and New Jersey to the policy of similarly dedicating proceeds of riparian rights that belong to the State; and to this there is no objection; but for these States, and any others, to lean heavily upon such funds for school maintenance would be a most fatuous policy.

Public education is, or at least should be, a recognized function or service of the State; the public schools of the country are civil schools, created and carried on by the civic authority, and they must rest ultimately upon the same general means of support as the other functions or services of government. As well, therefore, endow any other branch or function of the State government, such as the asylums and hospitals, the judiciary, the civil service, or the militia, as the State schools!

II. Gifts to popular education should be sedulously encouraged. Education has long been a favorite object with public benefactors, as the annals of every progressive country show, and none more convincingly than our own. No doubt when the public mind is aroused to the advantages of popular education, and school taxes are abundant, such persons who choose an educational object for their beneficence will rather be inclined to seek some other form or kind of education. Still, the constitution or laws of nearly every State, if not indeed every one, provide for the acceptance and use of private gifts for school purposes, and there are generous persons who are peculiarly interested in the common schools. Scattered over the country are many local public school endowments that had a private origin, and such gifts have not come to an end. The subcommittee is not aware that there are any statistics showing how far private benevolence contributes to public education, but it is apprised that the contribution is by no means contemptible, and it believes that it might be made considerably larger than it is. The favorite forms of such contributions, under existing conditions, are most likely to be land for building sites, and apparatus and libraries for schools; and the subcommittee is of the firm opinion that much more could be done than at present in all these directions, and particularly in the way of pro-

curing apparatus and books for the schools in communities where the public funds that are available for these purposes are meager or insufficient.

III. The great resource of the public school is, and *must continue to be*, some form or forms of public taxation. The ratio of the total school revenues derived from taxes to those derived from permanent funds is all the time growing, and it will continue to grow. At two periods separated by six years the sources of the common-school revenues expressed in per cents. were as follows:

Year	Taxes	Permanent Funds	Other Sources
1888-89	85.9	7.4	6.7
1894-95	85.7	4.7	9.6

Manifestly such areas or units of taxation should be created, or continued if already in existence, as will fully develop the sound American principle, that *the whole wealth of the State shall be made available for educating all the youth of the State*. This is both right and necessary, for it must be remembered that, in the United States, education is a civil, or State function, to be supported like other similar functions. What shall these units of taxation be? The subcommittee names those following as coming under the principle just stated:

1. *The State*.—A liberal provision of funds from the State treasury, to be distributed according to some rational method, is indispensable, as a rule, to the maintenance of a good system of State schools. Formerly the burden was mainly or wholly thrown upon the local units. The old Massachusetts plan was to throw upon the towns the whole burden of maintaining their own schools. But the greatly increased cost of schools, growing out of enhanced salaries, longer terms, and improved material equipment, long ago demonstrated that this plan must be materially modi-

fied. Many local taxing units are too poor to carry such a load, and they must either abandon all hope of good schools or they must receive assistance from the State or social whole. The fact began to gain recognition as early as the middle of the century. When the constitution of Ohio, adopted in 1851, provided that the legislature should make such provisions, by taxation or otherwise, as, with the interest arising from the permanent school fund, would secure a thorough and efficient system of common schools throughout the State, the lawmaking power hastened to levy upon all the property of the State, as rated by the assessors, a State school tax of two mills on the dollar, to be distributed on the basis of the school enumeration. Taking the country together, the cost of public education is divided between two or more taxing units. Still the fact remains that the part which falls to the local unit is often disproportionate. In 1888-89 the per cent. of the total amount of school revenues raised by local taxation was 66.8 to 19.1 per cent. raised by State taxation. In 1894-95 the corresponding per cents. were 67 and 18.7. The ratio of the two elements is variable in different divisions of the Union and in different States of the same division. The per cents. raised by State tax, as reported, range all the way from zero to a maximum of 83.2, found in North Carolina. We should naturally expect the Southern States, since the local government is there less fully developed than at the North, to rely relatively much less on local taxation and much more on State taxation, and such is the fact. But political habit is not the only factor that enters into the problem; economical conditions also assert themselves. In a State where wealth abounds, and is somewhat evenly distributed throughout its limits, as where manufacturing and commercial towns are frequent, there is not the same necessity for the State, as a unit, to

assume a large proportion of the whole burden that there is in a State where wealth is meager, and where such wealth as exists is largely found in a few concentrations of population, leaving large areas thinly populated and poor. These remarks will throw light on the per cents. of school moneys raised by State taxation and local taxation in the five divisions of States that the census office recognizes. The date is 1894-95. (See also *Appendix B*.) No account is here taken of income from other sources than taxation.

Divisions	State Taxes	Local Taxes
North Atlantic States.....	19.4	68.2
South Atlantic States.....	38.1	51.3
South Central States.....	48.4	31.7
North Central States.....	9.9	75.4
Western Division.....	23.0	61.3

In some of the States, as will be shown hereafter, local taxation must be more fully developed than in the past or present; in others, and these principal States too, the same may be said of State taxation.

2. In all States where, for other local purposes, the county is the sole unit of taxation, a liberal county tax should be levied for the schools. This proposition applies especially to those States where the county system of local government prevails. In States where, for such purposes, the county is a large unit of taxation, it may be wise to levy a county school tax; that circumstances must determine. This remark applies to the States having the mixed system of local government. Under the town system county taxation for schools would be out of harmony with the social and political traditions of the people, and could be accomplished only through a change of habit; perhaps this end is attainable. For the year 1894-95 the Commissioner of Education shows that 67 per cent. of the total school reve-

nues of the country came from local taxes. The scale ran from 1.7 per cent. in North Carolina to 98.2 in Massachusetts. Unfortunately we have no statistics showing from what sources the local taxes come; how much from districts, towns and counties respectively. The point must, however, be strongly pressed that local supply for public education should be forthcoming as well as State supply. It is a great mistake to teach the people to look altogether, or mainly, to the State treasury for school maintenance. They should rather be taught to depend in due measure upon themselves. It is the confident opinion of the subcommittee that some States are now committing this mistake. Many States having the county system of local government have in the counties a resource for school maintenance upon which they have never adequately drawn.

3. In those States where the town or township is a large taxing unit for other local purposes, it should also be made to contribute liberally to public education. This recommendation it would be idle to urge in most of the Southern and in some of the Western States, because the civil town or township does not exist, and it would be vain to urge its creation for school purposes exclusively. But in those States where the town and mixed systems of local government exist, a township school tax would be congruous with the general social and political habits of the people. The desirability of local taxation for school purposes was urged under the last head. Such taxation develops self-reliance and local character, and tends to awaken and keep alive the interest of the people in the schools. The town was the sole school-taxing unit in old New England, and it is still a prominent, sometimes almost an exclusive, one throughout the Northern States. The local school taxes of New England are town and district taxes, and, taken together,

they range from the minimum of 69.2 per cent. of the whole in Maine to 98.2 in Massachusetts. It can hardly be doubted that the New England States, as well as some others, now throw the burden too heavily upon the towns and districts, and that they will find it advantageous considerably to raise the ratio which State taxation bears to local taxation. The other New England States will probably follow, sooner or later, the example of Maine, which raises nearly one-third of her school money by State taxation. In some States, no doubt, the townships should carry a heavier weight than at present, at least as compared with districts; at all events, the township should bear a reasonable part of the cost of its own education.

4. Special districts, as incorporated villages, towns, and cities, the subcommittee considers not only proper but necessary units of school taxation. Such districts are the concentrations, large or small, of population and wealth; they are the industrial and social centers of the country. We have already seen that, in 1893-94, \$69,886,413 was expended for school purposes in the 443 cities of the Union. In Massachusetts \$7,088,000 was expended in cities; in New York, \$12,723,000; in Pennsylvania, \$7,745,000; in Ohio, \$5,097,000; in Illinois, \$8,110,000. If we had the figures for the smaller cities and the incorporated towns, the aggregate would be much increased. Now, not only do the cities, taken together, raise by taxation nearly all of the school money that is expended in them, but, as will be shown in another place, many of them contribute largely to the support of the rural schools. Again, they must in the future, collectively, as before, contribute still more largely to this end. Special districts, then, are essential as taxing units, care being taken to secure approximately a fair distribution of the public burdens. As a rule, dwellers in cities are much better able to pay heavy taxes than

dwellers in the country, but there is great reason to fear that they do not always do so.

The school district, in the commonly accepted sense of that term, is not a desirable taxing unit, but the contrary. It is now such a unit in a majority of States, and the subcommittee is decidedly of the opinion that it should either be made much less prominent than it is or be abolished altogether. As a rule, the second course is to be preferred (except in special districts already mentioned). The town or township is the smallest area that should be employed for this purpose. Even this may be overweighted, as can easily be shown. The unanswerable objections to district taxation are the inequality in burdens that results, and the inability of many districts to carry the load that good schools would necessarily impose upon them. A few statistics will make both propositions perfectly clear.

In 1871 Superintendent Fallows, of Wisconsin, published a table showing the amount of property assessed per scholar, in the school districts of a certain township, which he believed to be a type of the state of things generally existing throughout that State. The maximum was \$2,860; the minimum, \$784; the average, \$1,378. In 1878 Superintendent Graham, of the same State, published a table for the whole State, showing that the valuation of property per district varied from \$2,300 to \$1,979,708. Districts with less than \$3,000 and districts with \$40,000 were found in the same township. But the poor districts were required by law to maintain a school six months in the year, just as the rich ones were. The ratio of district taxation ranged from half a mill to fifty-five mills on the dollar. Superintendent Wells, of Wisconsin, published similar facts in 1893 for a number of States. He showed that in Rhode Island some districts were taxed fourteen times as heavily as others, and in Connecticut a

similar disproportion existed. In New York the ratio of tax raised in two counties varied from .0012 per cent. in one district to .0431 in another. One township presented the extremes .0009 and .0070, and still another one .0048 and .0371. Two districts in one township paid respectively \$5.66 and \$58.11 per capita; two in another one, \$5.43 and \$60.37; two in a third, \$11.25 and \$181.85. "That is to say," says Mr. Wells, "the rate of taxation is seven times as great in one district as in another in the same town, and the per capita cost of educating a child is eleven times as great."¹ But the first of these New York comparisons presents a ratio of almost forty to one.

Statistics such as these could be collected almost without limit. The most instructive way to study the subject is, so to speak, on the ground. If a man unfamiliar with it, who lives under the independent district system, will only take the trouble to collect the facts relating to his own county he may easily be astonished at the result. And yet, as a rule, the law lays upon the districts, rich and poor alike, the same burdens in respect to school maintenance. It is hard to see how or why the people have so long borne such inequalities—inequalities so contrary to the cherished American principle that the property of the State should educate the youth of the State; or, rather, it would be hard to see why they have borne them, if we did not know the extent of the public ignorance on the subject, and the strength of conservative habit, and did not see also how the district as a taxing unit is bound up in men's minds with the district as a unit of administration. But the two are not inseparable. The legislature of Ohio abolished the district as a taxing unit twenty-five years or more before it abolished the district as an administrative unit. In Connecticut, too, town taxes and district management are both met with in the same towns.

¹ "Township System of School Government," Madison, Wis., 1894.

Before dismissing units of school taxation, a single point calls for closer attention. This is raised by the question: What is the advantage of looking to large units for supply rather than small ones?

The answer to this question rests upon the fundamental assumption that public education is a State function, and that the whole State is responsible for the education of all the youth of the State. Now, if the cost of public education bore the same ratio to the ability of the people to bear this cost in all the communities of the State, or, what is nearly the same thing, if the wealth per capita of all the communities were equal, then, as a matter of course, it would make no difference whether the school tax were levied upon large areas or small ones. But this is far from being the case. The cities are indeed concentrations of both absolute population and school population, as well as of wealth; but their wealth tends to increase much more rapidly than either the absolute or the school population. The fortunes of the country are either made in the cities or else tend to flow into the cities. The last report of the census office shows the per capita wealth of the Union, of the States severally, and of the five groups of States, but it does not show the per capita wealth of the cities and of the rural districts separately. The nearest approach to it is the tables showing the per capita value of real estate with improvements, by States and counties. These averages throw important light upon the subject, and some examples will be given.

Illinois: State average, \$860.88; highest county average, \$1,311.90; lowest county average, \$164.64.

Massachusetts: State average, \$848.01; highest county average, \$1,564.10; lowest county average, \$466.65.

New York: State average, \$969.66; highest county average, \$1,733.35; lowest county average, \$305.80.

Ohio: State average, \$689.01; highest county average, \$1,562.56; lowest county average, \$265.99.

Pennsylvania: State average, \$719.13; highest county average, \$1,049.88; lowest county average, \$187.26.

If personal property were included, the extremes per capita would be still more widely separated than they are at present. Formal argument is not needed to show that the rich counties are much more able to contribute to the expense of government, education included, than the poor ones, and the proposition that a due proportion of such expense should be thrown upon these units rests upon this fact. The tendency would be to remove inequalities in bearing the common burden. Levying the local school tax upon the township instead of the districts that compose it, or upon the county instead of the townships, would work in this direction. It is very true that townships are unequal in per capita wealth as well as districts, and counties as well as townships; still the fact remains that large units are less unequal than small ones. Every step towards the highest taxing unit tends to distribute the burden more equally. In fact, the argument for removing a portion of the burden from the small taxing units to the large ones is the same that justifies us in calling upon society to educate individuals or families that are too poor to provide for their own education. Why do we impose a public tax for educational purposes at all? Simply because education is a common interest, while some individuals or families are unable to educate themselves.

It may be said that the line of reasoning which has been followed would lead to placing the whole burden of State education at the door of the State treasury. Why should not the State defray the cost of the common schools, just as it defrays the cost of reform schools for boys and girls, and of the asylums and hospitals? It must be confessed

that this would be strict logic. However, we are to remember that governments are never carried on according to strict logic, and cannot be from the very nature of the case. What is more, there are the best of reasons, as shown above, for making education, to a reasonable degree, a local charge—reasons that do not apply to some other public services. The people are more likely to be vitally interested in the schools if a portion of their cost is derived from local taxes. In no country of the world, so far as the subcommittee is aware, is elementary education made an exclusive general charge. It is not desirable that it should be. The present contention is for a reasonable distribution among the several taxing units. At the same time, it may be worth observing that in some countries there is a strong tendency, as in England and France, to rely more than formerly upon general rather than local supply.

The appropriations for schools that States make from the common treasury differ greatly in form as well as in amount. Massachusetts levies no State school tax, but the legislature nevertheless votes various specific appropriations, as for the salaries and expenses of State agents, aid to pupils of normal schools, compensation of local superintendents, the payment of high school tuition for pupils living in towns whose valuation of property does not exceed \$500,000 and that do not maintain a high school. Connecticut raises annually a State school tax equal in amount to \$1.50 multiplied by the number of persons in the State between the ages of four and sixteen, as enumerated annually. Rhode Island, while not levying a State school tax, so-called, votes enough money out of the State treasury, each year, to make, with the income of the permanent fund, a total of \$120,000. New York raises annually, by taxation based on the real and personal property of the State, such sum for the support of

schools as the legislature shall determine. New Jersey assesses and collects a total State tax amounting to \$5 for each person in the State between the ages of five and eighteen years. It is this tax that places New Jersey at the head of the column of Northern States in respect to the per cent. of school revenue derived from a State tax. The constitution of Pennsylvania provides that the State legislature shall appropriate every year \$1,000,000 from the State treasury for the use of schools, but the present appropriation is \$5,500,000. Ohio levies a tax of one mill on the dollar of the grand tax duplicate of the State. Indiana raises eleven cents, and Kentucky twenty-two cents, on each \$100 of taxable property. The Michigan law directs the supervisor of every township to levy a school tax of one mill on the dollar for schools within the township, but as the proceeds are kept within the districts where they are raised, this is only a compulsory local tax; still it stimulates further local taxation for the grand object. The legislature of Michigan also levies a specific tax on certain corporations, as railroads, etc., which is first applied to the payment of the interest on the various educational funds that the State has borrowed, as the university, agricultural college, and common school funds, and then to the support of the common schools. Nebraska makes an annual levy and assessment not exceeding one and a half mills on each dollar's valuation on the grand list of taxable property. The California system of school finance will be mentioned under distribution and in an appendix. These are a few of the States; still others will be dealt with in connection with distribution.

The basis of school taxation, or the ultimate sources of school supply, is an important subject. Whether more money can be had for the schools often depends upon the manner in which it is proposed to levy the tax. In gen-

eral, taxation for schools will conform more or less closely to the character of the State taxing system as a whole. While admitting the great importance of the subject, the subcommittee does not feel called upon to discuss it beyond offering brief remarks on two or three points.

Pennsylvania meets her annual State school appropriation, in whole or part, by laying a tax of four mills on the dollar on all moneys loaned by citizens of the State. Some States levy poll taxes, and some "occupation" taxes, for their schools. Quite miscellaneous sources of school revenue are met with in the State constitution and laws. We find specific taxes on dogs, and on banks, railroads, and other corporations. Escheats and forfeitures are often, or commonly, devoted to the schools. The constitution of Nebraska prescribes that all fines, penalties and licenses arising from the general laws of the State shall belong, and be paid over, to the counties where such fines, etc., may be levied or imposed; also that all fines, penalties, and licenses arising under the rules, by-laws, or ordinances of cities, villages, towns, precincts, or other municipal divisions less than a county, shall be paid over to the same respectively; and further, that all these moneys shall be appropriated exclusively to the use and support of common schools in the respective divisions where the same may accrue. Nor is Nebraska peculiar in so dedicating such funds. It has been suggested to the subcommittee that an inheritance tax would prove a popular, as well as an abundant source of school supply.

DISTRIBUTION.

The subject of distribution is only less important than that of income. It is easy to distribute school funds as, first, either to defeat, in whole or in part, the very end sought in taxing the larger units for the benefit of the

small ones; or, secondly, materially to weaken local enterprise and liberality, or wholly to destroy it. The subject will be considered under both these aspects.

1. The assistance that the large political and social units render to the small ones, as the State to counties, townships and districts; or the county to townships and districts; or the township to districts, should be made contingent, in part at least, upon what the small units do for themselves. No community, it is believed, is so poor that it cannot do something towards educating its youth. Again, a State educational system should be so organized and administered as to stimulate, and not repress, local spirit and effort. It is a great mistake to remove the burdens of public education so far from the people that they forget, or tend to forget, their existence. The principle here involved is a vital one. History shows conclusively that popular education has flourished most in those States of our Union where government is most democratic.

It is difficult, or rather impossible, to lay down a general rule that shall govern the division of taxation between the State and the local communities. Two things are to be considered. One is the political institutions that exist in the State. If government is largely centralized at State capitals and county seats—*that* is one thing; if it is largely decentralized, as where the principle of local self-government is fully developed—*that* is quite another. For example, it would be idle to expect that the same results would obtain in the Southern States that are found in New England, or even in that great group of States where the mixed system of local government prevails. The governmental machinery and the traditions of the people *will* assert themselves in such matters. The other factors to be considered are social, and particularly economical conditions. As remarked early in this report, where wealth is

abundant and its distribution general and somewhat equal in different communities, school burdens may be thrown, and should be thrown, much more heavily upon localities than where the opposite conditions prevail. Density of population, relation of urban to rural population, average wealth per capita, ratio of wealth-producing population to the population of legal school age, the expenditure for education per pupil and per capita, and the per cent. of school revenue derived from State taxes and local taxes in the different states—are peculiarly interesting when studied together (*Appendix A*). North Carolina shows the largest per cent. of State school tax (that is, of the whole tax) of any State in the Union, while the average population per square mile and the average wealth per capita are also small. Maine surpasses all the other New England States in these particulars. The proportionally high ratio of State taxation in the South is due to the two facts stated—political institutions and economical conditions. But there can be no manner of doubt that, as the cities of the South grow, towns multiply, and concentrations of population increase in number and in the value of property, local school taxation will materially increase. Legislatures could hardly prevent it if they should try, and it would be most unwise for them to try to do so.

2. Funds raised by the large taxing units should be distributed in such a manner as to bring the support of the rich and strong to the poor and weak. The only reason for taxing these units at all for general purposes is to secure this end. On no other principle can a State school tax, or even a county or township tax, be defended, unless indeed the county or township is a single school district. The practical question is: How shall such funds be distributed so as not to defeat the end in view? A historical account of the leading methods actually pursued will help on the inquiry.

The public land States may be divided into two classes. From the admission of Ohio to that of Arkansas (1803-36) Congress gave to the congressional townships of such States, severally, 640 acres of land each for the perpetual use of schools, and vested the title in the State legislatures. Accordingly, in these States every township has its own independent permanent school fund,¹ which is sometimes managed by local authorities and is sometimes in the keeping of the State. Generally speaking, the sum of income has been made in advance; if the district system, fund, so far as it is derived from public lands. If the township-unit system prevails, the ultimate distribution of income has made it in advance; if the district system, then the township distributes to the districts. From the admission of Michigan to that of Utah (1837-95) Congress gave the common school lands to the States as units rather than to townships, which resulted in the establishment of consolidated State school funds. The annual income from these funds, so far as the subcommittee is informed, is uniformly distributed to the local school organizations on the basis of the youth of legal school age as enumerated every year. The ages vary, but the principle does not change. It should be added that since the admission of California, 1850, 1,280 acres of common school lands have been given to every congressional township.

The rule of apportionment just explained is followed far more generally than any other. Thus, Maine distributes her State funds, from whatever source derived, to the towns according to the number of children between the ages of four and twenty-one. Connecticut distributes the annual income of her permanent fund, and the proceeds of the tax of \$1.50 for every child between the ages of four and sixteen, according to the number of children between those

¹ Ohio and possibly some other States offer some minor exceptions.

ages. Pennsylvania apportions her State tax of \$5,500,000 annually, Ohio the proceeds of her one-mill tax, Michigan so much of her specific tax as goes to schools, and Indiana and Kentucky the proceeds of their State school taxes, according to the same general rule.

But other rules are followed. Vermont apportions her State tax to the towns, cities, and unorganized districts according to the number of legal schools maintained during the preceding school year. New Hampshire distributes her State funds to the towns according to the number of pupils returned as attending school not less than two weeks in the year. So much of the Massachusetts permanent fund as goes directly to the schools is apportioned to the towns of the State that have a property valuation of less than \$3,000,000; towns ranking above that line receive nothing. Furthermore, the scale is so adjusted that the poorer the town the larger the amount it receives. Towns whose valuation does not exceed \$500,000 receive \$275 each; those exceeding \$500,000 and not exceeding \$1,000,000 receive \$200; those exceeding \$1,000,000 and not exceeding \$2,000,000, \$100, and those above the last amount and not above \$3,000,000, \$50. Again, a portion of the State fund is divided among the towns that are eligible on the basis of the ratio that the town's school tax bears to the whole town tax; the larger the ratio the more help it receives. Rhode Island distributes her annual State contribution of \$120,000 as follows: first, \$100 is assigned to every school, not exceeding fifteen in number, in a township; then the remainder is distributed to the towns proportionally to the number of children from five to fifteen years of age inclusive.

The State school moneys of New York are apportioned in a complicated manner. The State superintendent first sets aside the annual salaries of the school commissioners

(district superintendents). Next he sets apart to every city, incorporated village having a population of 5,000 and upwards, and every union free-school district having a like population, which employ a competent superintendent of schools, \$800; and to cities having more than one member of assembly in the State legislature, \$500 for each additional member, to be expended according to law for the support of the public schools. He then sets apart any money that may have been appropriated by the legislature for library purposes, and \$6,000 for a contingent fund. Next he sets aside to the Indians on reservations, for their schools, a sum equal to their proportion of the State school money, on the basis of distribution established by law. These sums set aside, the remainder of the State moneys is divided into two equal parts. The superintendent now apportions to every district in the State \$100 (called a "distributive portion" or "district quota"), provided it has maintained a school, taught by a single qualified teacher or succession of such teachers for the legal term of the preceding school year; and the same sum for every additional qualified teacher or succession of such teachers, not counting monitors. The school year is 160 days, not including holidays that occur during the time, or Saturdays. This apportionment made, the superintendent divides the remainder of the school moneys among the counties according to their respective population as determined by the last preceding United States census, excluding Indians on reservations. But cities that have special school laws receive their due share separate and apart from the remainder of the counties in which they are situated.

The New Jersey State school tax, equal to \$5 for each child in the State between the ages of five and eighteen, is raised by the several counties according to their amounts of taxable property respectively, as shown by the tax rolls

of the townships and wards of the counties. Ten per cent. of this tax, when it is paid into the treasury, is known as a *reserve fund*, and is apportioned among the counties by the State board of education "equitably and justly according to their own discretion." The 90 per cent. remaining is then divided among the counties in the proportion that they have contributed to the tax. When the State school moneys reach the counties they, together with all other school funds in the custody of the county, are distributed to the townships and cities on the following basis: (1) \$200 for each teacher employed in the public schools for the full term for which the schools are maintained during the year next preceding (nine months); (2) the remainder according to the last published school census (children from five to eighteen years of age), *provided*: that no district shall receive less than \$275, and that districts with fifty-five children or more shall receive not less than \$375. If these funds are not sufficient to maintain a free school nine months in the year, then the inhabitants may raise by a district tax such additional amount as is needed for that purpose.

The local one-mill tax levied by Minnesota is expended within the districts where it is raised. It is, therefore, only a compulsory district tax, the same as in Michigan. The current school fund of the same State, which includes the income of the permanent fund, is distributed on the basis of the number of pupils who have attended school forty days or more in districts that have had school for five months or more during the year. In addition to the above apportionment, graded schools having not less than three departments, which come up to certain requirements, receive aid from the State to the amount of \$200 each. Besides, there are eighty-five high schools that receive State aid to the amount of \$400 each. The grants to

these graded schools and high schools are paid from permanent appropriations that are met by general taxation, and are apportioned by the State high school board, on evidence that the schools are complying with the requirements. Minnesota also gives the sum of \$500 annually to State high schools providing elementary normal instruction of a kind that satisfies the high school board. Wisconsin also has an approved high school list, one-half the cost of maintaining these schools being paid from the State treasury. Moreover, Wisconsin pays \$250 each to certain approved high schools in which manual training is taught.

The California system of school finance is a unique system. The State superintendent apportions to the counties the State school fund according to their respective numbers of school-census children (from five to seventeen, certain classes being excluded). Each county superintendent first ascertains the number of teachers every district in the county is entitled to on the basis of one teacher for every seventy school-census children, or fraction thereof not less than twenty, as shown by the next preceding school census, and then the number to which the county is entitled by adding these district numbers together. He then calculates the amount of money to be raised at the legal rate of \$500 a teacher. From this amount he deducts the quota of the State fund assigned to the county, and the remainder is the minimum amount of the county school fund to be raised by taxation for the ensuing year; *provided*, that the minimum of such fund shall not be less than \$6 for every census child. The county fund thus made up is then distributed to the districts in accordance with this rule, *viz.*, \$500 for every teacher, except (1) that to districts having less than twenty census children only \$400 is assigned, and (2) that to districts having more

than seventy census children \$20 additional for every such child less than twenty in number shall be allowed. All school moneys remaining in the treasury after this apportionment has been made are then divided among the districts of the county in proportion to the average daily attendance upon each district during the preceding school year. District taxes may also be raised, subject to certain legal conditions (*Appendix C*).

The subcommittee does not feel called upon to deal with all the States, or even with all the peculiar modes of distributing school moneys. It believes that the enumeration of particulars now made is ample for the present purpose. Some remarks upon the leading rules or methods of distribution are, however, called for.

1. Distribution according to the school census or enumeration is open to a serious objection, *viz.*, it does not carry the money where it is most needed. For example, two districts lie side by side, one having twenty and the other forty youths of school age; the second district draws twice as much money as the other, but the cost of keeping up the two schools is practically the same. The same would be true of two township units, unless the schools were consolidated. The result is that the district or township that needs the most help receives the least. The rule is simple and easily worked, but it tends partially to defeat the end of State or county aid.

2. The same objection holds against rules based on the school enrollment or on attendance, only with somewhat diminished force. Again, if the enrollment is followed, or attendance for a brief time, there is danger that some children will go to school long enough to be counted, and then drop out. Besides, such rules of distribution work in favor of the graded schools and against the rural schools, on account of their larger enrollment and more regular attendance.

3. Taking everything into account, the subcommittee is inclined to think that a fixed sum or sums, based on an arbitrary unit or units, is most equitable. Examples of such rules are furnished by the States of Massachusetts, Rhode Island, New York, New Jersey, and California. The most serious objection to such rules is that they are necessarily complicated; some of those given above are quite complicated. Then, if the fixed sum is so much a teacher, as in New York, or so much a district, as in Rhode Island and New Jersey, there is a temptation to the undue multiplication of school or teachers. But this point can be safeguarded by fixing statutory limitations, as in California. No rule can be devised that will not be open to objection. The subcommittee does not believe it possible to invent any rule of distribution that will well accomplish the purpose of taxing large units for the benefit of small ones, unless it rests on the school or the teacher as a unit, with the necessary qualifications. The Massachusetts rule is open to the objection that the school needs of towns cannot always be measured by low valuations of property assessed for taxation, as the number of pupils to be educated is also a factor. If the method of distribution now recommended is objected to as an exclusive one, then it may be supplemented by basing a part of the appropriation on the school census, enrollment, or attendance. The resort to the United States census is most objectionable, as great changes of population occur in the course of ten years.

The difference in the working of the school-census method and the fixed-sum method of distribution is well shown by comparing the statistics of two States. For the fiscal year ending November 15, 1895, the mill tax of Ohio produced \$1,720,922. Of the eighty-eight counties, forty paid more into the fund than they received from it, while

forty-eight paid less than they received. Some of the major counties of the State received more from the fund than they paid into it, while minor counties paid more than they received. For the year 1896 the city of Cleveland actually received \$2,616.67 more from the State than it paid to the State. Assuredly, a rule that makes the agricultural counties of Ohio, or many of them, contribute to the education of Cleveland, the most populous city in the State, is a travesty of common sense. But the same year Cincinnati paid in round numbers \$70,000 more than it received. This is hardly better than repealing the mill tax outright, and letting the burden of education fall directly upon the cities and townships. On the other hand, the State of New York, in 1896, paid a total general school tax of \$4,062,903, of which \$3,500,000 was immediately distributed to the counties again. Fifty-four of the sixty counties received more from this tax than they contributed to it; only six counties paid more than they received. Erie county paid \$241,597 and received \$185,460; while the corresponding figures for Kings and New York counties were \$503,603 and \$387,879, and \$1,884,584 and \$636,133, respectively. The New York rule *does* bring the strong to the help of the weak.

A question arises in respect to separate funds for buildings, the payment of teachers, and incidental expenses. In the opinion of the subcommittee such division is desirable. The need of providing new buildings is often made an excuse by boards of education for keeping down the salaries of teachers. The triple fund would not indeed prevent such injustice, which makes teachers as such contribute to buildings, but it would *tend* in that direction. It is often stipulated in school laws that State funds apportioned to communities shall be wholly applied to the payment of teachers. This is a wholesome regulation. The

cost of grounds, buildings, and incidental expenses should be met by local taxes or other local funds. Touching the division of the cost of public education, State Superintendent Stetson of Maine, in a private communication, thus defines the prospective policy of that State: "Local communities shall provide school lots and school buildings, and keep the same in repair. Two-thirds of the money raised for maintaining schools shall come from the State, and one-third from the local communities. The apportionment of the money to the several municipalities shall be upon the basis of average attendance. We shall also try to get a law prohibiting towns from receiving State aid, if they maintain schools having less than a certain average attendance." Such a law as this would serve to prevent the undue multiplication of districts, and would even work a certain measure of consolidation.

The distribution of taxes levied on railroads, telegraphs, long-distance telephone lines, express companies, and the like, is an important question. In some States, as New York, Texas and Ohio, school taxes levied on railroads inure to the exclusive benefit of the districts or townships through which the tracks run, excluding any State tax that may be levied on such property. This rule the subcommittee regards as unjust. The location of railroads is determined largely by physical conditions, and the mere fact that a line happens to run through its territory, where probably not a dollar of the stock or bonds is owned, is no reason why a district or township should profit thereby to the exclusion of other and less fortunate districts or townships. In Pennsylvania the taxes on railroads are paid into the State treasury and are distributed by the legislature along with other revenues, the public schools, normal schools, and colleges being included among the objects of the appropriation. California has a similar provision.

The mode of distributing the Michigan specific tax has already been described. It is believed that such revenues as the foregoing should inure to the common benefit of the State; but what is here said, let it be remarked, in no way relates to pending controversies about the taxation of railroads or other similar property.

The Nebraska law contains one excellent feature that is worthy of mention. All public high schools in the State that, as determined by the State Department of Education, have a proper equipment of teachers, appliances, and course of study, are open to attendance by any person of school age residing outside the district who is a resident of the State and whose education cannot be profitably carried on in the public school of the district of his residence. Such pupil must have a certificate signed by the county superintendent that he has completed the common school course prescribed by the State department for work below the high school. He must attend at the high school nearest to his residence or at a high school of approved grade in the county of his residence. Any school board that furnishes high school instruction to such pupil is authorized to charge fifty cents a week for the time that he has been in attendance, and it is made the duty of the county board to pay all such bills out of the county school fund. Massachusetts and Ohio, and perhaps other States also, provide for educating qualified pupils in high schools in other places than those where they reside, provided there are no home schools for them to attend, and this without cost to themselves. As Massachusetts is the only State that makes the provision of high schools compulsory under any circumstances, it may be well to mention the principal features of the State law in regard to that subject. Every town having a population of 4,000 persons or 500 families is obliged to maintain a high school, the grade of the

school depending somewhat upon the fact whether it has the larger or smaller population. Pupils living in towns that are not required to maintain a high school can attend any neighboring high school that will receive them. In such cases the State pays the tuition of the pupil, provided the valuation of the town in which he resides does not exceed \$500,000; if the valuation does exceed that amount the town pays the tuition. High school tuition is, therefore, wholly free to every qualified pupil in the State.

ORGANIZATION.

The subcommittee is not here interested in the subject of school organization further than it relates to school maintenance. Its relations to teaching, supervision, and studies are topics belonging to other divisions of the general report. The statement and enforcement of two propositions will answer the present purpose.

I. The first proposition is that the township-unit system is far superior to the district system, and should be substituted, if practicable, for that system wherever it exists. The superiority of the town or township as an administrative unit is as great as its superiority as a taxing unit. The principal advantages are the following:

1. If the schools of a township are under a single board elected from the township at large, schoolhouses will far more likely be built where they are needed than under the other system.

2. Equality of school provision will be much more fully secured in respect to schoolhouses and grounds, length of school terms, and the ability and character of teachers.

3. The tendency will not be to multiply schools unduly, but to restrict their number, bringing together more scholars, and thus making better classification, grading, and

teaching possible, and increasing the interest and enthusiasm of the pupils.

4. Better supervision can be secured. The county superintendent can deal more effectively and easily with one board in a township than with six, ten, or twelve; while township and township-union supervision will be greatly promoted.

5. Simplicity and economy of administration will be facilitated, and the sense of official responsibility be enhanced.

6. The tendency will be to employ teachers for longer terms, and thereby to restrict, in a considerable degree, the evils that flow from frequent changes. On this point the statistics of Mr. Gass, presented in this report, may be mentioned.

7. The strifes and contentions between districts that are now not infrequent will be prevented.

8. Transfers of pupils from school to school will be made more easy.

9. The reason last to be mentioned is perhaps the strongest of all. The relations of the township-unit system to school consolidation have already been suggested. The township system does not necessitate such consolidation, although it is likely to work that way; but consolidation is almost wholly dependent upon that system: schools *will not* be consolidated in great numbers if a plurality of district school boards have to do the work.

The subcommittee has stated that the adoption of the township-unit system *will be* followed by the reforms that have been mentioned. It is not, indeed, meant that such will be the unvarying result; there will be exceptions—perhaps many exceptions—when the whole country is considered, but the tendency *will be* strong in the directions named, or such *will be* the general character of the result.

Not only is this the suggestion of common sense, but it is the teaching of experience as well (*Appendix E*).

The town-unit school system was the ancient system of New England. The classic school law enacted by the General Court of Massachusetts in 1648 ordered that the towns should found schools on their reaching a certain number of householders, the teachers to be paid either by the parents of such children as resorted to them for instruction or by the inhabitants in general by way of supply, as those who ordered the prudentials of the town should appoint. The word "township" is also used in the law. Connecticut followed the example of Massachusetts. The original New England town, which was a small concentration of population, was well adapted to this system. But "as the population of each little nucleus of settlement spread itself out from the center of the original 'plantation,' it early became convenient, in Massachusetts and Connecticut at least, to allow neighboring families at a distance from the local concentration, or nucleus, to form themselves in a school district." The original church parishes were divided in the same way. If these districts had been founded merely for the purpose of school supply, or to regulate attendance, there would have been, under the conditions existing, no objection to their formation, but the contrary. Unfortunately, however, these new districts also became units of school maintenance, bodies corporate and politic. These districts appear at first to have existed by sufferance merely, but the celebrated school law of 1789 legalized them, thus paving the way for the general introduction of the new system. Horace Mann declared in his Tenth Annual Report: "I consider the law of 1789 . . . authorizing towns to divide themselves into districts the most unfortunate law on the subject of common schools ever enacted in the State." Still this "act was not

repealed until manufacturing had restored those concentrations of population which in the early colonies had invited township control of school affairs." This was finally done. Mr. Mann in the same report (p. 37) bore this testimony to the superiority of the town system:

"As a general fact, the schools of undistricted towns are greatly superior to those in districted towns—and for obvious reasons. The first class of towns—the undistricted—provide all the schoolhouses, and, through the agency of the school committee, employ all the teachers. If one good schoolhouse is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house if it should erect one, it would be tempted to continue an old house long after it had ceased to be comfortable, and, indeed, as experience has too often sadly proved, long after it has ceased to be tenantable. So, too, in undistricted towns we never see the painful, anti-republican contrast of one school in one section, kept all the year round by a teacher who receives \$100 a month, while, in another section of the same town, the school is kept on the minimum principle, both as to time and price, and, of course, yielding only a minimum amount of benefit—to say nothing of probable and irremediable evils that it may inflict. In regard to supervision, also, if the school committee is responsible for the conditions of all the schools, it is constrained to visit all alike, to care for all alike, and, as far as possible, to aim in all at the production of equal results; because any partiality or favoritism will be rebuked at the ballot box. In undistricted towns, therefore, three grand conditions of a

prosperous school, viz., a good house, a good teacher, and vigilant superintendence, are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system it is obvious that each section of a town will demand at least an equal degree of accommodation in the house, of talent in the teacher, and of attention in the committee; and should any selfish feelings be indulged it is some consolation to reflect that they, too, will be harnessed to the car of improvement."

The district system was at one time universal, and it exists in some form in a great majority of the States today. In Maine, New Hampshire, Massachusetts, and New Jersey it has been wholly swept away. In Connecticut and Rhode Island the town system is permissive, and exists side by side with the district system. The township system exists in Pennsylvania, Ohio and Indiana. It is permissive in the upper peninsula of Michigan, in Wisconsin, and in Minnesota, and doubtless in other States. It varies somewhat in the organization of the local authority. The Massachusetts school committee consists of three members or a multiple of three, elected from the town at large. In New Jersey the board consists of three, five, or nine members, as the town may elect. The Ohio board consists of delegates or representatives elected by the sub-districts, one each. A single trustee elected by the people manages the schools of a township in Indiana, except that he is assisted by a director in each attendance district who looks after incidental local matters.

Considering the great superiority of the township system over the district system, it is not a little strange that its introduction in the room of its competitor should have been so steadily resisted as it has been. This opposition is due in part to the power of conservative habit, in part

to the belief that the district system is more democratic, and in part to the popular fondness for office-holding, all conjoined with much misconception and ignorance in respect to the merits of the two systems. It has also been urged in favor of the district, by politicians, that it is the best unit for canvassing the States for political purposes. Certainly it cannot be objected to the township system, in its pure form, that it is not sufficiently democratic. In 1875 there were 15,087 teachers employed in teaching the common schools of Ohio, and there were in the State at the same time more than 35,000 school directors and members of boards of education charged with the administration of the schools. This, assuredly, is an excess of democracy.

The "community" system is much worse than the district system, and fortunately it is confined to a single State. The Texas law permits parents, guardians, or other persons having control of children of scholastic age, residing in any one of the so-called "community" counties (thirty-five in number out of a total of 250), to unite and organize themselves into a free-school community entitled to the benefits of the available school fund belonging to the county, upon complying with certain prescribed conditions. The persons so uniting and organizing first address a petition to the county judge, who is *ex officio* county superintendent of schools, duly signed by the petitioners, setting forth that the community is white or black, as the case may be, giving an alphabetical list of the names of children of scholastic age within the limits proposed, describing the capacity of the schoolhouse and the character of the other conveniences that the petitioners have to offer, naming persons to act as trustees, etc. The matter then passes into the hands of the judge, who has no discretionary power in the premises. He may not even

throw aside such a petition either because it is signed by few persons or because the alphabetical list carries few names. The law does not fix any minimum number in either case. If the people of a neighborhood desire a school, no matter how few they may be, a school the judge must grant them. The "community" is a voluntary district in the strict sense of the term, having legal existence for one year only, and having no authority to levy a local school tax, and the evils that attend it are far greater than those that call so loudly for the abolition of the district system wherever that is practicable. The people of Texas can, however, congratulate themselves that the "community" school, which plainly originated in pioneer society, lost ground in later years.

In the South, and in those Western States that have the county system of local government, the only practical alternative to the district system of school organization is a county system. It must be remembered that in these States the town or township does not exist. Fortunately, such a system is not altogether unknown. In a few counties of Georgia it has been in successful operation for a number of years. These are the principal features of the system as it exists in Richmond county, in which the city of Augusta is situated:

The county is the unit area of organization, and the rural parts and the urban parts of the country district, as far as practicable, are treated just alike. A board of education, composed of representatives elected by the people of the county for the term of three years, one-third retiring each year, manages all the schools. The school tax is levied at a uniform rate upon all the property of the county, without revision by any other authority and without any limit as to rate or amount. The county and State funds are distributed to the schools according to the num-

ber of children to be educated. There is no district tax. The same qualifications are required for country and for city teachers. The teachers are treated as nearly alike as the conditions admit, and they are paid about the same salaries. The schools are in session the same length of time in a year, nine calendar months. The country schoolhouses, on the average, are situated four miles apart, and no child is out of walking distance of a school open nine months in the year, and taught by a good teacher. One superintendent has charge of all the schools. Augusta has nine-tenths of the taxable property of the county, but only three-fourths of the school population. In other words, the rural parts of the county pay one-tenth of the school tax and receive the benefit of one-fourth of it. For the most part, these are excellent provisions. The county would seem to be the natural area unit for popular schools under the county system of local government. The subcommittee confidently believes that this mode of school organization has a great future before it in the United States (*Appendix D*).

II. In those parts of the country where existing physical and social conditions render it practicable there should be such a consolidation of rural schools as will diminish the existing number of schools, schoolhouses, and teachers, and bring together, at advantaged points, the pupils who are now divided and scattered among the isolated schools of the township or other similar district. This step should be taken in the interest of good education as well as of public economy. To make this reform possible the children, as far as may be necessary or practicable, must be conveyed to and from the schoolhouses at the public expense.

How absolutely fatal to good schools the existing conditions are in many parts of the country statistics show most

conclusively. State Superintendent Wells of Wisconsin reported in 1894 that his State had 183 districts whose average attendance the previous year was not more than five each; that 858 others were not above ten each; while 2,481 more did not exceed twenty each. "In other words," he said, "3,522 country districts, about three-fifths of the total number, have an average attendance not exceeding twenty, and about two-fifths above that average, with the great majority near the lower margin."¹ Mr. H. R. Gass, of Michigan, citing the State report for his authority, states in a published paper that in 1886 the country schools of Calhoun county in that State required 158 teachers, and that they employed 342 different ones in the course of the year. The average length of the school in the district was 8.4 months, while the average term for which the teachers were employed was but 3.8 months. He cites a second county that presents like statistics, and then observes: "The ratio of the number (of teachers) required to the number employed is about the same as this throughout the State, the tenure being longer in the newer than in the older counties." This state of things Mr. Gass attributes to the prevalence of the district system. He refers to Massachusetts and Indiana, where changes of teachers are much less frequent and teachers' tenures much longer than in Michigan. While two teachers, on an average, were employed in Michigan for a school every year, but few schools in the other States employed more than one. In the same State, at the present time, there are over 1,000 districts that enumerate less than twenty-five children of school age each, while seventy counties contain 468 districts that enumerate less than fifteen each. The statistics at hand do not show the actual size of the schools. Nor are the small schools found in the

"The Township System of School Government." Madison, 1894.

newer and poorer parts of the State only; the oldest and richest counties have their fair share of them. In fact, the newest parts of a State often have the largest and best schools. Not only so, the oldest and most densely populated States frequently make a very poor showing. In 1894-95 there were 7,529 school districts in New York, in each of which the average attendance upon school during the year varied from one to twenty pupils, while the average daily attendance in each of 2,983 districts was less than ten pupils (*Appendix I*). In 1893 Vermont had 153 schools of six pupils or less each. In 1892 State Superintendent Luce of Maine reported that the average enrollment in the schools of that State for the previous year was less than twenty-five pupils to a school, and that the number of districts having less than twenty-five was larger than the number having more. He declared that there were probably between 1,000 and 1,200 existing schools in the State whose enrollment was twelve or less, and that 600 or 800 schools then existing could be abolished without detriment.² Twenty-five years ago a large number of schools on the Western Reserve, Ohio, long famed for schools, had dwindled to the most insignificant size. Still other statistics of similar import will be found in the report of the Subcommittee on Instruction and Discipline. Attention is drawn particularly to those relating to Rhode Island and Massachusetts.

But it is needless to multiply statistics, or to insist at length that thousands of rural schools furnish their pupils with a miserable preparation for the duties of life. When we consider the various elements that enter into good education, and especially training for social activities, it is not too much to say that a very small school is almost

² Quoted by Mr. Gass. See "Transactions of the Michigan State Teachers' Association, 1887."

necessarily a very poor school. The facts are notorious. Hitherto it has been supposed that, although the cities and towns surpassed the rural districts in higher education, the rural districts contained a smaller proportion of illiterate persons. This has been the prevailing view in the Northern States, and probably it was once in accord with the facts. The cities have been considered the great hives of illiteracy. But there is now grave reason to question whether the fact is not often the other way. Certainly it is so in the only State where, so far as the subcommittee is informed, the subject has been statistically investigated.¹ But however this may be, a remedy for the unsatisfactory State of the rural schools is one of the pressing needs of the day. What can be done? One thing that can be done is to consolidate many of the small schools by carrying back and forth such pupils as need to be carried, and thus,

¹ The State referred to is Michigan. According to the State census of 1894 the ratios of the foreign-born persons in the cities of the State, ten years of age or more, unable to read and write, and in the State at large, were practically the same, eighty-four in 1,000. But the ratios of the native-born in the cities, in the State at large, and therefore in the country districts, were quite different. In the cities it was fourteen in 1,000; in the State at large, twenty-one in 1,000; in the country twenty-four in 1,000. For every fourteen persons ten years of age or upwards in the cities unable to read and write there were twenty-four in the country; that is, the ratio in the country is 70 per cent. greater than that in the cities. If the country rate of illiteracy could be reduced to the city rate, the number of the native-born population ten years of age and upwards unable to read and write would be reduced to 8,000. Several facts, no doubt, enter into the explanation of the greater illiteracy of the country districts, but the most important of them is the inferiority of the country schools. It does not explain matters to say that Michigan is comparatively a new State, that much of it is thinly settled, that it contains large lumbering and mining districts, etc. The fact is that in the oldest and wealthiest parts of Michigan the cities, as a rule, surpass the counties in which they are situated in respect to popular intelligence. The city of Detroit ranks distinctly higher than Wayne county, and the same may be said of the cities of Grand Rapids and Ann Arbor as compared with Kent and Washtenaw counties. The counties named contain the cities mentioned.

by one stroke, create several of the conditions of good schools. The interest that this subject is beginning to awaken is one of the hopeful signs of the times.

It was Massachusetts that led the way in developing the district system, and it is Massachusetts that is leading the way in consolidation. An act that dates from 1869 authorizes any town in the commonwealth to raise money by taxation to enable the school committee, in its discretion, to provide for the conveyance of pupils to and from the public schools at public cost. The towns were already empowered to build schoolhouses wherever they were really needed. Availing themselves of these powers, many towns have entered upon the work of consolidating their schools. How the work goes on is shown by the following table exhibiting the sums of money paid for public school transportation for a series of years.

Year.	Amount.	Year.	Amount.
1888, 1889	\$22,118 38	1892, 1893	\$50,590 41
1889, 1890	24,145 12	1893, 1894	63,617 68
1890, 1891	30,648 68	1894, 1895	76,608 29
1891, 1892	38,726 07	1895, 1896	91,136 11

The movement has extended beyond Massachusetts and reached every one of the New England States. In these States many hundreds of schools have been consolidated, and with the most gratifying results. Occasionally an unsuccessful experiment is reported, but the great stream of testimony runs strongly the other way. Longer school terms, better teachers, better grading, better instruction, more interest in the pupils, greater physical comfort on the part of the children, better supervision—these are the claims that are made for the new departure (*Appendices E and F*). Other things being equal, the new way is

never ~~more expensive than~~ the old one, and often it is less expensive.

The movement has spread beyond New England. In 1894 a law was enacted in New Jersey providing for the transportation of pupils at public expense in order that rural schools might be consolidated with city ones. A most interesting experiment in consolidation is being tried in northeastern Ohio, where some schools had already died out, and many more were lingering on the verge of death. Permissive legislation has been obtained in several counties, and already many townships are working the plan successfully, while many others are looking on expectantly and are apparently on the point of making the new departure. The newspapers are quick to note the innovation, and it is already attracting attention beyond the borders of the State (*Appendix F*).

The distinct pedagogical advantages of consolidation are much more fully set forth in the reports on supply of teachers and instruction and discipline than here. In this report the topic is dealt with mainly as it is related to organization and administration. The fact is, however, the several aspects of consolidation are inseparably connected. As a rule, whatever promotes simplicity and ease of administration promotes good instruction, and *vice versa*. No one of the subcommittees that handle the subject for a moment supposes that there is any charm in the word "consolidation" to cast all the evil spirits out of the rural school, but they all believe, after giving the subject mature consideration, that great possibilities of improvement lie in that direction. It is perfectly true that the consolidation remedy cannot be universally applied, because physical and social conditions are forbid. The fact is, that a large proportion of the children of the land will be schooled in little schools—rural schools, ungraded

schools—or they will not be schooled at all. Suggestions looking to the improvement of these schools will be found in the reports of all the subcommittees; but insistence is here placed upon the fact that the consolidation remedy can be applied on a grand scale, with the largest promise of success. In most States some new legislation will be necessary to that end, but not in all. Wherever the township-unit system exists, the first step, and the long step, has already been taken. In such States it should not be difficult to secure the needed legislation in relation to transportation. State Superintendent Emery of Wisconsin has already notified the people of his State that the laws contain all the provisions necessary to enable them to move at once in the direction of school consolidation.

It is important that the consolidation reform shall not be misunderstood. It does not necessarily mean that there shall be only one school in a town or township. It does not mean either that parts of different townships or counties shall not be comprised in one school. These questions are merely matters of detail, and their adjustment will depend upon such factors as the size of townships, the distribution of villages or other local centers, the direction and condition of roads, streams, and bridges, the distribution of population, and the physical configuration of the township and the adjacent parts of the country.

It is noteworthy how the different phases of educational reform all tend to hold together. In the Northern States the cause of school consolidation depends intimately upon the adoption of the township-unit system. A certain amount of consolidation can be effected by the abolition of small districts; it may be possible, also, for several independent districts to merge their schools into one, for the time at least, and still preserve their independence; but it is manifest that the first plan will not prove effectual, and

that the second one will be infrequent and precarious. The subcommittee believes confidently, therefore, that the fortune of effectual consolidation is closely bound up with the fortune of the township-unit system.

It is also noteworthy, let it be remarked again, how different social elements tend to attract one another and so to coalesce. School consolidation, especially its practicability turns largely upon means of cheap, safe and easy communication throughout the school area. Here we touch a question intimately relating to social progress that has been receiving increasing attention the last few years. Reference is made to the improvement of roads. Those who have been promoting this movement have not probably regarded it as a measure of educational reform; but such it is. Perhaps there is no rural interest of a social nature that would be more decidedly enhanced by good roads than the educational interest. The people of some of the towns of Ohio, where the new plan is being tried, claim this as a decided advantage, that the drivers of the omnibuses serve as carriers for the mails between the farmhouses and the post-offices, thus promoting the diffusion of intelligence in still another way.

Only a single point remains to be pressed, but it must be pressed strongly. This is the necessity of lengthening materially the time that the country schools, on the average, are in session each year, and the securing of a more regular attendance of the pupils. The legal years now vary widely in different States, and the practical, or real, years still more widely. Some communities always surpass the legal minimum of time, others as regularly fall below it. In the thickly settled States of the East the rural schools are in session eight, nine, or ten months in the year; but often in the South, and sometimes in the West, one-half the shortest of these terms is not reached.

The legal year is frequently absurdly short. Until two years ago the Michigan year was but three months, and now it is but five months. It is quite unnecessary to argue that short schools are, even relatively, poor schools. In order to have a good school, it is necessary not only to bring pupils together in considerable numbers, but also to hold them to the work a certain number of hours each day, and a certain number of days each year. There must be a concentration of effort as of pupils. It is as wasteful a method of education to send children to school seventy or eighty days in the year as it is to send them two or three hours in the day. Persons interested in popular education, and particularly in rural education, should not rest, therefore, in their efforts until they have made the legal school year in every State at least 160 or 180 days.

But it will not be enough for the State simply to fix a minimum school year: it must see to the enforcement of the law. The law should hold communities to a rigid accountability in respect to maintaining schools of legal grade for the full legal period, to employing none but certificated teachers, and making all the required reports to the State educational department. Most school laws contain such provisions as these, but it is feared that they are not always enforced. The only practicable mode of enforcement is absolutely to withhold from the local organizations all aid from the superior taxing units, as the State, until they first observe the law.

And again, it will not suffice for the State to see that the prescribed quality of instruction is actually furnished. It might, perhaps, be thought that if the State only provided local schools, and made them free, the people would be only too glad to avail themselves of them to the full; but sad experience shows that this is not always the case. The indifference, ignorance, and selfishness of some parents

come between their children and the schools. In communities where the school attendance is compulsory some parents are in an almost constant battle with the authorities, to keep their children out of the school as much as possible. It is possible that such extreme indifference or selfishness as this is more common in cities than in the country; and yet it is true, as a rule, that the country child's labor, especially the farm boy's labor, has a greater money value than the city child's labor, and that the farmer is, therefore, under a special temptation to keep his boys out of school. On the whole, there is quite as much need of an efficient compulsory attendance law in the country as in the city, and perhaps more.

The subcommittee has not taken space to discuss, in general, the common education that the American States are now furnishing the American people. That is a large subject, and for the most part lies outside the field of the present inquiry. It will suffice to say on this large question that the people had better pay what they do pay for what they get than to go without it, or even twice, thrice, or four times the sum; but at the same time, they might receive, and should receive, a great deal more for their money than at present. This is particularly true of the rural schools. No doubt there are many excellent schools in the country; but, on the whole, it may well be doubted whether any money that is expended in the people's interest is expended more wastefully than what goes to the country schools. No doubt the country school has points of advantage over the city school, as the freer communion with nature, but on the whole it is inferior. The typical "little red school-house," so invested with sentiment, is a costly and unsatisfactory institution of education. Owing to social changes, in many parts of the country it is much less effi-

cient and useful, at least relatively, than once it was, and a new organization is imperatively called for. Something should be done to stop the wasteful expenditure of the public money. State Superintendent Stetson, speaking for his State, puts the case thus in a communication to the the subcommittee:

"I have devoted quite a number of pages in my report [1895] to showing the people of Maine that we are wasting an enormous sum of money in this State because of the unbusinesslike methods which are used in the expenditure of its school funds. This waste is made in every direction in which money is spent. We pay more than we need to for school lots, the erection of school buildings, the furnishing of school appliances, text-books, fuel, making repairs, etc., etc. The waste along these lines aggregates more than one-third of a million of dollars each year. I have shown in the report that the money which we spend for common schools is sufficient to maintain schools taught by professionally trained teachers, and superintended by competent superintendents; that, in addition to doing these two important things, we would have money left to supply them with the appliances necessary for a successful school, and also furnish the needed apparatus, library books, and make all the needed repairs and additions. I feel that I have demonstrated this point so that there will be no further question about it in the State of Maine. The whole matter turns upon the simple point that we are alarmingly wasteful in our expenditure of school money.

"Personally I am in favor of local communities being responsible for providing school buildings. I think two-thirds of the funds required for the maintenance of the common schools should be furnished by the State, and that the other third should be raised by local taxation; that the State should examine all teachers and issue all

licenses to teach; that towns thus receiving State aid must employ teachers who hold such certificates. The State should inspect the school accounts of the towns receiving State aid."

The subcommittee deems it advisable, now that the whole ground has been covered, to restate the fundamental propositions that have been urged in this report. These all start from one central postulate that a provision of funds sufficient for their adequate support is essential to the existence and life of good schools. The threefold division of the subject will be preserved in the summary.

I. REVENUE.

1. The great resource of the public schools is, and must continue to be, some form or forms of public taxation.

2. Such areas or units of taxation should be created, or continued if already in existence, as will fully develop the sound American principle that the whole wealth of the State shall be made available for educating all the youth of the State.

3. To accomplish this end resort must be had to the larger units of taxation, especially where population is sparse and wealth meager. The following recommendations must be specifically urged: (1) a liberal provision of funds from the State treasury; (2) a county tax in at least all the county-system States; (3) a town or township tax in the States where this civil division exists; (4) taxes in special districts, that is, in cities and villages. The school district, in the commonly accepted sense of that term, is not a desirable taxing unit, but quite the contrary, and should be abolished as such unit.

II. DISTRIBUTION.

1. Funds raised by the large political or social units for general school purposes should be distributed in such a way as to bring the rich and the strong to the help of the poor and the weak.

2. Such rules of distribution should be adopted as will accomplish this end. In order to do this, distribution must be based, to a certain extent at least, upon fixed or arbitrary units; that is, so much money must be given to the school or to the teacher.

3. The large taxing units should render assistance to the small ones only upon the condition that the small ones first do something for themselves.

III. ORGANIZATION.

1. In the States where the town or mixed system of local government exists, the town- or township-school system should, as far as practicable, be substituted for the district system; in the county-system States the county-school system is the natural alternative to the district system.

2. In those parts of the country where existing physical and social conditions render it practicable, there should be such a consolidation of rural schools as will diminish the existing number of schools, school-houses, and teachers, and bring together, at advantageous points, the pupils who are now divided and scattered among the isolated schools of the township or other similar districts.

3. There is urgent need of lengthening materially the time that the country schools, on the average, are in session each year. The ideal should be a minimum school year in every State of at least 160 or 180 days.

The subcommittee does not expect to see, and does not

desire to see, the school systems of the country all brought to one uniform pattern. It is too well aware of the great diversity of conditions that exist to think such a thing is possible. Even more, a certain variety, and so conflict, of systems is conducive to life, activity, and improvement. Neither is the subcommittee under any illusions as to what is possible, or probable, in a field of education so vast as that offered by the United States, with the great number of authorities, State and local. At the same time there are certain general laws governing successful school systems and schools that cannot be ignored. Some of the principal of these laws have been set forth above; and it is believed that their general recognition will be followed by a marked improvement of the common schools, and so of the popular education of the country.

Some persons may ask, "How shall the principles laid down in this report be made practical?" "How shall they be established in communities or States where they do not exist, or exist only in part?" To these questions only a general answer is needed. The State legislature, the law-making authority, is the only source of power in relation to education, as well as in relation to all other branches of the State government. Accordingly, if the school law is defective and weak, the legislature must be called upon to repair and strengthen it. No progress can be made without an efficient law and efficient school authorities. But how shall the legislature be induced to act in the premises? In precisely the same way that it is induced to act in other matters. Facts, arguments, persuasion, must be addressed to the members of the legislature. Above all it is important that the public mind shall be informed as fully as possible upon all branches of the subject. If the people generally knew how much better schools they *might* have than those that they *do* now have, and for no

more cost, it is impossible to believe that they would not bestir themselves to effect reforms. The subcommittee marks out what it believes to be broad lines of educational progress. It enforces its views, as far as possible, with appropriate arguments. But it must necessarily leave the application of these views and arguments to the exigencies existing in particular communities or States to such persons, belonging to these communities or States, as are interested in the subject and are familiar with all the local facts and conditions.

W. A. HINSDALE, Chairman,
W. S. SUTTON,
S. T. BLACK.

REPORT OF THE SUBCOMMITTEE ON
SUPERVISION.

The Subcommittee on Supervision of Rural Schools has taken into careful consideration the various topics submitted for investigation. Its inquiries have extended into all the States and territories except Indian Territory and Alaska, and the facts are based on returns more or less full from all parts of the country.

Professional supervision is to-day regarded as an essential factor in our school system. It has been observed that the schools that are closely supervised by men who thoroughly know their business at once respond to the influence of this supervision. Expert supervision has resulted in systematic, orderly, and well-directed instruction. It is a matter of remark that the most competent superintendents have the best schools, and that cities noted for their excellence in school work have attained this pre-eminence through the medium of intelligent supervision. This is also true of those counties which have come under the same influence.

"There is no other agency in our school system that has done so much for the improvement of our schools in organization, and in methods of instruction and discipline, as the superintendency."

The attention of the profession, however, has been mainly directed toward expert supervision in city schools, and but little heed has been paid to the demand for such work in rural districts. It is quite time that our inquiries should be directed toward the character of the supervision demanded by the country school. If supervision through a competent superintendent is a good thing for city schools, there is every reason why it would be a good thing for rural schools.

STATE SUPERINTENDENT.

Although the State superintendent stands at the head of the public school system of the State, his work is more closely related to rural than to city schools. As this report has reference only to the conditions of rural schools, your subcommittee will consider the duties of this officer as bearing upon that part alone of the general school system. No officer connected with the administration of State affairs requires higher or more essential qualifications than that of superintendent of public instruction. He should be a man of high moral character, well acquainted with approved methods and with the history and condition of education in his State. He should be in close touch with the educational spirit of the times, and should be one whom the profession regards as authority in all that constitutes excellence in school matters. It is also agreed that he should be an experienced teacher, of broad and thorough scholarship, and a good public speaker. With these qualifications there should be combined a large share of good common sense, and sufficient executive ability to manage the details of his office.

The legal term of office in Massachusetts and Rhode Island is one year. In Connecticut it is at the pleasure of the State board. In twenty States the term of office is two years; in four States, three years; in seventeen States, four years; but in no State does it exceed four years. The average length of term of the State superintendent is two years and ten months. The lowest salary paid is \$1,000 and the highest \$5,000 per year. The average salary is \$2,475 per year. In answer to the question as to how much time the State superintendent devotes to supervision of schools, we had definite answers from thirty-seven

States, in which we find that nineteen of these superintendents devote more than half of their time to visiting schools and traveling in the interest of education, and eighteen devote less than half their time. Quite a number of the State superintendents report that they divide their time equally between the office work and supervision. In only a few of the States does the State superintendent exercise no supervision, and in several the supervision is carried on through deputies or agents.

The State superintendent under present arrangements has but little time for personal inspection of school work. The superintendents in fourteen States visit each county once a year and in eight States once every two years. From the other States no definite information could be obtained. Many superintendents say, as often as practicable; in some instances, not at all. Our information is to the effect that most of the State superintendents devote as much time to supervision as they can spare, but that it is generally considered secondary to work of a clerical nature. There are undoubtedly in some States sections which have never been visited by the State superintendent or his deputy.

By some means the influence of the State superintendent should be extended until it reaches every rural school in the State. In all possible ways the office should be made useful to the teachers and school officers. The rural schools need this stimulating, helpful influence more even than those of the city. While in most States the office has but little more than advisory powers, yet, through lectures at associations and through the inspection of institutes, the State superintendent ought to be able to convince the teachers of rural schools that he is in close sympathy with their work.

The work of the State superintendent ought to be made

more effective by so increasing his clerical force as to enable him to spend more time in direct contact with the schools and school officials of the State. The careful compilation of statistics is very important, but it can be intrusted to a skillful statistician, while much of the routine work of the office can be well done by clerks. The higher and by far the more important work of directing educational movements, of instructing the people, and of creating public opinion and arousing public interest devolves upon the State superintendent. There is a general demand for more assistants in his office, longer tenure of service, and more liberal financial support. His work should be so related to that of the superintendents in the various subdivisions of the State for school purposes that the whole may be properly articulated, and the county or town superintendents may be under his direction and control. He should come in frequent contact with them by conversations held for the purpose of instructing them in their particular duties, and should send them such circulars and letters as may be necessary to aid and direct them in their work.

The State superintendent should have the power to withhold the State appropriation from all counties or school districts not complying with the law in every particular, because he would then hold the key to the situation and could enforce his orders.

The main duties of the State superintendent are not only to organize and direct educational influence and laws already existing, but also to go among the people in the spirit of Horace Mann, and, by public addresses, by the liberal use of the press, and by securing the assistance of the leading men of the State, to arouse and keep alive an interest in the cause of popular education. In connection

with the rural schools especially the State superintendent not only has great possibilities for a wise supervisory influence, but also great opportunities to arouse and instruct the people.

In a majority of the States the most needful legislation is that which bears upon the organization and maintenance of rural schools, and a supply of competent teachers for the same. The State superintendent, therefore, should be a man able to secure the co-operation of the legislature for the enactment of proper statutes. This can be done only by one who sees clearly the great needs of the school system, and who is able to go before the people and the legislature and unite all influences to obtain the necessary legislation. While putting into this high office any person solely through his political affiliations is to be deprecated, the State superintendent should be a man who knows how to approach the leaders of all parties and convince them of the justice and soundness of his plans, viewed from the high vantage ground of the general good.

COUNTY, TOWNSHIP, OR DISTRICT SUPER- INTENDENT.

A still more important question opened for discussion is the character and degree of supervision below that of the State superintendent.¹ Thirty-eight States, mainly in the South and West, have county superintendents, whose duty it is to visit the schools and exercise the duties usually belonging to their office. The New England States generally have what is known as township or district supervision, which arises in large part from their political organ-

¹ In this report the term supervisor is used to include also county superintendent, commissioner, or any other term by which the supervising officer of a county or supervisory district is usually designated.

ization. In New England the town is the dominant political unit, while in the South and West it is the county. The simplicity and effectiveness of supervision is promoted when the units of political organization and of school administration are identical. This condition has its limitations, however, in the amount of territory to be covered and in the density of population, which is a varying quantity. The main point is to bring every rural school of the country as far as possible under the watchful care of a competent supervising officer. Responsibility is a strong stimulant. It is one of the weak points in our present system that too often the rural school-teacher is responsible to no one.

In regard to the operation of the two principal methods of supervision there is no reason why any section should abandon the practice which has been found best adapted to its peculiar conditions. It must be conceded, however, that a single township, containing on an average ten or twelve schools, is too small a territory to engage profitably the entire attention of one person. In such a case one of two things must necessarily happen: either the schools are supervised to the point of interference, or the supervision becomes uncertain, feeble, and unsatisfactory. In a general way, the rural township is too small a supervisory unit. Wherever it has been tried the supervisor has generally had some other business to attend to, and thus his work has been found wanting in those results which are most desirable. In order that the work of overseeing and directing may be effective, it must engage the entire time and the best thought of the supervisory officer.

A proper remedy for this is the combination of towns for supervisory purposes. Three, four, or five towns could be united in one supervisory district, until a sufficient number of schools have been secured to engage the entire atten-

tion of one good man. The burden of his salary could be borne by these towns in the proportion of the number of schools they contribute to his work. This plan is in operation in Massachusetts, and has been satisfactory. A complete exposition of the Massachusetts plan of supervision of township schools is found in A. W. Edson's monograph, "Supervision of Schools in Massachusetts" (Boston, 1895).

In that State 253 of the towns are supervised by 155 supervisors. While some of the large towns can alone support a supervisor, several of the smaller ones must unite to secure the services of an efficient officer. In addition to what the towns do for themselves the State grants to those of low valuation, when they combine into a supervisory district, the sum of \$750 to pay for a supervisor. These towns, however, are required to raise an additional sum equal to that furnished by the State, thus insuring a sufficient sum for the employment of an expert school man. By these means 93 per cent. of the children of Massachusetts have been brought under close supervision. The salary paid to a supervisor is at least \$1,500 a year, and he is enabled to devote all his time to the work and to inspect each school once a month. It is true that there are still about 100 towns in Massachusetts without supervision, yet the feasibility of co-operative supervision with aid from the State is proven beyond all doubt.

"The State aid to a district amounts at present to \$1,250—\$750 towards the superintendent's salary and \$500 towards the salaries of the teachers. The remainder of the superintendent's salary, \$750, must be raised by the towns of the district. They are at liberty, of course, to raise more than \$750 for the purpose, if they desire to do so" (Massachusetts State Report, 1895).

What has been said regarding the combination of towns

for supervisory purposes can be repeated with equal emphasis as to other small divisions of territory termed "school districts." The same principle applies here as elsewhere, that the interests of the schools included in a given territory should be sufficient to warrant the employment of a thoroughly competent person, at such a salary as would justify devoting his entire time to his work. After all has been done, there will still be vast sections of country, especially in the West and Southwest, without any means of efficient supervision. No present remedy can be devised to aid them. It can be safely left for the several States, as population increases, to look after the interests of the schools in the light of the experience of older communities about them.

The worth of the county superintendency is acknowledged, but in many cases the county is too large an area and contains too many teachers for one man to properly supervise. The county is as much too large a unit for supervisory purposes as the township is too small. This remark, however, does not apply to every county nor to any one State. In counties where the number of teachers is too large for one man to supervise, the county superintendent should have one or more assistants or deputies to aid him in his work. They should be directly responsible to him for the kind and character of their work, and should be charged solely with supervisory duties. The importance of having one superintendent for the county or district to whom other supervisors are responsible must be emphasized, as it would be an error and a fruitful source of strife if in any territory there should be two or more supervisors having concurrent jurisdiction.

THE COUNTY UNIT.

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Since this report is a symposium of suggestions for supervising rural schools, it may not be amiss to discuss a plan of supervisory organization that has found favor in some few counties that contain large cities as well as a rural population. We mention it here because it has valuable features for supervising the rural schools. There is but one school board for the entire county. One set of men legislates for the whole area, and it is their duty to relate the urban and suburban and rural schools into a sympathetic system. This is based upon the idea that every city is bound to respect the people that immediately environ it. It is to the interest of a large city to have good roads leading to it, good crops in the fields around it, and good schools to which the farmers may send their children.

With this as a foundation principle there is but one school fund for the entire county, raised by taxation upon all property in the county, whether it be in or out of the city. This makes the general school fund, which is distributed upon the basis of school population and according to the needs of the city wards and the rural communities. The same qualification for teachers is required whether they teach in a city graded school or in a country ungraded school, and the same salary is paid to them and in the same way, and for just as long a term. In this system one superintendent is in charge of the whole area. He looks after a city graded school one day and the next may be twenty miles away inspecting a country school. Expert supervision by a superintendent and his assistants is thus extended into the rural districts, and both city and country school receive the benefit of what there may be in each that is of real value.

Upon this plan, as a matter of course, a large portion of the school fund raised by taxation on city property is annually distributed to the country schools. The city is really made to assist in supporting the rural schools around it. And who shall say it is not a good thing for the city to do, especially in agricultural sections, in which the education, liberal and special, of the farmer's child is the probable salvation of the farming interests of the country. We should not lose sight of the truth that the farmer's child is to be made a useful citizen, not only content to stay in the home in which he was born and reared, if that is best, but fitted to fill honorably any station in life to which he may be called. To do this he must have all the opportunities of education and culture that the city affords. This can be brought about in no other way than at the city's expense, for wealth is massed in our populous centers. The expert supervision, the well-trained teacher, the long term, the modern text-book, the good schoolhouse, can be placed at the farmer's door by the agencies of the neighboring city, that owes him this and much more (*Appendix D*).

TRAINED TEACHERS NEEDED IN COUNTRY SCHOOLS.

Supervision is one of the vital needs of the rural schools, since most of their teachers are inexperienced. The number of normal school graduates in rural schools is lamentably small. The reason is that the normal school graduates can obtain a better salary by teaching in a larger field. The demand for this class of teachers makes their salaries so high that the country schools cannot afford to employ them. As soon as teachers become proficient by reason of experience acquired in rural schools, the probabilities are that they will be induced to seek better positions in cities where

their experience and abilities will command higher salaries. www.libtool.com.cn

Add to this the other fact that many young men begin to teach as a stepping-stone to some other profession, and while they are teaching a country school are studying law or medicine, and their hearts are with that rather than with teaching; and also add that many young girls teach until they marry, or as long as they are compelled to teach, and no longer, that they have no real love for their work and no wish to stay in it, and we see how the problems multiply.

Rural schools suffer from lack of trained teachers. In them, as a general thing, are young graduates from the village high school, or some favorite among neighborhood families, or a type of ancient teacher whose placid life is not disturbed by the vexing problems of his profession. This raw material must be developed, made shapely, orderly, and systematic, if time is to be saved to the children and schools properly supported. A bright and live supervisor will bring order out of confusion, harmony out of discord, and will give life and beauty to that which before was inert and ungainly.

Teaching is a great art, based on a profound science. The supervisor is the expert who has given this art and science his careful attention, and whose business is both to know how to teach, and to show others the way of teaching. He can in some measure compensate for the lack of skilled work in the school by closely supervising and guiding inexperienced teachers and showing them what to do. An expert is one who possesses skill gained by practice. A supervisor who claims to be an expert should have experimental knowledge of "the how to teach." He is supposed to have given careful attention to those things which characterize a good school. Not only must he know

how to teach, but he must know how to instruct others in the art and science of teaching. He must be a skilled teacher of teachers. Without this directing spirit, schools must necessarily suffer until teachers happen upon some better way. It is a great misfortune for schools to wait for wisdom in teaching until the many mistakes of teachers have pointed out better methods. The presence of skilled supervision has been the salvation of many schools.

It is one province of supervision in the country school to bring teachers into contact with each other, to illustrate better ways of teaching, to break up the isolation and monotony of rural school life, and to take to the doors and homes of people and teachers alike the life and freshness which have been the result of research and study on the part of the best minds in the profession. The province of supervision in rural schools falls far short of its legitimate purposes when it begins and ends in the schoolroom.

This point is not sufficiently well appreciated by those who have the oversight and care of schools scattered over a large tract of territory. Country schools have an environment of their own which should neither be forgotten nor ignored. The best supervisory work is that which brings into the rural school everything in farm and rural life which is strong and pure and wholesome. It is possible for the supervising officer so to exert his influence as to give grace and dignity to each individual school, and make it the rallying point for every good influence, a blessing to the entire community in which it is situated.

Attention is here called to the fact that in general but little care is taken in the selection of officers chosen to look after the interests of the rural schools. In the minority of States the county superintendents are elected by the people of the county without any regard to the preparation or qualifications they may have for the work. Very few

States require the superintendents to have any special qualifications, and in many instances supervisors are put in charge of teachers who know more about teaching than they do, and are required to hold examinations that they themselves could not pass. Add to this the fact that the superintendents are generally paid very small salaries (average \$828 for the whole country) or a meager *per diem*, and that many engage in other business and regard supervision of schools as an incidental matter, and it becomes apparent that professional supervision is too often the exception rather than the rule.

WORK OF SUPERVISORS.

We need everywhere trained superintendents of schools. "Supervision of schools should rank next in importance to the instruction in schools; indeed, so necessary to successful instruction is competent supervision that the two should receive together the watchful oversight of the State" (New Jersey State Report, 1894). Supervisors should know as much of teaching as the teachers under them, and should be able instinctively to distinguish good teachers by their manners, dress, speech, disposition, and character. The best work of a supervisor is his skill in selecting teachers. Not by the results of examination alone, for some learned people make poor instructors; not by yielding to the pressure of family or political influence, for this will ruin any system of schools; not by selecting his own friends or favorites, for this is unworthy of his office; but by following the knowledge that comes to him through study, by long experience, by careful observation, and by conscientious conviction, which enables him to know a teacher when he meets one, though he may not be able to tell why.

Teaching is a matter of both disposition and knowledge.

The former cannot be examined, but it ought to be recognized; careful supervision will aid in developing it. Skill in doing this is an essential characteristic of a good supervising officer, especially in connection with rural schools. If the cry is raised (and it is) that there is not enough money to pay for professional supervision, the reply is that it would be wiser to have fewer teachers in order that those employed might be better qualified. A supervisor who is an expert can so arrange and organize the system that a less number of teachers can do the work and do it better, because each one is thoroughly competent. "A good superintendent earns many times his salary; a poor superintendent is too dear at any price. The work of supervision may be unsatisfactory either because the number of schools is too large for the oversight of one person, or because the supervising officer lacks the talent for moulding, inspiring, and directing the work of others" (Pennsylvania State Report, 1895). Underpaid supervision is often unskilled and inefficient, and against this we raise our decided protest. Such supervision is of no value whatever to the schools—a penny-wise policy that economizes in the wrong place. A supervisor should have no other business than to care for the schools. He should not be a merchant, nor a lawyer, nor a farmer, nor an active teacher. His business should be to supervise the schools of his county, or township, or district, or whatever his area be called.

With a given sum of money for school purposes, to devote a part of it to skilled supervision will bring more children under enrollment, better teachers in the community, better instructions in the schools, and more satisfaction to the people, than if all the money were spent in paying the salaries of teachers.

In twenty-eight States the supervisors are required by

law to visit each school twice a year, in the other States they are allowed to visit the schools as often as practicable. In one or two States the supervisors visit the schools very seldom. The length of time the supervisor spends in each school varies from fifteen minutes to one-half day. The time seems to depend very largely upon circumstances, the number of pupils, the character of the teacher, the efficiency and the pay of the supervisor. A skilled supervisor inspecting an intelligent teacher can do more service in fifteen minutes than an unskilled supervisor visiting a poor teacher can do in a whole day. The average time spent in the ordinary rural school by the school supervisor is about one hour every year.

In twelve States the supervisors devote all their time to the work. In these States the average salary is \$1,002 a year. In fourteen States the supervisors devote only a part of their time to supervision, with an average annual salary of \$408. Sixteen States report that in some counties the supervisors devote all their time to supervision, while in other counties the supervisors devote but a small part of their time to that work. In these States the salaries paid supervisors vary from \$100 to \$2,000 or \$3,000 a year. Where good salaries are paid they devote all their time to supervision. Where small salaries are paid they devote but little time to this special work. All States have some supervision, though it varies greatly in amount and in efficiency.

In many sections of the county a supervisor not capable of suggesting to teachers better methods of teaching and not able to detect false methods pays only a perfunctory visit to the schools. He merely sees whether the building is clean, whether the children look bright and interesting whether the enrollment is good, such facts as would be noticed by any person of common ordinary sense. Too

often the contact of the average supervisor and the teacher of the rural schools is nothing more than a mechanical business performance, with such elements of aid and encouragement as any intelligent visitor may give the school. Although this is not without advantage, it falls far below the standard of professional supervision.

How many teachers a supervisor can direct cannot be discussed except in a general way. Schools are more widely separated in some localities than in others, roads are better, teachers are better, and supervisors vary greatly in the rapidity with which they work. As a general rule, however, every rural school ought to be visited at least once in two months. Supervision cannot be called close that does any less than that, and it would be better if the schools could be visited once every month.

No accurate information can be gained concerning the conditions of the school, nor can the proper influence be exerted over teacher and pupils, unless the supervisor has time at his disposal to make a reasonably thorough examination of the school and its surroundings. Sometimes, with an inexperienced teacher, he may find it necessary to spend the entire day in the school, while in other cases he may be able to visit two or more schools in a day. The point is that he must not feel compelled to shorten his visit, or to leave his work half done, in order to meet other engagements. To make his visits effective in the highest degree requires time and patience. The length of his visit must depend upon the necessities of the school, and of these he must be his own judge. An ideal system of supervision would give one supervisor from fifty to seventy-five teachers to supervise. Where the number of teachers is greater some will be neglected, for a supervisor generally has many interruptions in his work, such as rainy days, holidays, and the demand upon his time for office

work, board meetings, committee meetings, public addresses, etc., so that it is impossible to put in every day in supervision. Allowance must be made for other important duties.

Attention is also called to the power which the supervisor can exert through rigidly conducted teachers' meetings, institutes, associations, and round tables. Here we may meet the teachers under his direction, and make use of the information which he has gathered in visiting their schools. From free and open discussions by the teachers he will get an insight into their habits of thought and their methods of expression. Such meetings help break up the unsocial character of rural teachers by bringing them into contact, so that each learns something from the experience of all the others. In this way teachers and supervisors become better acquainted, gather fresh courage and new inspiration, and go home feeling that they have much in common, and that, if they will, they can in many ways be mutually helpful. The most deadening influence about the country school is its isolation. Nothing is more potent in overcoming this than frequent gatherings in which teachers, school officers, and parents freely discuss matters of common interest. To encourage such meetings is one of the duties incumbent upon the supervisor. Without being too prominent, he may still be the inspiring spirit, guiding, directing, and stimulating the tone and energies of all who participate in the proceedings (*Appendix P*).

LEGAL REQUIREMENTS AND QUALIFICATIONS.

The necessity of establishing some qualifications to be required of those who are to occupy the position of supervising officer is emphatically insisted upon.

"If it is desirable to insist upon a certain degree of qualification for a school-teacher in the humblest district of the State (this proposition has passed beyond the realm of discussion), it would seem that there is no question that the superior officer clothed by statute with such extended powers as a school commissioner ought to be a person possessing some fixed qualification for the performance of the duties of his office. The schools of the State will never reach that degree of efficiency which the State has a right to demand, and which is expected from the generous provision made for their support by the people, until this evil is corrected. Some standard of qualification should be insisted upon, and the power of removal in case of the election of a person not possessing these qualifications should be vested in the State superintendent" (New York State Report, 1895).

In only seventeen States are there any qualifications, beyond that of being a resident and a voter. In some States a first-grade license is required, in others a normal or university course, and again in others he must be an experienced teacher. In a majority of the States, however, the electors are allowed to choose any person without regard to educational qualifications.

In answer to circulars of inquiry the following information was obtained regarding supervisors:

Wisconsin—By the law of 1895, must hold a university, normal, State, or special superintendent certificate.

New York—No standard of qualification.

Pennsylvania—Must hold a college diploma, or a State or local certificate; must have at least three years' experience in teaching.

Michigan—Must be a graduate of a reputable college, university, or State normal college, or must hold a State or first-grade certificate.

Mississippi—Must hold a first-grade certificate.

Texas—Must be a person of educational attainments and hold a first-grade teachers' certificate.

Tennessee—Can be appointed only from applicants who pass an examination on questions sent out by State board.

Georgia—Must pass a satisfactory examination.

Louisiana—Must have a common school education.

Montana—Must hold a first-grade certificate and have one year's experience as teacher.

South Carolina—Must be able to conduct a teachers' institute.

Kentucky—Must be able to obtain a first-class teacher's certificate, hold a State diploma, or State certificate.

Arkansas—Must have a first-grade certificate.

Maryland—The county school board may require applicants to be examined by the State superintendent.

Utah—Must have a valid certificate not lower than the grammar grade.

West Virginia—Must be skilled in the art of teaching.

Iowa—First-class certificate, good for two years, a State certificate, or a life diploma.

It is unquestionably true that a supervisor should be as well and as highly educated as the better teachers he supervises. He should be a man of broad and generous culture, a lover of good books, versed in the best literature of the day, one whose presence is an influence for good, and whose words are an inspiration. To require him to be in every case a graduate of some higher school would be unreasonable, perhaps, but he should be a friend of higher education in every sense of the word. He must for a long time continue to be one from whom will come the influence which will lead the pupils in the rural district to strive for the highest education possible under the circumstances. His influence should be given to the

establishment of rural or township high schools wherever the population will permit it. These schools should include in their courses whatever is required on the one hand for entrance to the school of the next higher grade, or, on the other, those studies, a knowledge of which can be made so to change life on the farm, in its various forms, that it will become more attractive and more profitable. In the establishment and conduct of such schools the influence of the supervisor should be a very prominent factor.

A supervisor should have a thorough knowledge of school work. He should know what a teacher ought to do in managing a class of pupils of any age on any subject. This is one of the things he is paid to know. He should be an expert to whom teachers may go for advice and direction. If the advice is good and the direction wise, teachers will have confidence in the administration of the schools, and rely more and more upon the supervisor. The system is thus reduced to uniformity and becomes a source of strength. The supervisor should be able to direct teachers in their professional reading, and select wisely a library of teachers' books, and place them where they are most needed. He should know about school periodicals and be able to form his teachers into reading clubs and circles, and direct their studies. He should be able to arrange teachers' meetings so that time will not be wasted, and that teachers will come with pleasure and stay with profit. He ought to be able to aid in selecting a library suited to the wants and tastes of an agricultural community (*Appendix L*). In school extension he should be a leader, for he can thus make his influence felt in every part of his territory. In directing the home reading of the pupils and the people he may, if he will, find an immense field

of usefulness. He can thus create and foster an interest in the welfare of the farm and the home as adjuncts to the rural schools.

He can understand and sympathize with teachers better if he has an experimental knowledge of their work. No supervisor is so good as he who climbed from the lowest rounds and knows all the steps. That this is indispensable we are not prepared to state. There are some very excellent supervisors who have but little experience in teaching, but who have seen enough and studied enough to know how it ought to be done. Experience would have been helpful, however, in understanding the limitations of their work.

First and foremost a supervisor should be able to instruct his teachers in the methods of organization and management of schools. This is particularly the case in rural schools where so few teachers have acquired skill in teaching. But instruction with a teacher is like instruction with a child. There must be an awakening, an arousing, a hungering after instruction. The conditions of "being filled" are that we must "hunger and thirst." The supervisor must inspire his teachers with a desire for better things. He should lead them to see that time is precious, and that the children in school this year may be on the farms next year and no more in school forever. They must know what to do and do it. The supervisor should be a source of inspiration. His corps of teachers must be alive, and eager, and studious. The thing most to be abhorred in school work is the teacher dead to advancement in professional studies. The supervisor must rouse teachers to work out for themselves plans and methods for building up their schools, and must set forth the principles which should control them in their work.

The county superintendent, or the supervisor of schools

in any rural community, should have had recent experience in the schools which he is to supervise. In cases where this is not possible he should make a careful study of the peculiar surroundings of the schools of which he is to take charge. If the new departure which seems to be at hand in rural school education is to be a success, it must be carefully conducted in reference to those environments which are peculiar to each section. The supervisor who is to have a controlling influence in choice of text-books, in courses of study, in the selection and use of libraries, should be thoroughly conversant with the physical characteristics of his district, with the interests of the people, with their sources of wealth and living, and with the home life of the children (*Appendix O*). Whether it be a mining or a grazing region, whether agriculture or horticulture predominates as an interest, he should make himself at home in that domain of science or knowledge which will increase his usefulness as a school officer.

THE HOME AND THE SCHOOL.

The parents of children need instruction as well as the children themselves. The home influence and the school influence should be harmonious, or confusion and uncertainty will arise in the child's mind as to what he should do. The people must be reminded that the school is an integral part of the community, and not a separate affair which the law compels them to support, and which takes their children away when their assistance on the farm is most valuable (*Appendix O*).

In establishing the true relations between the home and the school, between the necessities of physical and those of intellectual education, the supervisor of rural schools finds an unlimited field of usefulness. In rural districts

parents are often ignorant of the advancement education has made since the days when they went to school, and they are often too ready to criticise anything new. The supervisor must gain their confidence, so that they will yield their ideas to his, and allow the teacher in their school to follow his directions without any hindrance from them.

The supervisor can exert a wonderful influence in bringing the fireside to the support of the teacher. To do this he must be able to educate the people concerning their relation to the school, as to sending the children regularly, as to providing necessary material, such as books, etc., as to allowing every teacher to pursue those methods of teaching which his skill and experience suggest as best suited to the wants of the school. At meetings of agricultural clubs, at town rallies, at educational "barbecues," at commencements, at spring festivals, at farmers' institutes, he should embrace every opportunity of saying a word for the schools, in order to arouse the people and interest them in the whole system of education. The columns of the country paper afford the supervisor a very ready means of reaching the people. Almost every farmer takes the county paper that comes weekly to his fireside, which gives the news of the outside world and the doings of his neighbors. School news is an important item and should never be omitted. Every week the paper should contain something of educational interest from the pen of the supervisor, though not always over his signature—suggestions for improvement, statistics of enrollment and attendance, new and better ways of teaching, plans for schoolhouse construction and decoration. The press is valuable to every teacher and helpful to the system of education by bringing farmers into sympathy with the great educational movements of the world. The press gives a larger audience, though it en-

forces a shorter address. But a little every week, full of variety and interest, will eventually build up a healthy sentiment in the county and educate parents as well as children.

The supervisor should have a direct or indirect control of the selection of teachers. The crisis in the history of schools is when teachers are to be chosen. No one is so well qualified to choose them wisely as a faithful supervisor, and no one is more likely to do so conscientiously, since he knows the value of efficient teachers. This control can be given him directly or indirectly. If he does not wish to have the direct choice in individual instances, the same may be accomplished by giving him the power to examine and license teachers for his supervisory district. No one, then, can be selected by the board of directors except such as are approved by him. He prepares an eligible list to which the board is limited in making its choice. If the superintendent is conscientious and courageous in the preparation of this list, he can safely leave the responsibility of the individual appointments to the board.

In many cases the questions for such examination are prepared at the State office. In some instances the county board conducts the examinations, and in a few the answer papers are sent to the State office for final examination and approval or rejection.

The supervisor should be slow to condemn a teacher who is honestly striving to succeed, but if, after faithful and earnest effort, teachers clearly prove that school-teaching is not their vocation, or, after repeated warnings, teachers will not try to do the right kind of work, it is clearly the duty of the supervisor to report the facts to the directors, and his report should be given great weight by them. The power to revoke the certificate is usually in the hands of the supervisory officer. It should be exer-

cised with great caution and deliberation, but fearlessly whenever there is sufficient reason for it.

Since the supervisor is responsible for school methods and for results in teaching, the arrangement of the course of study and the selecting of the text-books should be largely, if not entirely, left to his direction. It is his particular business to know books as well as to know teachers. It is not to be expected that the men who constitute the ordinary "committee on text-books" and whose daily business has no relation whatever to school texts and their use, can decide what book is best for use in the schoolroom. It is very well to have a committee on text-books composed of the members of the board, to prevent possible abuse, but the advice of the supervisor should have much influence in determining the character of the books used in the schools.

SCHOOL DIRECTORS .

It is important that the relations between the supervisor and the school officers should be clearly defined. The directors¹ stand much nearer the people and have an immediate interest in the welfare of the schools. They contract with the teachers, care for the financial affairs of the district, purchase supplies, and are charged with the general business management. The success of the school depends very largely upon the kind of men who are elected to that office. In the rural districts especially the duties of the director are mainly of a supervisory nature. He should inspect frequently the schoolhouse and school premises; he should see to it that everything is provided which is necessary for the comfort and convenience of both

¹ Director includes whatever term is used to designate the local school officers in any State—as director, commissioner, school committee, trustee, etc.

teacher and pupils, that the outbuildings are in a decent condition, and that the supplies are used with due regard to a wise economy. In the discipline of the school he should give a strong moral support to the teacher, and his influence should at all times be on the side of order and obedience. The board of directors should make such rules and regulations for all the schools under its control as it deems necessary for the preservation of school property, for securing punctuality and regularity, and for the general welfare of all concerned, and it should support the teachers in their rigid enforcement. It should be in constant correspondence with the supervisor, so as to keep him informed respecting the progress of the school, and in case a teacher is derelict in his duties, or if for any reason the school needs a special visitation, it should inform him at once. On the other hand it should be the aim of the supervisor to establish the most cordial and intimate relations with the local directors. The supervisor should magnify the office of the director. Whenever he visits the school, he should, if possible, induce the director to go with him. If at such visits they inspect the condition of the outbuildings and the premises, the supervisor can often propose plans for the improvement of the buildings which the director will more readily appreciate and approve.

The inspection of a school by a competent supervisor is an object-lesson of importance to the director. He is able to see at what points the supervisor is aiming, and he learns something of his ideas and plans. He will thus be better able to counsel and advise the teacher in the frequent visits which he makes to the school, and make more intelligent and specific reports to the supervisor. The practice on the part of the supervisor of calling the directors together at stated times for mutual conference is very commendable. These officers are often ignorant of

their duties, but in a large majority of cases they are willing and anxious to learn. There is no more effective way of improving the rural schools than that of instructing and informing the men who have them in their immediate charge. No doubt large sums are lost to the various funds through carelessness on the part of treasurers and secretaries in the rural districts in keeping their accounts. The supervisor should make it his duty to audit these books at least once each year, with a view to accuracy of statistics and economy in expenditures, and this should be one of his duties under the law.

THE VISITATION OF SCHOOLS.

The supervisor's method of visiting schools may be considered briefly. First, he visits schools to see how and what the teachers teach, whether their manner is composed, their method clear and concise, their style interesting; whether they are teaching valuable facts, or wasting time on trifles; whether they are teaching what is right or what is wrong. Second, he goes to find out what the pupils know. This is a test of the past work of teachers, which is shown by the general manner of recitation, the promptness with which pupils reply, the amount of information they have, the degree of skill they manifest, or the power of original thinking they have developed. Third, he inspects the physical conditions of the school buildings and grounds. He should note the conditions of the outbuildings, and if he finds them unsuitable in any respect, he should say so frankly to teachers and directors, and insist upon a change at once. The supervisor must know whether good light, good seats, proper temperature and ventilation, and thorough drainage are secured. The supervisor should carefully observe the moral atmosphere

which surrounds the school, whether it is on the side of order and obedience, of modesty, and of all those virtues which make the character of the typical American citizen. All these are demanded in order that good teaching may be made possible, and good health and public morals may be preserved.

Such being the purpose of the visit, the supervisor should put himself in easy and cordial relations with the teacher and the pupils, that he may have a true understanding of what each can do. The teacher may conduct one or more recitations in the various subjects of study, in order that the supervisor may see the usual methods of instruction. The supervisor can then suggest improvements if needed, and can even take the class in hand and demonstrate them. That he should ask for a class in any particular study and give the pupils a rigid oral or even written review, while the teacher may be attending to some other duty, is proper, for by this means he can find out how much instruction has been given since his last visit and how thoroughly the course of study is being adhered to. It is, however, often best to allow the teacher to pursue the usual routine to exercises, in order that the supervisor may see the school at its every-day work.

An inspection of the teacher's register should not be forgotten. Such a register in every rural school should show the name and age of each pupil, the studies pursued, where each class commenced and its progress during the term, so that a new teacher can at a glance understand at what point the study of each branch to be taught is to be taken up. The supervisor should insist that such a register be carefully kept by every teacher under his control.

A private record of his own, in which names, dates, classes heard, conditions of rooms and premises, material needed, and general observations are kept, will aid the

supervisor. He can by this means trace the development of any one school and can more readily observe whether it progresses or retrogrades.

SCHOOLHOUSES AND FURNITURE.

Before closing, your subcommittee desires to emphasize the proposition that the supervisor should have a controlling voice in the erection of the rural schoolhouse, as respects all its sanitary conditions. Before the contract for a new building can be legally let, the written approval of the supervisor should be necessary, certifying that as which conduces xzfiffffi vbgkj cmfwyp vbgkj xzfiffffi concerns heating, lighting, ventilation, and everything pupils, the requirements of hygienic rules and sanitary science have been carefully and fully complied with. The rural schoolhouse should be built in accordance with the laws of sanitation and modern civilization (*Appendix M*). It never will be until the State, speaking through the supervisor, compels it as a prerequisite for receiving a share of the public funds.

The supervisor should not be blind to the small things which minister to the comforts of the pupils. Often the rural school-teacher has received no instruction upon these points. If the supervisor finds pupils facing a strong light, he should call attention to the evils likely to ensue, and suggest a remedy. The same is true as regards unsuitable desks or seats. The necessity of proper ventilation and proper temperature should be constantly dwelt upon. Without a thermometer, with no means of ventilation except the door and windows, the rural school-teacher needs and appreciates all the suggestions an intelligent supervisor may make.

Akin to this is the suggestion that the supervisor should

insist that the schoolroom be kept clean and neat for sanitary reasons. The floors should be scoured as often as they are soiled; the wood, trash, and ashes should be carefully kept away from around the stove. The walls should be swept free of dust, the chalk racks kept clean, and the window-panes polished. Pupils also should be required to keep their desks in order and their books clean. It is stimulating to the little ones and helpful to teachers for the supervisors to have them show their books, and to take occasion to comment on the care or on the untidiness with which they are kept.

No better educational influence can surround the children than a well arranged schoolroom whose floors and windows are clean, whose walls are free from dust and decorated with pictures, whose school grounds are well ordered and shaded by trees and adorned with flowers, and the school presided over by a qualified teacher who is the personification of neatness and good cheer. Under such conditions the child is self-restrained and respects himself because his surroundings are respectable. The child naturally puts himself in harmony with his environment. If the teacher is neat and the schoolhouse is in proper order, the pupil will copy the example. Day by day beautiful, comfortable and clean surroundings will have their ethical influence upon his development, until he comes in time to abhor anything that is not beautiful, well-ordered, and clean. This point is too often overlooked in plans for supervision. The reverse of this feature is also true. The rural schoolhouse, generally speaking, in its character and surroundings is depressing and degrading. There is nothing about it calculated to cultivate a taste for the beautiful in art or nature. If, under the influence of intelligent supervision, this can be changed, it will be a work over which coming generations will rejoice.

“There is scarcely a sounder principle in pedagogy than that care begets care; order, order; cleanliness, cleanliness; and beauty, beauty. Things conspicuously good command the respect of children, invite their imitation, and in ways real, though obscure, sink into their souls and mould their being. The power of good example in men and women no one disputes, but there is power akin to it in things, provided they embody the better thoughts of men and women—a power of which more should be made in school management than is made at present” (Massachusetts State Report, 1895).

If children are daily surrounded by those influences that elevate them, that make them clean and well ordered, that make them love flowers, and pictures, and proper decorations, they at last reach that degree of culture where nothing else will please them. When they grow up and have homes of their own, they must have them clean, neat, bright with pictures, and fringed with shade trees and flowers, for they have been brought up to be happy in no other environment. The true test of our civilization and culture is the kind of home we are content to live in, and the influences of our schools should help to form a disposition for those things that make home life happy and healthy. If the farmer's boy can be taught to love books when he is at school, he will have a library in his home when he becomes a man; if the farmer's girl can be taught decoration at school, she will want pictures and flowers and embroidery when she becomes a woman.

We appeal also for the influence of a classical art in our schools. If we have pictures, why not have reprints of those that have moved the hearts of men? Why not have the best looking down from our school walls? They are within the reach of any purse. One reprint from the great masters is an uplifting influence for all time. Cheap

and gaudy advertisements, glaring and painful chromos, depress the true spirit of art and perpetuate the crudeness we seek to overcome.

The same can be said of music. If we are to sing songs, why not sing the songs of masters? They have sung many for children, beautiful far beyond the rude compositions that fret our ears everywhere. Also with literature. Why not read the simple classics written for the little ones, and the greater classics for the older ones? Why not in all things get the noblest and best that the world has given, and use them to help our children onward and upward?

The silent influence of clean surroundings, of cheerful teachings, of classical pictures and music and literature, the presence of flowers and their care, the planting of shade trees and studies of their growth, will be a supervision so constant and so searching that no child can escape it. Under its potent warmth, like the steady, quiet shining of the sun, the child plant grows into all the marvelous possibility of flower and fruit.

SUMMARY.

1. As to the character of the supervisor who is brought in contact with the rural school-teacher in the discharge of his official duties:

(1) He should be selected with special regard to his peculiar fitness for that office. Whether his office is elective or appointive, his qualifications, in order that he may be eligible, should be such as to enable him to challenge the respect of those whose work he is required to supervise.

(2) In regard to his scholarship, it should breathe that essential spirit of learning necessary to making good, strong

schools. The position of supervisor should be made professional with a view of meeting the demand for the best education which the rural school can possibly afford. This requires a scholarship which is above that of the ordinary man. The tendency to put persons in the supervisory position who have no mental attainments worthy of mention is earnestly deprecated.

(3) In regard to moral character the supervisor should be a living, inspiring example of such a life as alone is worthy the Christian civilization of our times. He should carry with him a spirit of sincerity in his work, so that people, teachers, and pupils may look to him with hearty respect, and with entire confidence in the integrity of his purposes.

(4) In regard to his professional spirit, he should be in touch with the best educational thought of the times, carrying with him to the country school-teacher, and to the people of a rural community, the freshness and life which come from reading and studying whatever bears upon the questions he is called upon to aid in solving. He should be a leader, endowed by nature with strong native sense, and at the same time able to impart enthusiasm and energy to all with whom he comes in contact.

2. As to the purpose of rural school supervision:

(1) It should serve to inspire and stimulate the rural school-teacher. If the supervisor is alive to his opportunities, every teacher within the sphere of his influence will be quickened and lifted up to higher efforts for the good of the school. The teachers should learn to look upon him as a friend, and not as a critic; as a wise counsellor, and not as a mere faultfinder.

(2) It should be the means of awakening and stimulating the pupils as well as the teacher. They should look for the visits of the supervisor with pleasure, and profit

by his talks and advice. By instituting a system of central examinations for the rural schools, he may quicken and encourage the brighter pupils to obtain the best education within their means. The influence of a scholarly supervisor over the pupils is a very desirable thing in the rural school.

(3) The improved condition of the rural schoolhouse is a sure index of the work of a competent supervisor. The present lamentable condition of these buildings is due largely to ignorance and neglect. Competent supervision in skillful hands can work a marvelous change. The cultivation of a spirit of order and neatness which leads to the ornamentation of the school grounds and to a watchful care over all the environments of the schoolhouse, is one of the purposes of supervision.

(4) Supervision does not accomplish its legitimate purpose when it fails to cultivate a strong, healthy public opinion in favor of everything which tends to make a good school. Hence, the supervisor who contents himself with a perfunctory visit to the school only is not a supervisor in the broad sense of that word. A large share of the work of the supervisor is away from the school and among the people.

3. As to the results to be expected from intelligent supervision:

(1) In regard to the school, it unites teachers for a common purpose, and, by teachers' meetings and by the visitations of the supervisor, it breaks up the monotony and isolation of the country school. Under its influence better teachers find their way into the schools, better methods of instruction prevail, and the tone and spirit of the school are greatly improved.

(2) In regard to the community at large, supervision is just beginning to do its legitimate work. In the estab-

lishment of school libraries, in the relation of the supervisor to the directors, in an improved school architecture in which due regard is had to sanitary conditions, in the ornamentation and care of the school grounds, in school extension, in the introduction of studies which will add to the attractiveness and profit of life on the farm, in the consolidation of small districts into larger and stronger schools, in awakening a public interest in rural education, there is a field large enough to occupy the time and thought of the most progressive and most intelligent supervisor. It is here we are to look in the near future for the best results of supervision as concerns the rural schools of the country.

LAWTON B. EVANS, Chair'n,
CHARLES R. SKINNER,
HENRY SABIN.

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REPORT OF THE SUBCOMMITTEE ON SUPPLY
OF TEACHERS.

The Subcommittee on Supply of Teachers has distributed a large number of circular letters of inquiry, designed to elicit information in regard to the agencies now existing for the preparation of teachers for rural schools, and for the improvement of teachers already in the service, and also in regard to certain conditions, as to the manner of certificating, employing, and paying teachers, which affect the supply. In connection with this inquiry the attempt has been made to gather information as to the defects and excellencies of existing systems, together with suggestions for improvement. To these a sufficient number of replies has been received to justify the belief that they give a fair average statement of the conditions which this report has to meet. Without attempting to summarize the returns, your committee would state the results of the inquiry upon the problem presented, and mark out the lines which must be followed, and to what end, in order that the child in the country school may receive the education which is his due. In some State systems progress along these lines is much more advanced than in others, and in some individual cases the desired end has been attained; but this is true, as regards the entire country, in so small a degree that it is unnecessary, even if it were possible, to particularize. With but few exceptions the recommendations made could be justified by reference to various States or communities in our own country, and there are none which do not rest upon successful experiences at home or abroad. It will be found quite impossible to treat the rural school in any of its aspects without touching in some degree upon ground common to all

classes of schools, and this is especially true as regards that branch of the problem assigned to this subcommittee.

Certain conditions now very general must be changed in order that the rural school may be supplied with better teachers.

TEACHERS.

There must be in rural communities a clearer appreciation of the qualities essential to a good teacher. It is too often the case that no distinction is made between a teacher of superior scholarship, of proved ability in instruction and discipline, of long experience, and one far inferior in all the qualities essential to success.

The teacher must be engaged for the school year. In many cases the engagement is from term to term, and these frequent changes are without exception classed among the most potent causes of failure in the rural school. It is widely true that the school is in session less than half the year; it is often true that in this short school year two teachers are employed, and seldom does a teacher remain a second year. Engagements should be for a longer term than one year, or continuous, and terminated only for cause, as is the case in many cities.

One of the most important points to be considered in a system of schools is that of the authorities employing teachers and assigning them to their work. In cases in which the county or township is the unit of school administration, the problem is solved; in case the district system prevails, the district containing one school, it is evident that the employment and assignment of teachers should be transferred to the authorities of the larger school unit, in order that in the assignment advantage may be taken of peculiar abilities and aptitudes.

The authority which examines should not employ.

Closely allied to this question is one of great interest in the Southern States, namely, that of assignment of teachers to negro schools. For a full treatment of this subject see *Appendix J*.

SCHOOL YEAR.

The school year must be lengthened to a full school year of nine or ten months. In many States a minimum length is prescribed by statute, but in few cases is this sufficient. Whatever efforts may be made for the improvement of the rural school, until there can be offered a "year's work and a year's wage," it will be difficult and often impossible to retain accomplished teachers for continuous service; with this, many such teachers would choose this service, from family and social connections, and from a natural preference for rural life.

In countries in which people are accustomed to the action of centralized authority, prescription settles the matter, as in France, where the school year is more than forty weeks; in England, where, as conditions of receiving the government grant, the principal teacher at least must hold the government certificate of qualification, the school premises must be in good sanitary condition, the staff, furniture, and apparatus must be sufficient, and *the school must have met 400 times (200 days) in the year*.

In countries like our own, in which popular initiative in political matters has been the rule, success must usually come by other methods, and in this respect we have much to learn from our neighbors. In Canada the schools have been lengthened to a full school year mainly under the stimulus given by the mode of distributing the government grants.

Letters and reports have been received from the differ-

ent, provinces. By these it appears that the average length of the school year was in Ontario 212 days; in New Brunswick, 216 days; in Nova Scotia, 198.7 days, the full school year being 216 days, and some schools exceeding this limit. A report from Regina, the capital of the Northwest Territories, states that the full school year is considered to be twelve months less the holidays, amounting to seven weeks, but this limit cannot be attained where the sparseness of the population obliges the pupils to travel long distances, on account of the severity of the winters.¹

Adding to our plan of requiring a minimum school year the Canadian plan, already in a degree recognized in some recent school legislation, of making the amount of government grant depend in a large degree upon the length of the school year and the average attendance, consolidating schools wherever practicable, and giving from the larger units of school administration to aid the smaller and weaker, the obstacle of the short term and insufficient compensation can be removed.

SUPERVISION.

Incompetent supervision forms one obstacle to a supply of better teachers. This obstacle may be removed by securing professional supervision, as provided by the plan of district supervision so successfully applied in Massachusetts, and just enacted in Maine. The subcommittee on subdivision treats this subject fully.

It is necessary that more definite tests of professional

¹ The subcommittee is under obligation to more than it can name, throughout the United States, for information. For aid in its inquiries received from the provincial school authorities of Nova Scotia, New Brunswick, Quebec, Ontario, and Manitoba, and from Mrs. Etta F. Grover, of Regina, Assiniboia, and Mr. Chisholm, Principal of the high school in Regina, it would here express its thanks.

fitness for the work of supervision be instituted. The extension of pedagogical instruction in colleges and universities in recent years is gradually elevating the work of supervision to a higher pedagogical plane, yet the point has not been reached of demanding professional preparation as an essential condition. For examples of the requirements of more definite tests of fitness see Ontario and France (*Appendix N*).

It is not unreasonable to hope that in the not distant future the popular standard of education may be so raised that on all educational boards of control, from the State board down to the county or township school board, so much of pedagogical fitness, from the professional point of view, may be demanded as to insure the intelligent consideration of such questions pertaining to the profession as may come before them.

There are various recognized agencies for the improvement of teachers.

ASSOCIATIONS.

The State associations are mainly in the control of teachers representing systems of schools; but in few States are rural school-teachers much in evidence at these meetings. The fact that in some States the opposite condition holds shows that the State association may be made a powerful means of uplifting for the rural schools.

In many of the States vigorous county associations are found, although this is by no means universal. In these the rural school receives more recognition, but not often all which is its due. When the county association holds frequent sessions, and makes the interests of the rural schools prominent, it proves one of the most efficient agencies.

Some of the States report local associations of rural

school-teachers which are very efficient. Generally the success of these is largely dependent upon the spirit of the local or county superintendent. With good professional supervision in township and county, the wants of rural schools and their teachers can find due consideration in local and county associations; and by proper organization of rural school sections in the State associations there may be secured such an affiliation of State, county, and local associations as will insure in time a full recognition of the peculiar needs of the rural schools.

It is desirable that the affiliation between these associations be such as to secure in part the working together, along the same lines of thought, during the same years, the local, county, and State associations, under the inspiration of the State Department of Education.

SUMMER SCHOOLS OF SEVERAL WEEKS' DURATION.

In some cases summer schools are apparently conducted for the purpose of enabling those attending to pass examinations for certain certificates. The tendency is necessarily toward cramming for the examinations, and so far they cease to be educative in any proper sense of that term.

There is another class of summer schools, often held in connection with colleges and universities, conducted by able teachers, specialists in their departments, for the purpose of advancing education along true lines. Among these, the Agassiz School at Penekese many years ago was a revelation and an inspiration to the teachers of the United States. These schools have multiplied in number and enlarged in scope throughout the land, and have proved of great advantage to thousands, not only by in-

creasing their knowledge, but also and much more by bringing them under the personal influence of leaders of thought and masters in teaching.

A third class, with professional courses in psychology, pedagogy, and methods, often combining the character of the second class preceding, offers great advantages for professional improvement. There should be in every county one of these for the special benefit of teachers of the common schools; they should be free of tuition, organized and conducted under the supervision of the State Department of Education, continuing from four to ten weeks. There should be no provision for practice-teaching, and the instructors should be familiar with rural schools, their condition and needs.

INSTITUTES.

The normal institutes, so-called, organized in some States, especially in the West, are essentially the same as the third class of summer schools, described above.

County institutes of one week or more, held during the school year, may exert a great influence in the improvement of teachers. When they are conducted under efficient supervision, with a body of instructors, capable of increasing the range of thought of teachers, and are organized under such laws as will secure the attendance of the teachers of the county, they prove a powerful means of educational advance.

For the description of such an organization of institutes and results see *Appendix P*.

Teachers' conventions or institutes of one day, as conferences between teachers, or with superintendents, will prove effective to a greater or less degree according to the purpose, plan, and mode of conducting. In order to secure the best results, they should be held at intervals so frequent that the effect may be continuous.

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READING CIRCLES.

The success of the Chautauqua movement, of various organizations for home study, and of teachers' reading circles, in some cases, proves that these may be made generally efficient. There will be no lack of interest on the part of the teachers, if the organization and direction be wise.

The problem is apparently not a difficult one in the larger places, with systems of schools, where numbers of members are readily brought together, but the case is quite different in the case of rural schools. The results reported clearly indicate certain elements essential to success. To secure the advantage of organization there must be a central board of control. This may be a State board with auxiliary boards in county and towns. Not only are books for reading to be selected, but a plan of work should be carefully drawn up and widely circulated among teachers. The central board should keep in touch with the members of the circles, papers based upon the books read should be written and carefully examined, and the results attained should in some way be passed to the teachers' credit; thus, for a certain number of certificates indicating the completion of a course, a diploma may be granted.

The plan of organization is perhaps best formed by the teachers of the State acting through their associations, and the courses of reading can best be made out by committees chosen by the teachers for this purpose; the work may be directed by a committee, but, from comparison of results reported, the varying degrees of success, and the many failures, your committee believes it desirable that there should be in the State department of education a bureau of teachers' reading circles, with sufficient force

to keep in touch with the local circles, to conduct and encourage correspondence with them, and in every way to promote their interest and efficiency.

Effective study demands the use of books for consultation and reference. Hence the reading circles should be conducted in conjunction with the lending libraries hereafter mentioned.

The reading circles must be considered as a means of improvement, especially for teachers already in the service. No other agency can really take the place of personal instruction in the original preparation of a teacher for his work.

LIBRARIES.

The country town has suffered, and still suffers, from the lack of books. In many States there is now a movement toward the extension of free library privileges, and wherever there is a town library every school should be made a branch. This system of library extension, becoming universal in cities, can be extended to country as well. By frequent exchange of books, under the immediate direction of the teacher as branch librarian, every teacher and pupil will have the use of a larger library in addition to the special library which should be found in every school. Some books should be added to the library for the special benefit of teachers.

The library belonging to the school is a necessity. Books lent for a time serve their purpose, but a love for good books and the ability to use them aright come most surely from daily companionship. From the library center the school can be carried into the home. A more valuable work can hardly be done by the rural school-teacher than this, of developing a love for good reading.

In addition to these there should be established in the county, or the State, or both, a professional library for the use of teachers. This might well be a State library with county branches, and the management of it might well be under the bureau of reading circles which has been mentioned. Such a State school library has been established in New York (*Appendix L*).

TEACHERS' TRAINING CLASSES.

The agencies thus far treated tend to the improvement of teachers already in the service, none of them furnish a first supply for rural schools, and there is a lack of special agencies designed for that end. The investigations of your subcommittee show that the existing normal schools in general do comparatively little in this direction, except by the teaching of their undergraduates. Although originally established for the benefit of the common school, they have naturally tended to keep step with the development of systems of schools in cities and large villages; the majority of rural teachers, often a vast majority, are now without any professional preparation whatever. The tendency is strikingly shown in returns from the Oswego, N. Y., Normal School: "Nine-tenths of our pupils come from the country; not one-tenth ever teach in rural schools." In one of the older States, after many years' existence in normal schools, of more than 12,000 teachers in the public schools of all classes less than 5,000 have ever attended normal schools, less than 4,000 have graduated from normal schools. Over 1,500 vacancies occur annually in the schools of the State; the normal schools of the State graduate about 300 annually, nearly all of whom become teachers in graded schools.

One of the leading States of the Union, with a well

organized school system and a grand equipment of normal schools aiming directly to train teachers for the rural schools, reports that a majority of its teachers have not had professional training. Many other States report a much smaller proportion of trained teachers; one, 8 per cent.; another, with one of the best school systems, 30 per cent. As a contrast, an answer to the inquiry of your committee, from Manitoba, states: "Sixty-six per cent of the teachers employed in the province in 1895 were trained. After this year *all will have training.*" (See *Appendix N.*)

The cause for such a contrast appears later in this report.

The normal school system was first devised especially for the benefit of the rural schools, and in obedience to a tendency which had become increasingly strong for some years previous to the time of their establishment. Some brief passages of educational history bearing upon this subject are here cited:

In 1823 Samuel Reed Hall opened a normal school in Concord, Vt., a school for the academic and professional education of common-school teachers, with a school for practice in teaching. Here Mr. Hall's lectures on school keeping were delivered to his class. These were afterwards published. The character of his work led to his being called to the principalship of the English department of Phillips Academy at Andover, Mass. He was afterwards invited to take charge of Holmes's Academy, Plymouth, N. H., and consented on condition that the school should be called a teachers' seminary. He opened this teachers' seminary in 1837 and continued it two years. In this school there was a classical department and no practice school, but the course, as printed in *Appendix K*, shows the pedagogical character of the institution and the provision made for its students to gain experience in teaching.

In 1829 a training school for teachers of the common schools was opened in the town of Effingham, N. H., by Hon. J. W. Bradbury, ex-United States Senator from Maine, now living, at more than ninety years of age, in Augusta, Me. By request, Hon. W. W. Stetson, State Superintendent of Maine, recently visited him to ascertain the facts in regard to this school, and the interview is annexed to this report as *Appendix K*.

The sole purpose of Horace Mann in the establishment of the first State normal school in Massachusetts, a purpose zealously carried out by the principal, Cyrus Pierce, was to elevate the common school of the country. The course of study of the normal school was for one year. In the first year of the school a model school was organized, in which normal school students had daily practice in teaching. Mr. Pierce himself taught in the model school, as he felt that upon its success the success of the normal school very largely depended. Almost all the pupils at first came from country towns, almost all returned to teach in country schools. There was not then the difference between the rural school and the city school which now exists. In 1847 John D. Philbrick began the experiment of modern grading in Boston, and, with the full development of this system, later, the contrast between the school of the country and the school of the town became more and more marked, and the rural school problem appeared. The normal-school course, at first simple and adapted to the conditions it was designed to meet, developed to keep pace with the developing school system, and gradually drew away from the rural schools.

The normal school is often removed still further from those who would teach in rural schools by the tendency to raise the standard of admission to the requirements of a high school-course. The fact that most of the towns of the

State have a high school is not proof that all those who will teach rural schools can go through a high-school course of three or four years, and then a normal-school course of two or three years. Great care should be taken that the normal school does not get too far from those whom it was especially set to serve. There is needed a more careful determination of the qualities and attainments requisite for entrance upon the work of preparation for teaching. These are sometimes given in larger measure by the experiences and responsibilities of country life than by the graded city high school, and with these every added step in education is great gain. So far as raising the standard of admission is in response to a claim that all academic studies should be taken out of the normal-school course, it may be said that the claim is not universally recognized as valid by those who have had most experience of work at home, and can find but little warrant abroad. In the normal schools of Prussia, Austria, Switzerland and France, for example, a larger proportion of time is given to academic studies than in many of the normal schools of the United States,¹ but with directions, certainly in France, that in all the course the professional aim shall be constantly kept in view.

It is evident that for the fitting preparation of teachers for the rural school some agency is needed intermediate between the brief convention or institute and the normal school, with its two or four years' course, so far beyond the reach of the majority of rural school-teachers. What shall it be?

Several facts must be kept in mind in the solution of the problem: (1) A large proportion of the teachers of rural schools cannot afford the time and expense of a two years'

¹ See Report of Committee on Normal Education, Proceedings of National Council of Education, 1892.

course in a normal school. (2) The receipts from employment in the rural school under present conditions do not remunerate one for the expense of a normal-school course. This is a simple matter of business, and sentiment will not change the facts. (3) Other conditions remaining the same, attendance at a school is in an inverse ratio to the distance between school and home. This is especially true for a short course.

To meet these conditions there is needed a normal training school with a short course of study. The place is a village which will give over its schools to this normal training school for practice schools. These practice schools, organized as primary schools in one room and as grammar schools in another, will show what can be done with schools in the simplest form of gradation. For a part of the course all the grades should be brought together to illustrate the work of the one-teacher school, such work as should be done in the ungraded school. A faculty of five or six good teachers, including practice-school teachers, would suffice for such a school.

This is the general organization—what the work? Treatment of matter essential to good teaching would be grounded on simple fundamental principles. Deficiencies in education would be supplemented by sound teaching; principles of teaching and of school management would be taught and illustrated. Many might learn to do well what they had never done at all; most would learn to do better what they had done poorly. From these schools would come many students for fuller courses of training and a still wider usefulness.

This plan in its development would give a system of district training schools, analogous to the county model schools of Ontario, and the training schools of Quebec and Manitoba, with a course of study and training of one year,

the first half of which should be mainly academic, for those who need this preparation, the second half mainly professional, the work so planned that those of more advanced scholarship need take only the course of the second half year. Of these schools there should be at least one in every county of the State (*Appendix N*).

The practice in teaching should be thoroughly organized. Every teacher in the school should be, in a certain sense, a training teacher; he should be responsible for the methods of teaching in his own subjects, and should direct lessons given by members of his classes to children from the model training schools. Besides such lessons, illustrative of methods of teaching, the pupil-teacher should be trained in conducting school work in the school-rooms, under conditions similar to those which she will find in her own school. While teaching in the practice school under the direction of a teacher in charge, she should be left more and more to her own judgment; she should be held responsible for the control and direction of the school, and for the teaching of a class, not merely of a group.

The membership of the class for training should be limited to such numbers as will give the full advantage of the training course, or, with a practice school of the size presupposed, to about twenty-five. A large class necessitates the teaching of groups, not of full classes with the control of a school. The French law limits the number of students in each normal school to three classes of twenty-five each.

The practice schools should be under the exclusive instruction and control of their regular teachers a sufficient proportion of the time to keep them up to the standard of veritable model schools as well.

The completion of this course should give a teacher's

certificate of elementary grade, which would also give admission to the State normal school with due credit on the normal-school course for work already accomplished.

There should be a summer term for rural school-teachers in every normal school in the United States. The plant of the normal school has cost thousands, in some cases hundreds of thousands of dollars, and for two or three months in the summer this investment remains entirely unproductive. The success of the summer term in the University of Chicago is significant, and the Winona plan, adopted this year in all the State normal schools of Minnesota, sets the example for the nation (*Appendix S*). In normal schools the work of the first year—or the *first part* of the course—should be so planned as to have a unity in itself as a preparation for rural school-teachers, and the results accomplished in the summer term should count on this course so as to encourage subsequent attendance at the normal school. The summer term should not be an institute nor a summer school, in the usual sense, but should combine the elements of the other terms of the year; the attendance of children in the training school could be secured easily for two or three hours a day.

There should be organized in all States a system of normal-school extension analogous to the university extension. Wherever a class of sufficient size can be formed, a teacher should be provided. The work should be so organized and conducted as to lead to definite results which can be credited to the members of the class.

There are two possible agencies in the preparation of teachers for rural schools that have not been mentioned:

1. *City Training Schools*.—In large cities it is not to be expected that the city training school will prepare teachers for rural schools; all their graduates usually find employment at home. But cities in this country with a

population of more than 50,000 are comparatively very few, and it is reasonable to suppose that training schools in cities of less than 50,000 will prepare more teachers than can be provided with employment in those cities. The surplus will naturally seek positions in the village and country schools.

Birmingham, Ala., a city of about 50,000, has had a training school for eight years. During that time 25 per cent. of the graduates of this school have found employment in the ungraded schools of the county and State. If the training school is encouraged, it can be made an important factor in the preparation of teachers for rural schools. A part of the course in these schools should, therefore, deal with the conditions of the ungraded schools of the country, and the instruction should be specifically adapted to meet those conditions.

2. *Agricultural Colleges.*—Many pupils in agricultural schools and colleges teach during their course. In some cases the agricultural college is brought nearer the people by the establishment of branches. Thus in Alabama there has been established in each congressional district a branch agricultural school, closely related to the agricultural and mechanical college of the State. Cannot such schools accomplish much in the specific preparation of teachers for the work of the rural schools?

3. *High Schools.*—An effective auxiliary in the training of elementary teachers may be found in high schools. In 1894-95 there were in New York 247 such classes, with 2,482 students. The regulations prescribe the professional qualifications of the teachers who are to instruct these classes, and the equipment and the opportunities for observation and practice to be furnished. The course of study, extending through one year, covers the ground of common-school studies, including with subject-matter

the treatment of methods of teaching, the history of education, school management, and school law. The school is to furnish each day the opportunity for the class, or some members of it, to observe methods of teaching in the several grades of common-school work, and, when practicable, the opportunity to teach in such grades under proper criticism and direction.

A system similar to this is in operation in the province of Quebec.

Although these training classes cannot take the place nor do the work of special training schools, yet they offer a ready means for effecting some immediate improvement in the teaching force of the State, and for the selection of those who have such fitness for teaching as will justify their pursuing a special professional course. The teachers of such classes must themselves have received thorough pedagogical instruction, else the result must be a failure; hence the necessity is apparent for pedagogical courses in all colleges.

According to the generalizations of the superintendent of the last census, over an area of our country of 1,688,827 square miles, containing a population of two to forty-five to the square mile, the occupation of the people is mainly agriculture; of this territory 1,096,790 square miles are occupied by a people mainly engaged in systematic agriculture, leaving about 260,000 square miles, with a population of forty-five and upwards to the square mile, in which the leading interests are commerce and manufactures, and in which professional and personal service are in large demand. The numbers engaged in the principal occupations in the United States, according to the latest United States census, were as follows:

Farm and garden	3,375,979
All the professions	944,323
Domestic and personal service	4,360,506
Trade and transportation	3,325,362
Manufacturing and mechanical industries	5,091,669

In behalf of all these occupations, except the professions and agriculture, the claim has been made and has been allowed that special instruction in their interest be made an important part of the school curriculum—in commercial courses; in cooking; in manual training, on which such vast sums have been expended. Indeed, for many of the professions much of the school instruction is a direct preparation.

Much is said of the necessity for considering the environment of the child; for bringing into his school life the thoughts and interests of his home life, that the school may not prove to him a thing remote and foreign; of making the school a recognition of his past and a preparation for his future. Little sign of this can be found in the ordinary rural school.

The courses of study in the normal school of all grades should recognize more fully than they do the environment and probable future life of the children in the schools, or rather, they should recognize the lines along which lives of most probable future happiness would lie. As has been shown, much the largest class of the workers of this country is engaged in agriculture. The environments of their children are rural. The rural school should aim especially to make country life more attractive and beautiful, and should pay more attention to rural industries. Every normal school should have as a means of instruction a school garden, planned and conducted not merely to teach the pure science of botany, but also the simple principles of the applied science of agriculture and gardening; and every rural school may

reach the home. This element of industrial training should be especially emphasized in the colored normal schools and rural schools of the South.

Other countries lead us. A *farm* has been set apart for this line of instruction at the Provincial Normal School at Truro, Nova Scotia. The school garden is common in the countries of Europe most advanced in popular education. The school garden and the nursery of fruit trees are a feature of the normal schools of France; there is a course of agriculture in the normal schools for men, of horticulture in the normal schools for women.

The course in agriculture treats of preparation of the soil, special culture of trees and shrubs, of fruit trees, grafting, and the vegetable garden.

The course in horticulture in the normal schools for women treats of the garden in its general arrangements—the fruit garden, the vegetable garden, the flower garden.

Each garden has a space reserved as a botanic garden for instruction in the science of botany.

The instruction received in the normal school is applied in the school garden of the rural school.¹

¹ The school garden in the New Hampshire State Normal and Training School has proved a source of interest and of instruction to pupils of all grades in the training schools and in the normal schools, such as nothing else can replace. In this garden all the grains and vegetables grown in the region were cultivated, together with a great variety of flowers. Each class in school had assigned to it a plot, for which it was responsible. In the George Putnam School, in Boston, a part of the school yard was turned into a garden, which has received several prizes from the Massachusetts Horticultural Society. On certain days the Jardin des Plantes in Paris is used as a place for botanical study by the school children. I found once on the roof of a London schoolhouse, which was used as the girls' playground, a large and beautiful collection of plants. And yet the rural school almost utterly ignores its only possible laboratory, the out-of-doors, the garden laboratory, right at hand. Here lies a duty, not a choice merely, for the normal school.

A French report says that the French farmer is at first opposed to book farming; but when he sees that the products of the teacher's garden are superior to his own, he is glad to learn.

M. Boutan, an inspector general of public instruction, says in a report: "We can cite several departments in which, thanks to the initiative of the teachers, the wealth of the country has increased from year to year, and from which the exportation of fine fruit has become the source of considerable profit."

There can be no doubt that great improvements in agriculture might result from the general diffusion of such instruction through school gardens, under the direction of qualified teachers. Is there any other means for such improvement in sight of this generation? And still a higher good for the country life might come from thus blending its utilities and its beauties in the thought of the child.

Your subcommittee would also emphasize the importance of two other lines of work already developed in the graded schools, and of a third, which must be made prominent in all schools—language, elements of science or nature study, and morals. Whatever goes into the common school must go into the normal school. Hence, even in the brief course of normal-school training, the instruction in the English language, instruction in the essential elements of its beauty and strength, instruction leading toward such command of its terms as will tend to make it a transparent medium for the expression of thought, must be held of fundamental importance. There must be such training in elementary science and in manipulation as will give the teacher essential knowledge and skill in this line of teaching, and there must be such instruction in elementary psychology and ethics as is necessary for the

comprehension of general principles of method, and of the scope and methods of instruction in morals; and as result of all the preparation which can be given there should be a clear comprehension of the essential aims of education. Would that all our teachers could have constantly in mind and at hand such a statement as is found on the desks of the common-school teachers of France (*Appendix R*).

EXAMINATION AND CERTIFICATION OF TEACHERS.

Were teaching a profession in the sense in which law and medicine are professions, teachers themselves would formulate the terms of professional recognition; but evidently the time for that is not yet. What the public school is immediately to aim for is uniformity in State examinations, and we have to consider the agencies, the standards, the methods for these examinations. The agency may be the State superintendent of public instruction, a special examining board, or a State board of education when such board exists. Times and places for examination should be announced frequent enough and numerous enough to meet all reasonable demand. The scope and character of the examinations should be announced long enough beforehand to enable candidates to consider the matter deliberately, as is now done in regard to examinations for admission to college and for the civil service. Information as to books for use and as to modes of preparation should be given. Each examination should be conducted by an expert, and the papers should be critically examined.

Certificates granted should be graded as to the range of the examination, not as to length of validity, unless the certificate be a provisional one. A one-year's physician

would receive little credit; why should a one-year's teacher receive more?

Examinations should cover the range of work required of the teacher, and should be written, oral, and practical. The written examinations should be planned not merely to test the candidate's range of acquirement, but rather his accuracy, his general style of thought and expression. The oral examination should test the range of attainment, the personality of the candidate, and his readiness in resource. These two are generally combined in one—the written form—but there are great advantages in the separation whenever it is practicable.

The examination for the elementary certificate should cover the ground of common-school studies, with so much of the elements of science as is demanded for the intelligent teaching of the nature lessons in the common-school course. The questions should be few, but comprehensive, and such as will fairly test the reflective power of the candidate.

The professional examination for the elementary grade of certificate should not be severe, but should require clear general statements regarding methods of conducting recitations and the organization and management of a school.

The practical examination, or the test of skill, for the elementary grade of certificate, should include some test of the candidate's ability to plan a lesson and an examination paper in some common-school subject, and to conduct a recitation. If the candidate has been a member of a class in training, a record of this practical work might be brought over from the work in that class.

So much ability as is implied by this examination is necessary to the good teaching of any school. Wherever this ability cannot be secured now for the rural school, a

clear public appreciation of the need will lead to a supply of the means.

The examination for the advanced certificate should in general cover the ground of an English high school course of at least three years, or fair equivalents for such a course. A special certificate might be given for a foreign language. This examination should include psychology and ethics, drawing, and the elements of vocal music.

The professional examination for the advanced certificate should include history of education, methods of teaching, general principles of pedagogy, and the organization and management of schools.

The practical examination should include the preparation of plans of lessons and of examinations; judging the character of a lesson and a written paper; teaching, including an oral lesson on some subject in nature study, elements of science, language, or morals.

As in the examination for the elementary certificate, if the candidate is a member of any training class, the practical examination can be taken in that class.

Formulating the preceding statements, teachers' certificates should be graded in two general classes—elementary and advanced—and in each class three grades.

ELEMENTARY.

- (1) Elementary scholastic certificate, Grade 3.
- (2) Elementary professional certificate, Grade 2.
- (3) Elementary certificate of skill, Grade 1.

ADVANCED.

- (1) Advanced scholastic certificate, Grade 3.
- (2) Advanced professional certificate, Grade 2.
- (3) Advanced certificate of skill, Grade 1.

A life certificate of either class and honorable recognition in the profession should be granted after a certain period of successful teaching to those holding the first-grade certificate of that class.

In each class the higher certificate presupposes the lower; thus Grade 1 cannot be obtained without 3 and 2.

Many, if not most, of the examinations of teachers for rural schools in the United States to-day do not go beyond the range of the elementary certificate, Grade 3, as here given; the elementary certificate, Grade 2, could be obtained by attendance upon a teachers' training class in a high school. A course in a district training school organized as described in this report, or a partial course of one year in a State normal school, should give the complete elementary certificate. In many cases thoughtful and successful teachers in the rural school, by their own study and the help afforded by a well-conducted reading circle and a normal extension course, could rise from the elementary certificate, Grade 3, to the complete elementary certificate. A high-school course would give advanced certificate, Grade 3, and, with the course in a high-school teachers' training class, might give advanced certificate, Grade 2. The complete advanced certificate could be obtained by a two-years' course in a normal school.

This gradation of examinations and certificates will utilize to the utmost the existing educational agencies, will point out to teachers a way in which they may rise step by step, and will thus encourage their advance, and will secure to the rural school the benefit of their improvement.

A question will arise as to the interval between the elementary and the advanced certificate. (For a wider interval established in Manitoba see Appendix N.) In many cases it may be best to lower the standard of the advanced certificate and make it intermediate between the elementary

certificate and the normal school diploma attesting the completion of a two-years course. On this question your subcommittee pronounces no opinion. It would point out a way by which the teachers of the rural school as it now is may be taken as they are and induced to enter upon a course of advanced study, and by which the school may derive all possible benefit from the advance; and your subcommittee believes that, by such a course, standards will gradually be raised all along the line.

Your Subcommittee on the Supply of Teachers for Rural Schools, in closing its report, would call attention to some of the main points in this discussion.

It appears that there are numerous agencies which may be made available for the improvement of rural school-teachers already in the service. With these the only question is that of more perfect organization.

Although there is in general an increase in interest in educational questions, and an elevation of standards of teaching, yet the large majority of rural school-teachers now enter upon their work with no professional preparation; the improvement in the character of rural schools, where there has been any improvement, has been slow; large sections of the country report no advance, some report a decline.

The causes for this condition, and the changes needed, are not far to seek:

1. The school year must be lengthened to a full school year of nine or ten months, in order that skilled teachers may be retained. This result can be secured, as it has been secured elsewhere when its absolute necessity has been recognized. The State, among other conditions for payment from the school fund, may prescribe a full school year, which is done in England, as logically as six, or seven, or eight months, now done in some of our States, or it may

secure this result, as it has been secured in Canada, by making the length of the school so prominent a condition in the distribution of the school fund as to insure the co-operation of the county and the town to this end.

2. The existing agencies for the supply of teachers for rural schools do not suffice. There must be modifications in these, and the provision of others.

3. There must be some definite standard for the certification of teachers, coming within reach of the teacher of the rural school, and encouraging advance to such higher degrees of attainment and skill as will give full professional recognition. And your committee believes that some provision should be made to secure inter-state recognition.

The question of finance does not lie within the province of this subcommittee, but it does not believe that the financial difficulty need prevent the necessary reform. When there is once full recognition by the State of its final responsibility for the education of every child within its borders, there will be possible such an adjustment of expenses between it and the lower educational units as will be burdensome to none and just to all.

Your subcommittee has sought to ascertain accurately what the rural school now is; in all its suggestions it has had in view the rural school as it ought to be. It believes that this nation can have such a system of schools for all its people as may challenge comparison with any other, and that it will have such a system when it clearly perceives the injustice and the peril of the present condition, and the way in which safety lies.

CHARLES C. ROUNDS,
Chairman,

DAVID L. KIEHLE,
JOHN H. PHILLIPS.

REPORT OF THE SUBCOMMITTEE ON INSTRUCTION AND DISCIPLINE.

Your Subcommittee on Course of Study, Methods of Instruction, and Discipline in Rural Schools, begs leave to report herewith that it has carefully considered the conditions which prevail in thinly settled districts with the intent to discover the evils that exist in the schools as a consequence of those conditions, such, for example, as (1) the want of classification and (2) the impossibility of thorough instruction on the part of the teacher, as well as (3) the lack of that stimulus which comes to the pupil from working at reasonable tasks in company with his equals. Your committee has hereinafter described and discussed various remedies, which it believes will have useful results in practice.

About one-half of all the teachers in the United States teach what are called ungraded schools. They receive in one room pupils of all ages and all degrees of advancement, from ABC's upward, sometimes even to Algebra and Latin. In extreme cases each pupil is a class by himself in all branches, except perhaps reading, writing, and spelling. It quite often happens that there is no uniformity of textbooks, each pupil having a different edition or different author; the teacher is often obliged to borrow the pupil's book when he hears him recite.

According to Mr. Hinsdale's studies of the United States census (see Appendix A) the sparsely settled region of the country includes, first, one-third of the whole domain entirely uninhabited or containing fewer than two inhabitants per square mile; secondly, an area of 1,688,827 miles with from two to forty-five inhabitants per square mile, leaving only 260,000 square miles containing more than forty-five

to the square mile, and the 443 cities with an aggregate of nearly 19,000,000 people.

It happens that ungraded rural schools with a very small attendance are to be found even in the most thickly peopled states and often in proximity to cities. Rhode Island in 1895 reports 158 out of its 263 schools as ungraded and sixty-four of them as containing fewer than ten pupils each; three towns have in the aggregate thirty-nine schools averaging fewer than ten pupils. Vermont in 1893 reported 153 schools with six pupils or less each. Massachusetts in 1893-94 reported sixteen towns with an aggregate of nearly 100 schools with an average of eleven pupils. New York in 1894-95 reported 2,983 schools with fewer than ten pupils each and 7,529 with less than twenty. Other examples are mentioned in the report of the Subcommittee on Maintenance.

A school with ten pupils of ages from five to fifteen years, of different degrees of advancement, some beginning to learn their letters, others advanced from one to eight or nine years in the course of study, cannot be graded or classified to advantage, but must for the most part be taught individually. The beginner who does not yet know a letter should not be placed in a class with another who began last year and can now read lessons in the middle of the primer. It will not do to place in the same class a boy beginning numeration and another one who has already mastered the multiplication table. The beginner in grammar has not yet learned the technique, and is confused and discouraged by the instruction given to another pupil in his class who has already learned the declensions and conjugations.

Any attempt, in short, to instruct two or more pupils in a class, when there is a difference of a year's work in their advancement, results in humiliating and discouraging the less advanced and in making the maturer pupils conceited.

Higher learning in the possession of a fellowman seems to an illiterate person as something magical, or bordering on the miraculous: he can make combinations of thought which surprise those who are unused to them. The case is worse with the child in school. To him the elevation given by a year's study seems an endowment of nature and not a result of industry. Permanent injury to the pupils is very often occasioned by wrong classification. For not only does the lower suffer from discouragement, but the higher pupil is necessarily injured by not being held to his best. The teacher is perforce obliged to adapt the lesson to the average of the class. This does not give enough work for the advanced pupil, although it gives too much for those below the average. There is not enough demand upon the first to continue the increase of his powers; he becomes indolent and stops growing.

For these reasons classification as above described ought not to be expected in the rural school; it must remain ungraded, and as a result the teacher must resort to individual instruction wherever there are intervals of a year or more in degrees of advancement between pupils, and this is the actual practice in perhaps the majority of such schools. The older pupils at least should have separate grammar, history, and arithmetic lessons.

It is understood by your subcommittee, as a matter of course, that even in a small school of six to ten pupils there may be two or more pupils of sufficiently near stages of progress to form one class—for example, two beginners in arithmetic, grammar, geography, or history. It may be that a dull pupil has already been studying arithmetic, grammar, or history for a quarter or a half year, and that a bright pupil just commencing the study would be able to keep up with him on a review from the beginning of the book; but it would not do place a dull pupil commencing a study with a bright one who had already a half year's start

in it. It often happens that pupils placed in the same class at the beginning of the year separate widely in power to learn new lessons before the middle of the year. In such cases a class should be broken up to prevent the two-fold injury, namely, to the bright pupil by assigning him too short lessons, and to the dull pupil by assigning him more than he can well accomplish.

The teacher, even after forming classes in writing, reading, and spelling, has twelve to fifteen lessons to hear in a forenoon and nearly as many more for the afternoon. There is an average of less than ten minutes for each recitation. The ideal of the recitation or class exercise is that the teacher probe to the bottom of the pupil's preparation of his lesson, and correct bad habits of study. If the pupil fails to master by sufficient industry the details—the facts and external items—the teacher counsels and reproves, requiring more work on the same lesson. If he finds that the details are mastered the teacher next tests the combinations, the thoughts that the pupil has used in connecting one fact with another and in seeing relations. Facts are connected so as to form a science when each one is made to throw light on every other fact, and all explain each. So a lesson is learned properly when the pupil can place each item in its systematic relation to the whole. He must understand the bearings of all; he must think out the interrelations.

Hence it happens that the good teacher is not satisfied with a memoriter recitation of the details of the lesson—still less with a word-for-word rendition of the text-book. Not the mere words of the book, nor even the disconnected facts or details which the words indicate, but to bring out the thought which unites these details and explains them, is the main object of the good recitation. But such a recitation requires time. The teacher cannot probe the pupil's knowledge in five minutes and correct his bad habits of study—nor in ten minutes. In the necessarily brief reci-

tation of the ungraded school there is barely time to test the pupil's mastery of the external details of the lesson, the mere facts and technical words. It is for this reason more especially that the rural school has been the parent of poor methods of instruction—of parrot memorizing and of learning words instead of things.

At the beginning of this century only one-thirtieth of the inhabitants of the United States lived in towns of 8,000 people or upwards, and more than 90 per cent. of all the public schools were ungraded schools. The question has often been asked how it is that so many able men who became scholars and statesmen and professional men of eminence could have come from schools as poor as the rural school is said to be. Such eminent men as were produced in those times came from the rural school; there were few graduates from graded schools to compete with them. Of the men now living, past the middle age of life, nearly all received their early education in the rural ungraded school, because even as late as 1850 at least 80 per cent. of all the public schools were ungraded, there being only 12½ per cent. of the population resident in cities. The rural school threw on the pupil the burden of his education. He was obliged to get his knowledge from books, such books as he could come to possess. Bright pupils do pretty well by themselves if given good books and taught how to read and to understand the technique used in the elementary books of mathematics, grammar, and the other liberal arts. Any country boy who acquires a love for books, who has access to the best ones, and studies them with energy, will by middle age become a learned man.

In the ideal classified school the teacher has two classes of pupils, each class containing within it pupils substantially at the same stage of advancement. The pupils of a given class recite together in all the branches, and the teacher has

a half hour for a lesson and can go into the dynamics or causal relations of the facts and events treated.

Each pupil in a class learns as much from his fellow pupils as from the teacher direct; for the teacher draws out of the class its store of observations and reflections on the topic of the lesson. He shows up the one-sidedness of the preparation of the individual pupil; some have neglected this point and some that other point. Each has probably neglected something. But, on the other hand, each of the diligent ones has brought forward something new that is valuable to his fellows. Each pupil finds through the recitation of the others that they have seen some things that had escaped his notice, although he supposed that he understood thoroughly the book presentation of the subject. His teacher suggests many new ideas and criticises the one-sidedness of the views of the pupils and also, it may be, of the text-book. All the statements of the book are brought to the test of verification—either through the child's experience or through other authorities. The child thus learns the method of study.

The ideal classified school can teach and does teach proper methods of study; the rural school cannot do this effectively in its five or ten-minute recitations. It is because of this that wise directors of education have desired the consolidation of small schools into large schools wherever practicable. Two schools of ten each furnish on an average one-half as many recitations if united as they do when separate, owing to the possibility of pairing or classifying pupils of the same degree of advancement. Ten such schools united into one will give 100 pupils, with a possibility of classes of ten each, which can be more efficiently taught than before, because the pupil can learn more in a class than by himself. The class in the hands of a good teacher is a potent instrument for reaching all sides of the pupil's observation and

reflection. Again, it is evident that five teachers can teach the 100 pupils united in one school far better than the ten teachers were able to teach them in the ten separate schools. If still further consolidation were possible and 400 pupils were united in one school, the classification might be improved to such a degree that a teacher could easily take the charge of two classes of twenty pupils, and ten teachers could do far better work for each pupil than was done by the forty teachers in the forty small rural schools before consolidation. Hence, economy becomes a great item in what are called "Union Schools."

Your subcommittee, in this discussion of the advantages of classifying and the corresponding disadvantages of the want of classifying, has assumed that as good teachers are supplied to the rural schools as to the schools of villages and cities—teachers of experience and skill, teachers of thorough academic and professional training in normal schools. It is assumed that states have made provision for good salaries in these ungraded schools, and that the license to teach requires professional training.

It is admitted as a fact, however, that the average rural school-teacher receives a small salary—not more than one-half that of the teacher in the city or large village. It is true, as reported by the Subcommittee on Maintenance of Schools, that some states, notably California, New Jersey, Massachusetts, Rhode Island, and others to a greater or less degree, are providing, by a wise distribution of school money, to secure skillful teachers for these small, ungraded schools. But the evils above described as appertaining to instruction in ungraded schools are of such a character as not to yield to ordinary remedies.

Your subcommittee would call special attention at this point to the evil results that come from the attempt to remedy the defects of the rural school by forcing on it the

system of classification found in cities. It is assumed that some of the benefits of the close grading possible in cities will be gained for the rural schools if they can roughly group the whole school into three or four classes. A rural school of thirty pupils comprising children from six to sixteen years of age, and covering different degrees of progress from beginners up to those of eight or nine years of schooling, are grouped, let us suppose, into four classes or grades—thus leaving intervals of two or more years of school work between a given group and the next one above it.

Your subcommittee has already pointed out the evils of classifying pupils in such a way as to bring together pupils differing in degree of advancement by intervals of two years. In fact, it has been found in city schools that one year's interval between classes is too much. The greatest danger of the graded school system in cities comes from holding back bright pupils for the sake of the slower and duller pupils. Next to this is the evil to the dull ones who are dragged forward at an unnatural rate of progress to keep up to the average rate of the class. The best pupils are engaged in "marking time," while the slowest are constantly spurred forward by teachers and parents to keep with their class, and their school years rendered miserable. Their self-respect is undermined by a false standard, that of mere speed in learning. The "marking time" injures the bright pupil by developing lax habits of study, while the forced marches of the slow pupil tend to destroy his poise of character. It has been found desirable, therefore, in city schools to make the intervals between classes as small as possible, so as to favor frequent transfers, namely, on the one hand, of bright pupils who are becoming capable of a greater amount of work into a higher class, and, if necessary, of those who are falling behind the average of the class into the next one below. Intervals of a half year

are, therefore, adopted in a majority of the progressive city school systems, and many prefer intervals of a quarter of a year where it is practicable to make them, that is, where a large number of pupils makes possible the assignment of a requisite quota for each class. At the request of the subcommittee, Dr. E. E. White, an eminent authority on all that relates to school management, has furnished a statement of his views of classification in the rural school, illustrating them by a programme, which allows twenty-five minutes for each recitation. But the intervals between the classes amount to two years' work, and inasmuch as he expressly provides for capable pupils, letting them "work ahead of their classes," he leaves the question where it is left by the subcommittee, unless the pupils are supposed to do their "advance work" without the teachers' supervision (Appendix I).

Your subcommittee would respectfully call attention to the danger of attempting to classify the rural school in imitation of the city school as peculiarly liable to happen in those schools where professionally educated teachers are employed.

The state and city normal schools have very properly laid stress on grading and classification, and on the methods of instruction by classes, and have ignored individual instruction. Their graduates have mostly sought and obtained places in the graded schools of cities and villages. In fact, the graded schools have outbid the rural schools for teachers having professional training. But, with the new movement to secure better teachers for rural schools by larger appropriations from the State, it has happened that many experiments of classification are attempted which result disastrously in the manner described, namely, by demoralizing, or destroying the courage and ambition of the exceptionally bright and exceptionally dull pupils. The charge has been made that such rural schools as adopt a partial grading sys-

tem are apt to become stiflers of talent by placing a premium on the average scholars, and holding back the promising youth of the district.

It is obvious from this that where State normal schools furnish teachers for the rural districts there should be conducted a special inquiry into the influence of the size of the school in determining the uses and the dangers of grading and classifying pupils.

There is no doubt, moreover, that the abuse of classification is the crying evil of the schools of villages and small cities. For the average pupil these village graded schools are uniformly good, but they often work injury to the exceptional pupils and are in this respect sometimes inferior to the ungraded schools in sparsely settled districts.

Your subcommittee would here explain that the technical terms "grading" and "classification" are often used, as above, to signify the same thing, namely, the dividing of the pupils of a school into groups or classes, each containing children of the same, or substantially the same, degree of advancement. But another meaning is often given to one of these terms. The work of the year, more or less, is also called the work of a grade, and the work of the elementary school, consisting of the first eight years' work, is divided into eight grades. It will be readily understood in this second use of the word "grade" as covering a year's work that a school may be graded, that is to say, its work may be arranged upon a programme of eight grades, each one of which requires a certain modicum of reading, writing, arithmetic, geography, grammar, etc., for a year's work, and yet have only ten or twenty pupils, and perhaps these representing only three or four of the eight grades. By a graded school, as applied to such a state of things, is meant simply a school whose programme requires a regular sequence of studies and a full quota of studies for each pupil. If a pupil is at a certain degree of advancement in his

arithmetic the programme of the graded system would place him also in a class correspondingly advanced in geography, history, reading, or other studies. But the small rural school has been called "ungraded" because it contains or may contain pupils of all grades, from the lowest to the highest, and consequently obliges the teacher to scatter his teaching force over a wide range of topics. The large school permits specializing by dividing the school in such a way that the pupils of one grade, or perhaps two grades, are taught by one teacher, the next one or two grades by another teacher, etc., permitting each teacher to specialize his work by giving him fewer topics to teach, and consequently insuring longer recitation periods and constant improvement in skill.

It is to be supposed that all schools will be graded in the sense that they will have a course of study, and that pupils will take up their branches of study in due order, and that these studies will be associated, so that a given degree of advancement in one study implies a given degree of advancement in another. What is properly called the correlation of studies presupposes that a certain degree of advancement in arithmetic corresponds to a certain degree of advancement in geography, reading, grammar, and other studies, all of these being determined within limits by the pupil's age. The word "grading," as a synonym for classification, is freely used by your subcommittee in this report, but it has discussed the topic indicated in the other and less frequent use of the word "grading" in that part of its report which follows, relating to the course of study.

THE COURSE OF STUDY.

Your subcommittee has assumed that the course of study in the rural schools should be substantially the same as that of the city schools. The differences should concern only

minor details. It would, therefore, refer here to the report of the Committee of Fifteen for fuller details, and for the discussion of the grounds for selecting the several branches of the course of study. The course of study of the elementary school, whether urban or rural, should contain those branches which give the child an insight into the physical world and the means of conquering it for human uses, and also an insight into human nature and the motives that control the actions of men. The child should above all be taught how to combine with his fellows to secure reasonable ends. The windows of the soul are to be opened by the five branches of the course of study, thus enabling the youth to see (1) the conditions of inorganic nature by arithmetic and the elements of physics and chemistry; (2) the conditions of organic nature by studying plants and animals, the land, water, and air, and, besides these, the means that man invents and uses to connect each place with the rest of the world—these things belonging to geography. These two “windows” look out upon nature. The three others enable us to see man; (3) literature and art as revealing human nature, arousing pure and high aspirations in the youth, and freeing him from narrow and mean views of life; (4) the study of the structure of language, as found in the several subdivisions of grammar and rhetoric; (5) history, which treats of the greater self—of man as a social whole.

These five branches belong to all schools, for they relate to the substance of humanity and are necessary for entrance upon civilization. Besides arithmetic, geography, literature, grammar, and history, there are collateral branches that each school should include—some of them information studies, such as oral courses in the sciences, in history, and in the arts—others of the nature of disciplines, or arts of skill, such as vocal music, gymnastics, manual training, the

art of cooking, and some special attention to the elementary principles of the useful arts practiced in the neighborhood of the school, namely, farming, horticulture, grazing, mining, manufacturing, or the like (Appendices G and H).

In general these collateral branches should relate to the pupil's environment and help him understand the natural features of that environment, as well as the occupations of his fellow-men in the neighborhood. There are two things to understand in this matter of the geography of the environment. First, what it is and how it came to be—its land and water, its mountains and river valleys, its climate and soil, its productions, mineral, vegetable, and animal, and their peculiarities, how they differ from the productions of the rest of the world. Second, the means by which man procures from nature what is useful for himself and others, manufactures it and uses it, or exchanges it with his fellow-men so as to share in the productions of all climes and places, no matter how far distant. If a comparison must be made, this second topic of elementary geography is more important than the study of the natural features of the environment, because it is more immediately useful to the pupil and to the community in which he lives.

Let the pupil beginning the subject of geography commence with what is nearest to his personal and social interests, namely, with the products of the industries of his section. Let his studies go out from these products in two directions: first, to the natural conditions which make these products possible and which furnish in general the raw material; secondly, in the direction of the purpose of this, the uses made of it, the things produced, the needs and wants of his fellow-men near and far; and the productions of the other parts of the world which are needed in his section to complete the supply of articles for food, clothing shelter, protection, and culture. These items, including natural production and the human occupations of manufac-

ture and exchange, may be said to be the chief theme of geography as it should be taught in the elementary schools. But the home environment is also to be kept in mind by the teacher throughout the entire course. Arithmetic should gain concreteness of application by its use in dealing with home problems. Literature should be pointed and applied, so far as may be without becoming provincial, to the pupil's environment; and so the other branches—history, and even grammar—should be brought home to the pupil's knowledge or experience in the same way. The pupil should have prepared for his study a list of the chief provincialisms of speech to which his section is addicted, and to the peculiarities of pronunciation in which his neighborhood departs from the national or international standard of usage.

The Committee of Fifteen has already advanced the opinion that the industrial and commercial idea is the central idea in the study of geography in the elementary schools. It leads directly to the natural elements of difference in climate, soil, productions, races of men, religion, political status, and occupation of the inhabitants, and it explains how these differences have arisen in some measure through cosmic and geological influences. It should be the teacher's object to make the pupil understand, just as early as his growing capacity admits, the peculiarities of his habitat, leading him to study the land and water formations in his neighborhood, and giving him power to recognize in the visible landscape about him the invisible forces that worked in the past, and still are at work in the present, moulding these shapes and forms. On the basis of this knowledge of the elements of difference produced by nature in soil, climate, and configuration of the landscape, he should explain the grounds and reasons for the counter process of civilization which struggles to overcome these differences by bridging the rivers and tunneling the mountains—

by using steamboat and railroad so as to unite each particular habitat with the rest of the world. He should see how man adapts to his needs the climate of each place by creating for himself a comfortable temperature, using for this purpose clothing and shelter, as well as fuels of wood and coal or derived from oils and gases, to protect from cold, and on the other hand utilizing ice or power fans, and creating easy access to summer dwellings on the heights of mountains, or at the seashore, to mitigate the heat. He turns the soil into a laboratory, correcting its lacks and deficiencies by adding what is necessary to produce the crop which he desires. He naturalizes the useful plants and animals of all climes in his own habitat. It is evident that the details of the process by which differences of soil, climate, and production arise, important as these are, should not be allowed to occupy so much of the pupil's time that he neglects to study the counter-process of industry and commerce by which man unites all parts of the earth to his habitat, and progressively overcomes the obstacles to civilization by making climate and soil to suit himself wherever he wishes.

To restate this important point in a word, it is true that the deeper inquiry into the process of continent formation, the physical struggle between the process of the upheaving or upbuilding of continents, and that of their obliteration by air and water; the explanation of the mountains, valleys and plains, islands, volcanic action, the winds, the rain distribution, is indispensable to a comprehension of the physical environment. But the study of the cities, their location, the purposes they serve as collecting, manufacturing, and distributing centers, leads most directly to the immediate purpose of geography in the elementary school, for it is the study of that civilization in which the pupil lives and moves and has his being.

Keeping this human standpoint in view all the time as a

permanent interest, the inquiry into causes and conditions should proceed concentrically, from the pupil's use of food and clothing to the sources of the raw materials, the methods of their production, and the climatic, geologic, and other reasons that explain their location and their growth. It is important in this as in all matters of school instruction to avoid onesidedness. Although the human factor should receive the most emphasis, special care should be exercised lest the nature factor should be neglected.

Your subcommittee would refer to the discussion of this subject under the head of "Geography" in the report of the Committee of Fifteen for further illustration.

There is not much use in requiring instruction in branches not yet reduced to pedagogic form. It is necessary that matters taught should be so systematized for school use as to admit of arrangement in a progressive series of lessons, the first of which alone would be useful if no second lesson followed, and the subsequent lessons each useful if the pupil studied none of the following.

Each lesson when arranged in a pedagogic form leads up to the following lesson and makes it easy to grasp, just as each stair makes the next one easy to climb. For example, the first lesson in cookery is an exercise in accurate measurement by spoonfuls and cupfuls, etc., and calculated not only to aid in the next lesson and make it possible, but also to be of use through life in the kitchen. Concerted efforts are being made in agricultural colleges to reduce to pedagogic form the arts of the farm, the garden, and the forest.

THE PROGRAMME OF STUDIES.

Your sub-committee deems it important to call attention again in this place to the prevalence of a misconception in regard to the relation of the course of study to the system

of grading and classification. Every school, whether ungraded or graded, should have a course of study minutely arranged so as to show the average or reasonable rate of progress of the pupil of a given age and advancement in the work of the school; but, as has already been shown, it is not required that the school shall contain classes in each and all of these grades, nor indeed classes at any given stage of progress in the course of study as laid down for any particular quarter or term of the year. Above all it must be understood that in laying down the quarters or other divisions of a grade or year's work it is not to be expected or desired that the pupils entering school at the beginning of the school year in the fall should commence at the beginning of any grade's work. If a class consisting of two or more individuals (or of one individual only) left off the previous year in the third quarter's work of the fourth grade, it should begin its work after vacation at the point where it left off, unless there are special reasons which require a review of some portions of the work.

The course of study is the measuring rod or scale which is used to determine at what point in the eight years' work of the elementary course a pupil has arrived. It should not be used as the Procrustean bed on which to stretch the work of the school in order to give it uniformity. It has happened not infrequently in the past that upon the first adoption of the graded system the superintendent of city schools held annual examinations on the completion of the work of the grade, and for this purpose insisted upon the unreasonable requirement that all of the pupils in the school should have begun the work of a grade on the first day of the year and should be expected to finish the grade work in the fourth quarter of the year. This was said to be for convenience of promotion—all pupils leaving the work of one grade and passing to the next were said to be promoted. This fiction has effected serious injuries in city schools.

The apparent reason for such a system was the convenience of the superintendent who desired to make only one set of questions for each grade, and hold his examinations all at one time. If he had adopted a plan of preparing an examination for any class of pupils at the time when they should have completed the work of the grade (whether in the first, second, third, or fourth quarter), such a system need not have existed. The false idea of promotion has also been the source of great evils. When a pupil has finished the work laid down in the course of study for any grade, he should begin the work of the succeeding grade at once, and it is not necessary to have any special examination. The class teacher is supposed to examine her pupils from day to day, for each recitation is an examination revealing the pupil's understanding not only of the day's work but of his previous lessons; and the principal of the school is supposed to be well acquainted with the progress of his pupils. It is not necessary, therefore, to hold a general examination on the work of the grade if the class teacher and the supervising principal have performed their duty.

It is understood, too, that there should be much written work in the school, but that it should not as a rule take the form of competitive examinations. There is no other exercise in the school more valuable than that of written expression, but this should be limited chiefly to the review work of the pupil. The teacher, for illustration, should prepare questions at the close of the week, on the previous five or six days' work, such questions as bring out the most essential points and the principles which connect the details that have been studied. The pupil should be permitted to sit down by himself with plenty of time before him to write out his answers to these probing questions. By this means he learns gradually to collect his thoughts, and will do more thinking in connection with his written examination than in any other test or study in his school course.

The written examination should not be postponed till the end of the year or to the end of the quarter, but should be a matter of at least weekly occurrence. It should be written work of a review character rather than examination of a competitive character.

While the course of study for the elementary school will cover eight years and be subdivided so as to show quarterly, semi-annual, or other stated progress, as already said, it will not be expected that the rural school with its ten or twenty pupils will have each and every grade represented; perhaps, for instance, there will be three pupils in the first grade, two in the second grade, one in the third grade, none in the fourth grade, two in the fifth grade, none in the sixth and seventh, and two in the eighth grade.

Your subcommittee assumes likewise that the discipline of the rural school should be strict though mild, like that of the city school. The fundamental school virtues of regularity, punctuality, and industry are auxiliary to moral virtues and form together a training of the will which is of great importance in producing the future good citizen. It must not be thought that, because a school is small, therefore the discipline is of less importance. The formation of habits of order, and of respect for the rights of the social whole, is necessary for the good citizen, whether of country or town.

REMEDIES FOR THE EVILS OF THE RURAL SCHOOL.

Your subcommittee would here point out that some of the evils of the rural school are due to its non-social character, its inability to furnish to each of its pupils that educative influence that comes from association with numbers of the same age and the same degree of advancement. The rural school furnishes only a few companions to the youth,

and those either above him or below him in grade of progress in studies. The remedy for the evils of the ungraded school are suggested by this very feature or characteristic. Radical remedies in this case must all contain some device to bring together pupils of different districts and bring into wholesome competition with one another the pupils of the same grade of advancement.

Transportation to Central Schools.—The collection of pupils into larger units than the district school furnishes may be accomplished under favorable circumstances by transporting at State or local expense all the pupils of the small rural districts to a central graded school and abolishing the small ungraded school. This is the radical and effective measure which is to do great good in many sections of each state. As shown already by the Subcommittee on the Maintenance of Schools, Massachusetts, in which the plan began under the town superintendent of Concord, Mr. John B. Tileston (about the year 1878 in Concord, or even earlier in the town of Quincy, see Appendix F), paid in 1894-95 the sum of \$76,608 for the transportation of children from small rural schools to central graded schools—213 towns out of a total of 353 towns and cities using this plan to a greater or less extent, and securing the two-fold result of economy in money and the substitution of graded for ungraded schools. The spread of this plan to Maine, Vermont, New Hampshire, Connecticut, Rhode Island, New Jersey, Ohio, and some other states (see Report of Bureau of Education for 1894-95, pp. 1469-82) demonstrates its practicability. Experiments with this plan have already suggested improvements, as in the Kingsville experiment in Ohio, where the transportation reached in all cases the homes of the pupils and yet reduced the cost of tuition from \$22.75 to \$12.25 a year for each of the fifty pupils brought to the central school from the outlying districts.

Improvement of Roads.—Wherever this plan of abolishing the small ungraded school is practicable it is by far the best remedy to be applied.

But there will remain large numbers of small ungraded rural schools in which the plan of transportation is not feasible by reason of great distances and poor roads. The Agricultural Department is seconding the efforts of many states to improve roads in rural districts. In many places road improvement is a necessary condition previous to the betterment of rural schools.

Special Appropriations for Small Rural Schools.—The device of securing skilled and professionally trained teachers by providing, as in California, a sufficient salary for each district, no matter how few its pupils (see Appendix C), has already been described by another subcommittee (that on maintenance). It is undoubtedly a wise measure, provided it does not hinder the consolidation of districts through the adoption of the Massachusetts plan. If it works to preserve the small ungraded school in places where consolidation is feasible it will in the end be an injury to the cause of rural schools. Your subcommittee therefore ventures to call attention to the importance of adopting such laws as are operative in California, New Jersey, Massachusetts, and New York, for the better remuneration of rural school-teachers, but with a proviso that makes it a pecuniary advantage to a town to abolish its outlying ungraded schools and furnish transportation to a central school.

Concentration of the Higher Grades of Pupils.—Where transportation of the whole school is not feasible it sometimes happens that the teaching may be very much improved by the transfer of two or three of the pupils of the higher grades who consume very much of the teacher's time. By transportation of these two or three pupils to the central schools the teacher thus relieved may find time for

much better instruction of the pupils in the lower grades who remain under his charge.

School Exercises at the Town or County Centers.—For the small ungraded schools that cannot be abolished, perhaps one-third of all the schools in the United States at the present time, your subcommittee suggests the provision of occasional meetings at town centers or county centers, perhaps twice a year or oftener, under the direction of township, union township, or county superintendents, as the case may be. The meeting should have as its primary purpose the bringing together of advanced pupils—say sixth to ninth years' work for examination and comparison, the examinations to be chiefly written. Certificates should be given to those who complete the elementary course of eight years as a whole or in any one of its branches, permitting a pupil who passes in one branch this year, say in grammar or history, to pass in another branch at a subsequent examination whenever he presents himself. These examinations have been in operation in several counties of New Jersey for nearly twenty years.

This plan has an interesting and profitable illustration of many of its features in the operation of the Boxwell law in Ohio. (State School Commissioner Corson, Report 1895-96.) It was also carried out years ago in many particulars by Superintendent Wade in West Virginia.

The Proper Use of Competitive Examinations.—It is understood by your subcommittee that the prejudice against competitive examinations is well grounded. It often happens that schools are subjected to mere mechanical drill in order to secure a higher per cent. in this sort of examination. High per cents. cannot be obtained by entire classes upon work which requires not only a knowledge of details, but a knowledge of the causal relations underlying them. Your subcommittee desires to say that it

does not recommend indiscriminate competitive examinations, but that it recommends written work and examinations which test the thinking ability of the pupil and lead him to considerate inquiries and accurate statements. High per cents. on anything except mechanical work, such as spelling, the multiplication table, the tables of weights and measures, and paradigms, are not desirable.

The plan of township and county union exercises of rural schools above described obviously includes the good feature of social interconnection, each pupil of the remote districts working consciously in combination with many others towards a common end, and all the pupils stimulated both in school and out of it by this social motive.

Promotion of Home Reading.—The excellence of the Chautauquan plan for the promotion of home study lies in the same feature. Each reader is stimulated and encouraged by the consciousness that he is working on a task common to the endeavors of a vast multitude. The task is dignified and ennobled by such social participation. The youth in the rural district is by this plan to be made a home student, and his education is thus to be extended beyond the school. He may have obtained his first recognition in the township examination while he was a member of a rural school. He is an object of semi-annual inquiry on the part of the township or county superintendent for years afterwards. Each new teacher that comes to the rural school is charged by the superintendent with the duty of looking up the young men and young women who made a record in the central examinations, and inquiry is made after their continued reading and study. This in itself will be a powerful influence to cause young people to continue self-culture by studying a prescribed series of books in years subsequent to the school period. It will add dignity and self-respect to the rural school-teacher who is charged with the work of making friendly inquiry into this school

extension, and of offering help in case of application from any of the parties interested.

Reviewing Studies.—The rural school with its five-minute or ten-minute recitations cannot do much in the way of reviewing previous lessons. The good teacher in a graded school carries on from day to day a review of previous lessons. He gathers up and connects with the lesson of the day all the essential threads that bind it to what has gone before. It is this work of reviewing that will be assisted by the occasional examinations at the township center.

Moreover, the old evil of the rural school, that of having all pupils begin at the beginning of the book at the commencement of each annual term, will be removed. For the superintendent will have a record of the standing of the advanced pupils and will require a report from the new teacher as to their programme of study.

This plan also points to the utility of more written work in the rural school. A set of questions prepared beforehand and given to a pupil at the close of the week, as above recommended, will test not only his knowledge of the superficial details of his week's work, but also of his understanding of their deeper connections and principles, as no oral recitation could be made to do.

School Extension.—In this connection another branch of what is called "school extension" or "university extension" is practicable. Home reading can be managed from the same center, namely, the rural school. Everything that adds social importance to the rural teacher may be of service. It is evident that those pupils who have graduated from the public school and have entered upon the business of life may profitably carry on useful courses of reading in the various departments of literature and art, science, and history. The township or union township superintendent, in conjunction with the county superintendent or state superintendent, should set into operation as far as possible

~~courses of home~~ reading, employing the aid of the rural school-teachers to carry this into effect. A record containing the names of the persons who have undertaken home reading, the names of the books completed, and the dates of such completion, will form an interesting record. This home reading, moreover, should have its social gatherings in which there are discussions of the contents of particular books that are read. For this purpose the township superintendent or the county superintendent may select specially well fitted persons who shall present analyses of the books and discussions of their contents. It is desirable that the course of home reading shall not be one-sided, but shall move in each of the three directions: literature, including poetry and prose; science, looking towards the organic and inorganic kingdoms of nature, the plant, the animal, and the details of matter and force; and towards archeology, ethnology, and sociology, and politics, history, biography, and art. One must not be altogether dissatisfied if it is found that the novel is the chief book in demand, especially in the first five years of the home reading circle. In our day the novel discusses every question of history, politics, sociology, and natural science. The old-fashioned novel which describes manners has its great use, too, in the fact that it gives to the people of whom we are speaking, the people of the rural districts, a ready knowledge of manners and customs of polite society. In this respect it is sometimes more useful than books of science and history.

Lancasterian or Monitorial Plan.—The topic of written work suggests a further topic of great importance in the rural schools, namely that of the occasional employment of older pupils in the work of supervising the exercises of less advanced pupils—a committee of two or three pupils to examine and mark the papers written by those studying geography; a monitor assigned for some hour in the day to inquire into the work of a backward or dull pupil who

has reached a difficult place in arithmetic; a similar assignment of a pupil to help another in a grammar lesson or a history lesson; these are cases where the monitorial or Lancasterian system may have greater or less utility. It cultivates directive power and self-respect in a pupil to be called to the aid of the teacher. But the dangers of it are well known. No weak disciplinarian should try the monitorial system. On the other hand, every strong disciplinarian in the ungraded school can use some features of it to advantage.

The bane of the Lancasterian system was its use to furnish cheap assistant teachers in graded schools. It resulted in bringing into the schools a class of so-called "pupil-teachers," educational novices in the place of experienced and professionally trained teachers who ought to be everywhere employed in graded schools. Limited entirely to ungraded schools and to teachers with disciplinary power, the older pupils may profitably be employed to help in the work of the school. But they should not take up any work continuously—it should all be occasional, inasmuch as every thread of the school work must come under the eye of the schoolmaster frequently—daily, or nearly as often. If he has asked an older pupil to explain a point in arithmetic to a dull pupil the latter will show the degree of efficiency of that help, in the first recitation after it.

Another rule for the guidance of the teacher is: never to employ a monitor unless such assignment of work is useful both to the pupils taught and to the pupil-teacher.

A teacher may gain time needed for assistance of the advanced pupils in some important study by requiring in advance the assistance of these pupils in some of the following forms:

- (1) Marking examination papers.
- (2) Helping pupils over some difficulty in arithmetic,

grammar, or other branch having strict logical sequence in its topics.

(3) In explaining the thought of a reading lesson to a backward pupil.

The effort of one pupil to explain to another a difficult passage of literature is one of the most profitable of all school exercises. There will undoubtedly be crudities in the explanation, but this will all come out under the teacher's subsequent tests, and the exercises will increase in profit through the final explanation given by the teacher.

(4) In assisting to test mere memory work on the part of a pupil, as in the case of the spelling of difficult words, the learning of paradigms in grammar, the learning of the required tables of weights and measures, the multiplication table, etc., or in any other necessary data that have to be fixed in the memory. In general, what is nearest to mechanical work may be supervised at times by monitors, and monitors may be useful in assisting in the preparation of thought lessons that are to come later before the schoolmaster, as, in the example given, the getting out of the thought of a reading lesson—or even of a history lesson.

In conclusion your subcommittee would lay chief stress on the function of school extension, above sketched in outline, as the most profitable line of work for the improvement of the rural school—both pupils and teachers.

WILLIAM T. HARRIS,

Chairman,

ADDISON B. POLAND,

LLOYD E. WOLFE.

Mr. Poland, while concurring in most particulars, desires to add the following statement:

While I concur most heartily in nearly all of the recommendations made by the Subcommittee on Course of Study, etc., I feel compelled to state that, in my opinion, the report

somewhat exaggerates the difficulties and dangers of attempting to classify pupils in rural schools. It fails to discriminate between rural schools of ten pupils each and schools of a large number, say thirty to sixty pupils each.

The general argument is based upon conditions that exist in a "school with ten pupils of ages from five to fifteen years;" and the conclusion drawn is that "for these reasons, classification as above described ought not to be expected in the (any) rural schools."

The conclusion, it seems to me, is altogether too general. My own observation of rural schools in the states of Massachusetts, New York, and New Jersey has led me to believe that their efficiency as a rule is in direct ratio to their wise and careful gradation; that, in fact, the best graded schools are the most efficient. I am speaking, of course, of rural schools containing twenty-five pupils and upwards, where partial grading, at least, is generally believed to be practicable. Grant all the cases of individual hardship that the report truly affirms of misgraded pupils, yet the total loss of efficiency is immeasurably less than where no grading is attempted. Economy of teacher's time, longer recitation period, class emulation, etc., more than offset the disadvantage, often only theoretic, of a pupil's working in advance of his point of "maximum efficiency."

I am not, therefore, in full harmony with the report, in so far as it may have the effect to discourage teachers from attempting to classify pupils, whenever and wherever practicable.

A. B. POLAND.

Mr. Wolfe, while agreeing in many points with Mr. Harris, desires to make the following statement:

Perhaps my opinion may be characterized as explanatory or supplementary rather than dissenting. Believing with Dr. Harris that the chief aim of the report of the Committee of Twelve is to provoke thought, I make this contribu-

tion to that end. Complete unanimity no more exists among the members of this committee than among the great army of teachers for whom the report is prepared; nor is such unanimity desirable. The subject will be treated under the following heads:

1. *The present condition and trend of rural school grading and classification in the States of the Union*; 2. *Dr. Harris' plea for individual instruction rather than the instruction (in the same class) of pupils who are more than one year apart in their advancement*; 3. *The underlying pedagogic principles that seem to justify Dr. Harris in opposing the doctrine of his report to a body of opinion on classification and grading which is gathering volume and momentum with each decade*; 4. *Objections to the doctrine of the report.*

1. Recent decades have witnessed a strong movement in many of the states of the Union to model the rural school course of study, grading, and classification after the ideal of the city graded school. Several states prepare, publish, and distribute state courses of study for rural schools, and send out, at stated times, uniform examination questions prepared with reference to the course of study and the system of grading and classification set forth therein. In other states, the county school authorities issue the rural school course of study. In still other states, the school journals and associations hold up the grading and classification of rural schools as an ideal to be obtained in the near future.

2. The burden of Dr. Harris' report is: "Be ye not unequally yoked together." Just here a word of explanation of the expression of "the ideal of the city graded school." This ideal is a course of study divided into at least eight yearly divisions, or grades of work, the pupils of the school being divided into eight corresponding divisions, or grades.

A school is graded when the pupils of a certain year, or grade, are pursuing the work of a corresponding year, or

grade, in all the branches. It is, therefore, evident that the word "grade" has two meanings—a grade of work and a grade of pupils. All pupils who are graded are classified, unless there be but one pupil to the grade. But all pupils who are classified are not necessarily graded. A pupil without classmates is graded when he pursues all the work of the corresponding grade, and yet he cannot be said to be classified. Pupils may be grouped in classes, and thus be classified, and yet not be graded, because they may be pursuing work of different grades. Dr. Harris is not opposed to a course of study for rural schools, nor to dividing that course of study into eight divisions, or grades of work, nor yet to grouping pupils into classes, or grades, provided classmates are not more than a year apart in their advancement. But most rural school courses of study necessitate the grouping of the pupils of the fifth and sixth years of advancement into one grade; also, the grouping of the pupils of the seventh and eighth years into another grade. It thus happens that not only are pupils two years apart in their advancement yoked together in the same class and grade, but that, on alternate years, they are obliged to study the sixth year's work before the fifth, and the eighth before the seventh. It will thus readily be seen that the main thought of Dr. Harris' report is a standing protest against the grading and classification of pupils in the rural school as now practiced in many of the states.

3. We are now to inquire what pedagogic principles can be invoked to justify Dr. Harris in throwing the whole weight of his influence against the evolution of the ungraded country school into the graded school. And first, we must bear in mind that the subject of the report of Dr. Harris is "Instruction and Discipline in the Rural Schools." First, efficient instruction must be adapted to the capacity of the learner, otherwise it cannot be grasped and assimilated. Second, other things being equal, instruction is

more efficient when given to pupils associated in classes than when given to individual pupils. Not only does a pupil gain much information from his classmate during a recitation, but the recitation gives him an insight into the individual capacities and peculiarities of those among whom he is to succeed or fail in professional or business life. Third, efficient instruction requires a reasonable length of time for a class exercise. In a city graded school, with at least one teacher for each grade of work, the three principles—adaptation of instruction to the capacity of the learner, grouping of pupils into classes, and a reasonable time for recitation—can be conserved. But, in a rural school with one teacher, to maintain one of these principles is to sacrifice another. The principal of the adaptation of instruction to capacity can be adhered to by dividing the pupils into eight grades of advancement; but such division gives a minimum time for recitation and a minimum association of pupils. If, however, pupils of the third and fourth, fifth and sixth, seventh and eighth years of advancement be grouped into three corresponding grades, we secure a longer time for recitation and a larger measure of association, but we violate the principle of adaptation of instruction to capacity, thus associating, in the same grade and class, pupils two years apart in their advancement. It thus appears that the problem of the most efficient instruction in a rural school with one teacher is one of maxima and minima. The principle of adaptation of instruction to capacity forever antagonizes the other two. A maximum adherence to it means a minimum adherence to the other two, and vice versa. Perfect adaptation of instruction to capacity would necessitate a grade for each pupil. Dr. Harris' report shows that he feels that, when pupils one year apart in advancement have been grouped in the same grade, this great principle of adaptation of instruction to capacity has been strained to its utmost limit, and that any sacrifice

thereafter must come from other antagonistic and minor principles. His report throughout shows that he considers adaptation of instruction to capacity the paramount and controlling principle; and the fact that he has made this the burden of his report shows with what trained acumen he has brushed aside the trivial and subsidiary, and has laid grasp upon the vital and fundamental. A still more universal principle underlies this valuable report. It is this: that the success of an institution of any kind—political, religious, economic, educational—depends upon its adaptation to its environment. A republic is, no doubt, abstractly the best form of government; but equally true is it that, under certain environment, an aristocracy or a monarchy is better than a republic. I take it, then, that Dr. Harris has been a spectator of this evolution of the rural school, with its peculiar environment, into the city graded schools, with a very different environment, still he has said to himself: "This is a forced and artificial evolution." Having arrived at the conviction that the rural school with one teacher cannot, without injury, be metamorphosed into a graded school, Dr. Harris addresses himself to the problem of changing the present rural school conditions, (1) through transportation of pupils and (2) through pupil-teachers. Now this goes to the very heart of the question. For, through the transportation of pupils to central schools, the rural school conditions are transformed into city school conditions, and instruction can then proceed in harmony with the three principles above discussed. Or, if pupil-teachers are employed, or if the pupils of the higher grades—fifth, sixth, seventh, and eighth, or seventh and eighth only—be transported, the rural school condition will be in a measure removed, and instruction can proceed more in harmony with these principles. It is true that transportation of pupils now seems practicable only in a small portion of the territory of the United States, and that pupil-teaching meets with but little favor among rural school-teachers and

pupils; but a careful study of the report of Dr. Harris will, no doubt, lead to a larger use of pupil-teachers and a much wider extension of pupil transportation, especially in the upper grammar grades. During the last few decades there has been in operation in many of the western states a strong evolutionary force, which has eliminated most of the high-school branches from the majority of the country schools. In such cases, the pupils who have completed the eight years' work of the country school are expected to find high-school instruction elsewhere at their own expense of tuition and transportation. May not this same evolutionary force, in its own due time, similarly eliminate from the rural schools the work of Grades 7 and 8? Whether such rejected pupils will be transported or not will depend upon the sentiment of the community. In favor of the ultimate transportation of not only Grades 7 and 8, but of higher grades, is that great socialistic force that has given birth to our free-school system, our postal system, and our asylums for physical, moral, and mental delinquents. Having addressed himself to the modification of rural school environment through pupil transportation and pupil-teachers, the Doctor finds himself face to face with a great body of rural school conditions which are unmodified and at present unmodifiable. It is here that he makes his plea for individual instruction rather than the instruction, in the same class, of pupils who are more than a year apart in their advancement.

4. The branches of the eight years' course of the rural school are: writing, drawing, music; physiology, grammar, civil government; spelling, language, geography, history, reading, arithmetic. We shall be able to get a better understanding of the subject if we suppose a city school of eight grades, four rooms, and four teachers to be suddenly reduced to one-fourth its former number of pupils, rooms, and teachers. There will then remain one teacher, one

room, eight grades of pupils and eight grades of work, and, say, forty pupils; that is substantially rural school conditions. This one teacher now finds that, while he has no more pupils to instruct than he had before, these pupils are scattered among the eight grades. If he adheres strictly to the former graded structure of the school, keeping each grade of pupils distinct in all the branches (allowing six recitations a day to each grade), he will have eight times six, or forty-eight, classes. This gives him an average of about five minutes for a recitation period. The inadequacy of this time for the development of a subject needs no comment. He must group these scattered pupils into classes, largely ignoring grades, and many of these classes will contain pupils from different grades. By almost unanimous consent it is agreed that the pupils of the eight grades can be grouped, for general exercises, in writing, drawing, and music, requiring but one recitation period for each branch. One recitation period will answer for each branch in grammar, physiology, and civil government; two recitation periods each in spelling, language, geography, and history; four in reading, five in elementary numbers and arithmetic. This gives twenty-three recitations, ranging from ten minutes in the lowest grades to twenty in the highest. It will be observed that I state above that many of these classes will contain pupils from different grades. Here appears the significance of my definitions of class and grade in the beginning of this discussion—definitions on which the teachers of this country are far from being a unit. The fundamental principle underlying grading is symmetrical development. The fundamental principle underlying classifying is harmonious development. Symmetrical development aims to advance the pupil with equal place in all the branches; harmonious development aims to advance him in harmony with his individual capabilities. Many of the pupils of our best graded schools are classified in violation

of the principle of harmonious development. This statement takes no note of mistakes in grading, by which pupils are assigned to the wrong grades. The grading of schools in accordance with the principle of symmetrical development necessitates a violation of the principle of harmonious development. I have reference to those pupils who are assigned to the right grade in a majority of the branches they pursue, but who, in one or more branches, belong to grades above or below the one to which they are assigned. It, therefore, follows that the reorganization consequent upon transforming the four-teacher school into the one-teacher school would bring some pupils into classes better suited to their abilities than the classes to which the graded system had assigned them, thus bringing about a classification more in harmony with the principle of adaptation of instruction to the capacity of the learner. Classification and its correlative principle of harmonious development are the cornerstone of the rural school; grading and its correlative principle of symmetrical development are equally fundamental to the city school. In a graded school the pupil is assigned to classes belonging to one grade only; in the country school he is assigned to classes adapted to his capacity, regardless of the number of grades represented by these classes. I institute no comparison here as to the relative merits of the principles—harmonious development and symmetrical development—but simply state the fact of their relations respectively to the city and rural schools.

If practical adaptation of instruction to the capacity of the pupil were really attainable in the graded school, I should hesitate to recommend a classification that would group, in one class, pupils more than a year apart in their advancement. But such adaptation is largely ideal and theoretical. However well the school be graded, the strongest pupils and the weakest are separated by a long distance in the character, or grade, of their work. Whether in the primary, the grammar, the high school, the college,

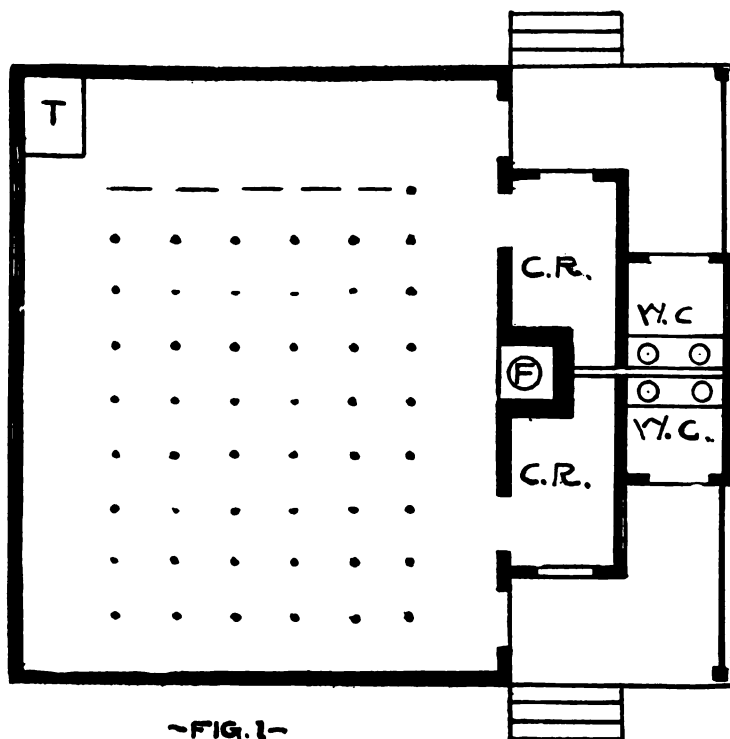
or the university, a certain per cent. of the students do most of the highest order of work. These strongest pupils discover and develop the deepest relations. The weaker pupils soon learn to repeat the stereotyped expressions of these relations, and to store them away in their memories to be fished forth at stated intervals by the written test. The Apostle Paul, that he might not offend his brother, would eat no more flesh while the world stood; but a large per cent. of the students of all grades, not from fear of offending their brother, but from their very mental constitutions, abstain, with equal fidelity, from the strongest mental diet. I can select, at random, one-half the pupils from Grades 6 and 7 of a city school, and put them to studying, indifferently, North America, South America, Europe, or Asia, and the former leaders in Grades 6 and 7 respectively will still lead. What is true of geography is true of history, civil government, physiology, spelling and reading, and, in a measure, of grammar and arithmetic. Certain pupils are mentally built for accuracy, clearness, depth, and power; others for relative inaccuracy, obscurity, shallowness, and weakness. A rule requiring, as a condition of promotion, that all pupils, of any certain grade, should do as high an order of work as is being done by some of the pupils of that grade, would virtually stop the wheels of promotion. Many of the pupils would never reach a higher grade; many others would do so only after repeated attempts and failures.

The gist of Dr. Harris' objection to grouping pupils who are more than a year apart in their advancement is that the more advanced pupils will be kept marking time, while the less advanced will be dragged along at an unnatural rate. My answer is that the stronger pupils will do the higher order of thinking, just as they always do, while the weaker pupils will do the lower order of thinking, as they always do, getting some knowledge from the books, some from the

teacher, and some from their stronger classmates. The rural school has the advantage over the city school in that its pupils learn much from the recitation of classes to which they do not belong. In a graded school, the walls of the school-room shut pupils out from what is being recited in other grades. In a rural school, the pupil can listen to the recitation of any grade. You tell me that this is absorption, that the pupil gets this outside knowledge at the expense of the preparation of his own lessons, and that the practice of listening to other recitations militates against the principle that a great aim in education is to learn to master the printed page; but it is nevertheless the testimony of many of our greatest educators that the knowledge thus obtained by them in the country school was invaluable. The mind has strange and subtle methods of threading its way to knowledge, not always in harmony with the pedagogue's theory. What teacher in arithmetic (who has had the courage, temporarily at least, to lay aside his cut-and-dried solution-formula) has not been surprised and delighted at the ingenious methods different pupils have of solving problems? What master of the topical method in history, civil government, or literature has not marveled at the rich relations revealed by pupils when left free to take their own initiative? A nation does not postpone its entrance upon a career of republican government till all its members are ready for self-government. The members of a church are not of equal intellectual or spiritual caliber, nor are the members of a family; yet they are associated in one class—the state, the church, the family. In actual life, persons of all degrees of advancement behold alike the same procession of the heavens, the same succession of seasons, the same world-happenings; but all do not get the same kind and amount of information from the marshaling of the constellations, the budding and fruiting of spring and summer, and the drama of events daily unfolding. I grant that the

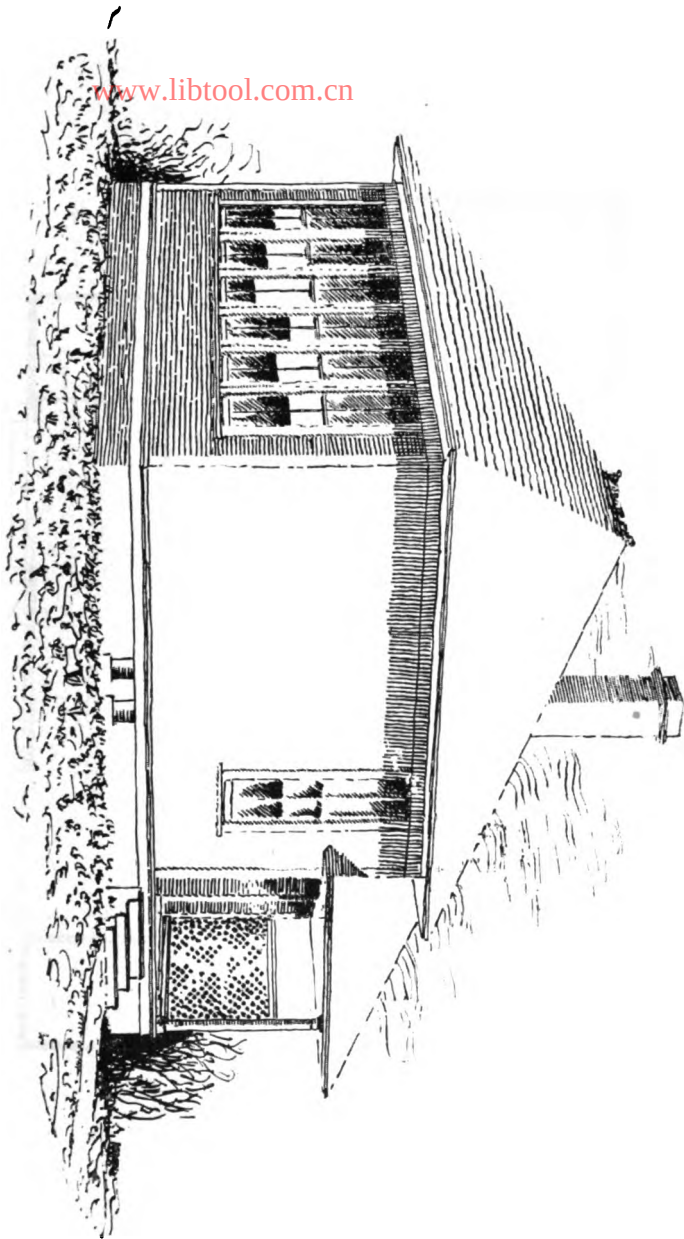
examples above given are not identical with the thing to be exemplified; but they present important elements of similarity. Finally, I am fully convinced that the rural school conditions necessitate a departure from the doctrine so ably laid down by Dr. Harris, and I believe principles can be found to justify such departure. Whether or not I have found these principles and set them forth in this supplementary report is another question.

L. E. WOLFE.

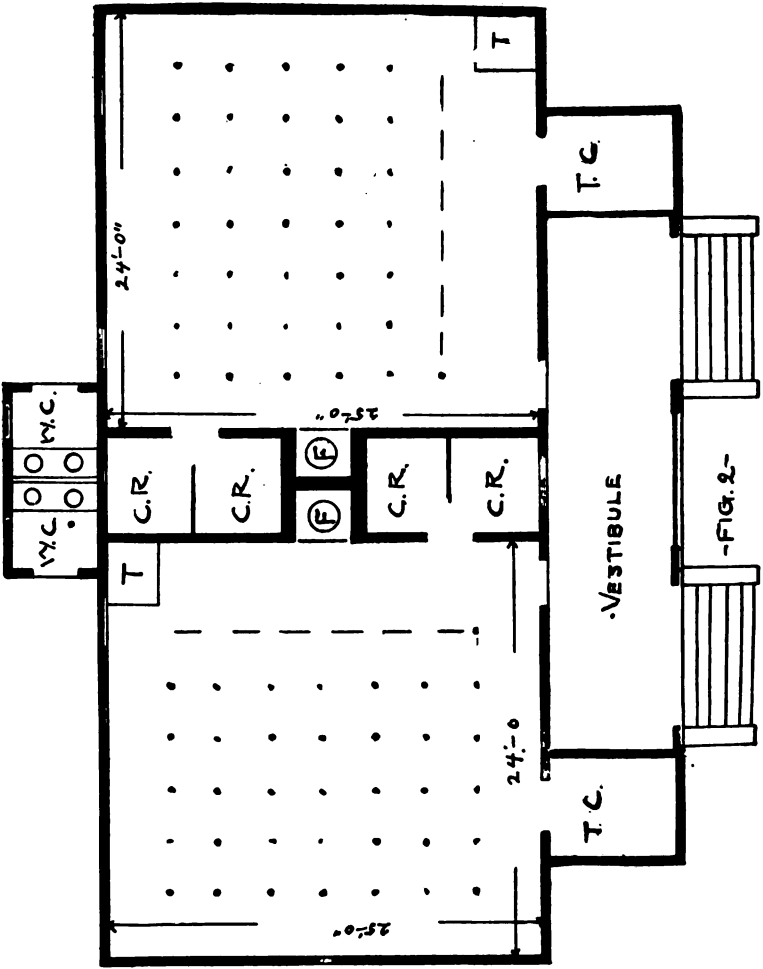


-FIG. 1-

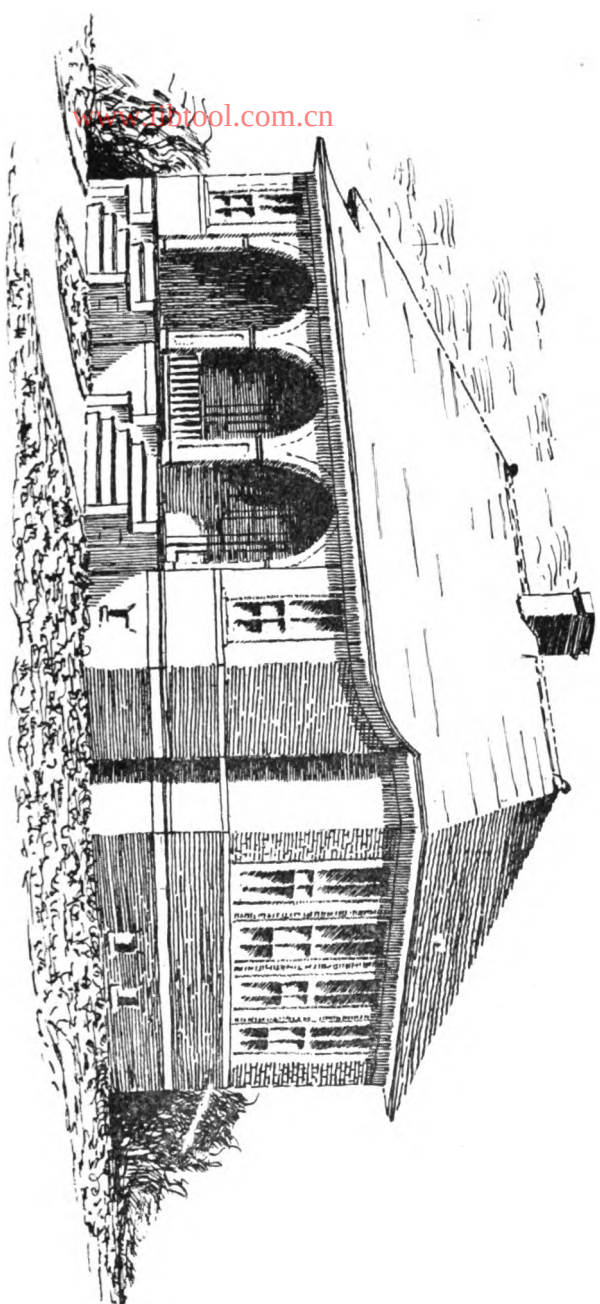
MODEL PLAN FOR ONE ROOM SCHOOL HOUSE



~ PERSPECTIVE ~



MODEL PLAN FOR TWO ROOM SCHOOL HOUSE.



~ PERSPECTIVE ~

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TABLE No. 1.

STATISTICS OF COMMON SCHOOLS.

II

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APPLING.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
29	23	52	8	10	18	37	33	70

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored	Total.	White	Colored.	Total.
15	5	20	26	9	35	11	4	15

Number of normal trained teachers—white, 3; colored, 4;
total 7

SCHOOLS.

Number of white schools, 51; colored, 17; total..... 68

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
888	814	1,702	293	344	637	1,181	1,158	2,339

III

APPLING—CONTINUED. www.libtool.com.cn

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		955	.....	.....	440	.....	.....	1,395

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 15
Amount of average monthly cost paid by the State.....		95

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$30 00	\$30 00	\$25 00	\$25 00	\$20 00	\$20 00

Number of visits made by the commissioner during the year.....	51
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	\$ 500 00
Number of school houses in county not belonging to county board, 50; total estimated value.....	\$ 2,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

IV

APPLING—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		6,847 72
Amount from any and all other sources, including supplemental checks.....		9 94
Total receipts	\$	<u>6,857 66</u>

EXPENDITURES:

Salary of county school commissioner.....	\$	224 00
Salary of members of board of education.....		89 50
Postage, printing, and other incidentals.....		45 84
Amount expended in the purchase of school supplies and buildings		186 67
Amount paid to teachers.....		6,308 89
Total.....	\$	<u>6,854 90</u>
Balance remaining on hand.....	\$	<u>2 76</u>
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	<u>6 638 76</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Where held, Baxley, July 13th to 18th; name of conductor,
John C. Bennett.

Number of school libraries 0; value, \$0.

BAKER.**NUMBER OF TEACHERS.**

WHITES.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
4	10	14	6	9	15	10	19	29

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
4	2	6	9	7	16	3	7	10

Number of normal trained teachers—white, 2; colored, 3;
total..... 5

SCHOOLS.

Number of white schools, 14; colored, 15; total 29

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
179	212	391	346	366	712	525	578	1,103

BAKER—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
117	137	254	218	240	458	355	377	712

MONTHLY COST.

Average monthly cost per pupil,	\$	.71
Amount of average monthly cost paid by the State		.71

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 28 00	\$ 22 50	\$ 18 60	\$ 16 60	\$ 16 00	\$ 15 00

Number of visits made by the commissioner during the year.....	65
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 2; colored, 0; total 2; total value	\$ 250 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	100 00
Number of school houses in county not belonging to county board, 27; total estimated value.....	\$ 500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	350 00

VII

BAKER—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	5 84
Amount treasurer's quarterly checks.....	3,338 73
Amount from any and all sources, including supplemental checks.....	
Total receipts.....	3,344 57

EXPENDITURES:

Salary of county school commissiouer	815 00
Salary members board of education.....	68 00
Postage, printing and other incidentals, and expert..	42 90
Amount expended in the purchase of school supplies and buildings.....	86 63
Amount paid to teachers....	2,544 05
Total.....	3,056 58
Balance remaining on hand.....	287 99
Total amount of salaries credited to teachers during the year, as per itemized statement.....	2,594 05

PRIVATE SCHOOLS:

Number of private high schools in the county, 0;
number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located.....
.....; name of superintendent.....

COLLEGES:

Name of colleges in county, and their location.....
.....

TEACHERS' INSTITUTE:

Where held, Newton; date, July 25; name of conductor, J. B. Bethea.

Number of school libraries, 0; value, 0.

VIII

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BALDWIN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
6	24	30	10	20	30	16	44	60

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
19	3	22	5	4	9	6	23	29

Number of normal trained teachers—white, 10; colored 3:
total..... 13

SCHOOLS.

Number of white schools, 22; colored. 27; total,..... 49

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
455	420	875	726	941	1,667	1,181	1,361	2,542

IX

BALDWIN—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
275	297	572	427	559	986	702	856	1,558

MONTHLY COST.

Average monthly cost per pupil	.95
Amount of average monthly cost paid by the State.....	.95

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 32 00	\$ 24 00	\$ 25 00	\$ 20 00	\$ 20 00	\$ 18 00

Number of visits made by the commissioner during the year	75
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 7; colored, 0; total 7; total value.....	\$ 2,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 7; total estimated value.....	1,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board; 1; total estimated value....	750 00

BALDWIN—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount of treasurer's quarterly checks	\$ 8,149 00
Amount from any and all other sources, including supplemental checks	53 47
Total receipts.....	\$ 8,202 47

EXPENDITURES:

Salary of county school commissioner	\$ 550 00
Salary of members of board of education.....	48 00
Postage, printing, and other incidentals	125 97
Amount expended in the purchase of school supplies and buildings	18 50
Amount paid to teachers.....	7,460 00
Total.....	\$ 8,202 47
Balance remaining on hand.....	
Total amount of salaries credited during the year. as per itemized statements	\$ 7,460 00

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 6.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location—Georgia Normal
and Industrial College, Milledgeville, Ga.; M. G. M. & A-
College, Milledgeville, Ga.

TEACHERS' INSTITUTE:

Where held, Milledgeville, Ga.; date, June 6th to 10th inclusive;
name of conductor, Prof. W. E. Reynolds, Milledgeville, Ga.

Number of school libraries: 1; value, \$150 00.

XI

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BANKS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
25	8	33	6	6	12	31	14	45

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
24	3	27	7	5	12	2	4	6

Number of normal trained teachers—white, 11; colored, 4;
total 15

SCHOOLS.

Number of white schools, 32; colored, 10; total 42

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,206	1,059	2,265	305	318	623	1,511	1,377	2,888

XII

BANKS—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
27	23	50	20	22	42	47	46	93

Average monthly cost per pupil	\$1 00
Amount of average monthly cost paid by the State	69

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 24 00	\$ 21 00	\$ 17 00	\$ 16 00	\$ 15 00

Number of visits made by the commissioner during the year	84
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 260 00
Number of school houses in county not belonging to county board, 39; total estimated value.....	2,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value	4,750 00

XIII

BANKS—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks.....	5,794 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>5,794 00</u>

EXPENDITURES:

Salary of county school commissioner	284 60
Salary of members of board of education (1895-1896)	142 00
Postage, printing, and other incidentals.....	32 00
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	5,333 30
Total	<u>5,791 90</u>
Balance remaining on hand	<u>2 10</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>9,232 28</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 8; number of private elementary schools, 6.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held: Homer, Ga.; date, June 15th-19th; name of conductor, J. W. Marion.

Number of school libraries, 0; value, \$0.

XIV

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BARTOW.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
27	41	68	11	16	27	38	57	95

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
38	7	45	19	6	25	11	14	25

Number of normal trained teachers—white, 2; colored, 0;
total 2

SCHOOLS.

Number of white schools, 62; colored, 25; total,..... 87

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,677	1,516	3,193	571	550	1,121	2,248	2,068	4,314

BARTOW—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
875	787	1,662	896	898	774	1,271	1,165	2,436

MONTHLY COST.

Average monthly cost per pupil.....\$	1 00
Amount of average monthly cost paid by the State	77

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 31 00	\$ 31 00	\$ 18 00	\$ 18 00	\$ 14 00	\$ 14 00

Number of visits made by the commissioner during the year.....	75
Whole number of days schools were kept in operation during the year.	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....\$	250 00
Number of school houses in county not belonging to county board, 30; total estimate value.....	2,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 10; total estimated value.....\$	12,500 00

BARTOW—CONTINUED.

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 FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 106 26
Amount treasurer's quarterly checks	11,823 38
Amount from any and all sources, including supplemental checks.....	
Total receipts	<u>\$ 11,929 64</u>

EXPENDITURES:

Salary of county school commissioner	\$ 484 50
Salary of members of board of education.....	108 00
Postage, printing, and other incidentals.. ..	131 98
Amount expended in the purchase of school supplies and buildings	100 00
Amount paid to teachers	10,066 26
Total.....	<u>\$ 11,890 74</u>

Balance remaining on hand..... 38 90

Total amount of salaries credited to teachers during the year, as per itemized statements.....\$ 11,066 26

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Cartersville school, Cartersville, Ga.; W. W. Davis, superintendent.

COLLEGES:

Name of colleges in county, and their location, Euahlee Institute, Euahlee, Ga.; West End Institute, Cartersville, Ga.

TEACHERS' INSTITUTE:

Where held, Cartersville, Ga.; Date, June 29-30, July 1, 2 and 3; conductor, D. L. Earnest.

Number of school libraries . 1; value, \$50.00.

XVII

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BERRIEN.

NUMBER OF TEACHERS.

WHITES			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
41	14	55	10	2	12	51	16	67

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
28	5	33	17	3	20	10	4	14

Number of normal trained teachers—white, 7; colored, 4; total..... 11

SCHOOLS.

Number of white schools, 47; colored, 11; total... .. 58

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,235	1,198	2,433	253	324	577	1,488	1,522	3,010

XVIII

BERRIEN—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
		1,501			333			1,834

MONTHLY COST.

Average monthly cost per pupil	\$	1 10
Amount of average monthly cost paid by the State		75.

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 38	\$ 21 36	\$ 20 68	\$ 9 00	\$ 15 68	\$ 9 00

Number of visits made by the commissioner during the year	62
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 7; colored, 0; total, 7; total value	\$ 1,050 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc., belonging to board of education	75 00
Number of school houses in county not belonging to county board, 33; total estimated value	1,600 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 8; total estimated value	4,500 00

XIX

BERRIEN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 1 97
Amount treasurer's quarterly checks	7,829 16
Amount from any and all other sources, including supplemental checks	

Total receipts	<u>\$ 7,831 13</u>
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EXPENDITURES:

Salary of county school commissioner	\$ 760 00
Salary of members of board of education.....	86 00
Postage, printing, and other incidentals.....	79 10
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers.....	6,876 33

Total ..	<u>\$ 7,801 43</u>
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Balance remaining on hand.....	29 70
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Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>6,876 33</u>
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PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Tifton; date, June 22-29, 1896; name of conductors, E. C. Branson, L. B. Evans, Miss E. R. May, and Miss Ida Young.

Number of school libraries, 1; value, \$50.00.

BROOKS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
16	24	40	20	13	33	36	37	73

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
23	4	27	8	2	10	9	27	36

Number of normal trained teachers—white, 20; colored, 6; total..... 26

SCHOOLS.

Number of white schools, 40; colored, 33; total..... 73

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
676	687	1,363	613	722	1,335	1,289	1,409	2,698

BROOKS—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
454	462	916	373	451	824	827	913	1,740

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 20
Amount of average monthly cost paid by the State.....		98

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00	\$ 30 00	\$ 40 00	\$ 20 00	\$ 25 00	\$ 15 00

Number of visits made by the commissioner during the year.....	66
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 500 00
Number of school houses in county not belonging to county board, 62; total estimated value.....	3,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 4; total estimated value.....	7,500 00

BROOKS—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 2,517 08
Amount treasurer's quarterly checks.....	9,398 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts.....	<u>\$ 11,915 08</u>

EXPENDITURES.

Salary of county school commissioner	\$ 500 00
Salary of members of board of education	30 00
Postage, printing, and other incidentals.	100 00
Amount expended in the purchase of school sup- plies and buildings	130 00
Amount paid to teachers.....	9,327 75
Total.....	<u>\$ 10,087 75</u>
Balance remaining on hand.....	\$ 1,827 73
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 9,327 75</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Quitman Graded school, Quitman, Ga.; name of superintendent, E. J. Robinson.

COLLEGES:

Name of colleges in county, and their location,.....

TEACHERS' INSTITUTE:

Where held, Valdosta; date, June ...; name of conductor,.....

Number of school libraries, 0; value, \$ 0.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
11	7	18	14	.....	14	25	7	32

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
5		5	9	2	11	4	12	16

Number of normal trained teachers—white, 3; colored, 3; .
total..... 6

SCHOOLS.

Number of white schools, 20; colored, 14; total 34

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
325	307	632	269	258	527	594	565	1,159

BRYAN—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
198	208	406	116	187	303	314	395	709

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 21
Amount of average monthly cost paid by the State.....		84

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 22 00	\$ 22 00	\$ 18 00	\$ 18 00	\$ 14 00	\$ 14 00

Number of visits made by the commissioner during the year.....	109
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$930 00
Number of school houses in county not belonging to county board, 34; total estimated value.....	1,607 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

BRYAN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 3,568 46
Amount from any and all sources, including supplemental checks	1 80
Total receipts	<u>\$ 3,568 26</u>

EXPENDITURES:

Salary of county school commissioner	222 00
Salary of members of board of education	38 00
Postage, printing, and other incidentals	30 65
Amount expended in the purchase of school supplies and buildings	275 00
Amount paid to teachers	3,002 61
Total	<u>\$ 3,568 26</u>

Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 3,226 65</u>
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PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local system, and where located.
; name of superintendent

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Ellabell, Ga.; date, July, Aug. 3, 1896; name of conductor, W. E. Rambo and other members of institute.

Number of school libraries, 1; value, \$20.00.

BULLOCH.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
39	38	77	11	19	30	50	57	107

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
37	8	45	31	11	42	9	11	20

Number of normal trained teachers—white, 7; colored, 2;
 total 9

SCHOOLS.

Number of white schools, 73; colored, 30; total..... 103

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,253	1 242	2,495	563	556	1,119	1,816	1,798	3,614

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BULLOCH—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
809	834	1,653	419	415	834	1,228	1,249	2,477

MONTHLY COST.

Average monthly cost per pupil	\$	1 02
Amount of average monthly cost paid by the State		66

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 26 86	\$ 22 94	\$ 23 00	\$ 22 00	\$ 13 12	\$ 16 59

Number of visits made by the commissioner during the year.....	160
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,106 00
Number of school houses in county not belonging to county board, 100; total estimated value	10,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

BULLOCH—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 8,987 04
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 8,987 04</u>

EXPENDITURES:

Salary of county school commissioner	\$ 487 50
Salary of members of board of education	56 00
Postage, printing, and other incidentals	127 07
Amount expended in the purchase of school supplies and buildings	160 30
Amount paid to teachers	8,206 17
Total	<u>\$ 8,987 04</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 8,206 17</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 20.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
 name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Statesboro; date, July 19th to 24th; name of conductor,

Number of school libraries, 1; value, \$20.00.

BURKE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
17	23	40	42	20	62	59	43	102

GRADES OF TEACHERS.

FIRST GRADE			SECOND GRADE.			THIRD GRADE.		
White	Colored	Total.	White	Colored.	Total.	White	Colored.	Total.
29	4	33	10	10	20	1	48	49

Number of normal trained teachers—white, 14; colored, 0;
total..... 14

SCHOOLS.

Number of white schools, 40; colored, 62; total 102

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
640	656	1,296	1,913	2,107	4,020	2,553	2,763	5,31

BURKE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
...		864	...	....	2,499	...	....	3,363

MONTHLY COST.

Average monthly cost per pupil	\$	.99
Amount of average monthly cost paid by the State		.99

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 70 00	\$ 30 00	\$ 50 00	\$ 25 00	\$ 35 00	\$ 20 00

Number of visits made by the commissioner during the year	141
Whole number of days schools were kept in operation during the year	109
Number of school houses in the county belonging to the county board of education—white, 8; colored, 0; total, 8; total value	\$ 2,400 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	394 00
Number of school houses in county not belonging to county board—white, 25; total estimated value....	6,000 00
Number of school houses in cities and towns belonging to county board, 1; total estimated value	300 00
Number of schoolhouses in cities and towns not belonging to county board, 4; total estimated value	10,000 00

BURKE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	17,696 68
Amount from any and all other sources, including supplemental checks	12 83
Total receipts	<u>\$17,709 51</u>

EXPENDITURES:

Salary of county school commissioner	816 00
Salary of members of board of education.....	88 00
Postage, printing, and other incidentals	108 06
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers	16,697 45
Total	<u>\$17,709 51</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 16,697 45</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of private elementary schools, 9.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, ;
name of superintendent.....

COLLEGES:

Name of colleges in county and their location, none.

TEACHERS' INSTITUTE:

Where held, none held in 1896; date..... ; name of conductor.....

Number of school libraries, 1; value, \$200.00.

BUTTS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	16	34	6	23	29	24	39	63

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
25	5	30	8	8	16	1	16	17

Number of normal trained teachers—white, 5 ; colored. 0 ;
total 5

SCHOOLS.

Number of white schools, 24 ; colored, 24 ; total. 48

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
802	738	1,540	788	821	1,609	1,590	1,559	3,149

BUTTS—CONTINUED

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
498	500	998	350	362	712	848	862	1,702

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 30
Amount of average monthly cost paid by the State.....		73

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White	Colored.
\$ 40 00	\$ 30 00	\$ 30 00	\$ 20 00	\$ 25 00	\$ 15 00

Number of visits made by the commissioner during the year	75
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,000 00
Number of school houses in county not belonging to county board, 80; total estimated value	2,500 00
Number of school houses in cities and towns belonging to county board, 4; total estimated value	10,000 00
Number of school houses in cities and towns not belonging to the county board; 0; total estimated value....	

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BUTTS—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	98 20
Amount treasurer's quarterly checks	6,850 00
Amount from any and all other sources, including supplemental checks.....	109 00
Total receipts	<u>\$ 7,057 20</u>

EXPENDITURES:

Salary of county school commissioner	\$ 420 00
Salary of members of board of education	164 00
Postage, printing, and other incidentals.....	92 33
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	6,213 48
Total	<u>\$ 6,889 81</u>
Balance remaining on hand	<u>\$ 167 39</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>11,506 45</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located,;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Indian Springs, Ga.; date, June 22-26; name of
conductors, Jere Pound, H. A. Hayes and N. E. Ware.

Number of School Libraries, 1; value, \$25.00.

CALHOUN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
9	6	15	12	7	19	21	13	34

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
14	4	18	1	8	9	.....	7	7

Number of normal trained teachers—white, 1; colored,
0; total 1

SCHOOLS.

Number of white schools, 13; colored, 17; total... 30

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
272	274	546	530	572	1,102	802	844	1,646

CALHOUN—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
211	223	434	299	313	612	510	536	1,046

MONTHLY COST.

Average monthly cost per pupil.....	\$ 1 00
Amount of average monthly cost paid by the State.....	85

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00	\$ 25 00	\$ 40 00	\$ 20 00	\$ 30 00	\$ 15 00

Number of visits made by the commissioners during the year.....	30
Whole number of days schools were kept in operation during the year.....	107
Number of school houses in the county belonging to the county board of education—white, 4 ; colored, 0 ; total, 4 ; total value	\$ 1,200 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	850 00
Number of school houses in county not belonging to county board, 5 ; total estimated value.....	1,200 00
Number of school houses in cities and towns belonging to county board, 0 ; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 3 ; total estimated value	3,300 00

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 22 14
Amount treasurer's quarterly checks.....	4,993 00
Amount from any and all other sources, including supplemental checks	22 00
Total receipts... ..	\$ 5,087 14

EXPENDITURES :

Salary of county school commissioner.....	\$ 372 00
Salary of members of board of education.....	100 00
Postage, printing, and other incidentals.....	64 60
Amount expended in the purchase of school supplies and buildings and expert.....	25 00
Amount paid to teachers	4,489 00
Total.....	\$ 5,050 60

Balance remaining on hand due to county school com- missioner.....	\$
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 4,852 00

PRIVATE SCHOOLS :

Number of private high schools in the county, 1; number of private elementary schools, 4.

LOCAL SCHOOL SYSTEM :

Name of local school system and where located, ;
name of superintendent,

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Blakeley, Ga.; date, June 8, 1897; name of con-
ductor, T. F. Jones; experts, Messrs. E. C. Bransen and D.
L. Earnest.

Number of school libraries, 1; value, \$150.00.

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CAMDEN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
7	16	23	7	16	23	14	32	46

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
10	3	18	7	8	15	6	12	18

Number of normal trained teachers—white, 4; colored, 5;
total 9

SCHOOLS.

Number of white schools, 23; colored, 23; total 46

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
249	229	478	429	536	965	678	765	1,443

CAMDEN—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		342	.....	.....	665	.....	.....	1,007

MONTHLY COST.

Average monthly cost per pupil
 Amount of average monthly cost paid by the State

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 23 00	\$ 21 33	\$ 17 35	\$ 18 55	\$ 11 66	\$ 15 50

Number of visits made by the commissioner during the year	30
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 8; colored, 1; total, 9; total value	\$ 900 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	500 00
Number of school houses in county not belonging to county board, 10; total estimated value	575 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

CAMDEN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	\$4,099 50
Amount from any and all sources, including supplemental checks	
Total receipts	<u>\$ 4,099 50</u>

EXPENDITURES:

Salary of county school commissioner	\$ 312 00
Salary of members of board of education	224 00
Postage, printing, and other incidentals	61 29
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	3,502 21
Total	<u>\$4,099 50</u>
Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 4,023 97</u>

PRIVATE SCHOOLS:

Name of local school system, and where located,;
 name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, St. Mary's; date, August; name of conductor, A. Q. Moody.

Number of school libraries, 1; value, \$8.00.

XLI

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CAMPBELL.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
14	20	34	12	8	20	26	28	54

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
24	2	26	8	6	14	2	12	14

Number of normal trained teachers—white, 2; colored, 2;
total..... 4

SCHOOLS.

Number of white schools, 31; colored, 16; total..... 47

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED,			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
815	750	1,565	473	449	922	1,288	1,199	2,487

CAMPBELL—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
480	470	950	201	195	396	681	665	1,346

MONTHLY COST.

Average monthly cost per pupil	\$	1 00
Amount of average monthly cost paid by the State.....		75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$24 10	\$28 72	\$11 45	\$13 95	\$11 50	\$11 60

Number of visits made by the commissioner during the year.....	94
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	300 00
Number of school houses in county not belonging to county board, 0; total estimated value	\$ 1,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value	5,500 00

CAMPBELL—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	5,748 00
Amount from any and all sources, including supplemental checks	
Total receipts	5,748 00

EXPENDITURES:

Salary of county school commissioner.....	\$ 372 00
Salary of members of board of education	66 00
Postage, printing, and other incidentals	96 52
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	5,213 48
Total	5,748 00

Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements.....\$ 5,893 89

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 5.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Teachers' institute held at Fairburn, Ga., June 29th to July 3d ;
name of conductor, W. H. Ferguson.

Number of school libraries, 1 ; value, \$60.

CARROLL.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
59	26	85	12	6	18	71	32	103

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
63	2	65	22	10	32	....	6	6

Number of trained normal teachers—white, 7; colored, 2;
total 9

SCHOOLS.

Number of white schools, 85; colored, 18; total..... 103

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
3,083	2,556	5,639	600	597	1,197	3,683	3,155	6,838

CARROLL—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,735	1,438	3,173	337	326	663	2,072	1,764	3,836

MONTHLY COST.

Average monthly cost per pupil.....	.97
Amount of average monthly cost paid by the State.....	.71

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 27 62	\$ 27 62	\$ 24 75	\$ 24 75	\$ 24 75	\$ 24 75

Number of visits made by the commissioner during the year	95
Whole number of days schools were kept in operation during the year.....	109
Number of school-houses in the county belonging to the county board of education—white, 4; colored, 1; to-5; total value.....	\$ 400 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	750 00
Number of school houses in county not belonging to county board, 80; total estimated value.....	20,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1, total estimated value.....	1,500 00

CARROLL—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 441 12
Amount treasurer's quarterly checks	14,683 00
Amount from any and all sources, including supplemental checks.....	
Total receipts	<u>\$15,074 12</u>

EXPENDITURES.

Salary of county school commissioner	\$ 600 00
Salary of members of board of education	80 00
Postage, printing, and other incidentals	106 42
Amount expended in the purchase of school supplies and buildings	358 40
Amount paid to teachers.....	13,697 98
Total.....	<u>\$14,842 80</u>
Balance remaining on hand	231 32
Total amount of salaries credited to teachers during the year, as per itemized statements ...	<u>13,697 98</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 5; number of private elementary schools, 2.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Carrollton; name of Superintendent, J. L. Caldwell.

COLLEGES:

Name of colleges in county and their location, Bowden College, Bowden.

TEACHERS' INSTITUTE.

Where held, Carrollton; date, June 29th; name of conductors, G. G. Bond and E. C. Branson.

Number of school libraries, 1; value, \$65.00.

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CATOOSA.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
13	12	25	3	3	6	16	15	31

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
4	1	5	15	.....	15	8	3	11

Number of normal trained teachers—white, 3; colored, 1; total..... 4

SCHOOLS.

Number of white schools, 25; colored, 5; total..... 30.

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
621	580	1,201	91	92	183	712	672	1,384

XLVIII

CATOOSA—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
292	271	563	57	57	114	849	328	677

MONTHLY COST.

Average monthly cost per pupil	\$	1 25
Amount of average monthly cost paid by the State		1 04

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 27 88	\$ 19 95	\$ 20 92	.....	\$ 18 36	\$ 17 15

Number of visits made by the commissioner during the year.....	40
Whole number of days schools were kept in operation during the year	108
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value.....	\$ 300 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	250 00
Number of school houses in county not belonging to county board, 24; total estimated value	4,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	..
Number of school houses in cities and towns not belonging to county board, 2; total estimated value	900 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	3,173 59
Amount from any and all sources, including estrays, supplemental checks, \$18.46—\$2.17=	16 29
Total receipts	<u>\$ 3,189 88</u>

EXPENDITURES:

Salary of county school commissioner	\$ 150 00
Balance paid board for 1895.....	3 02
Salary of members of board of education.....	64 00
Postage, printing, and other incidentals, \$12.89; in- stitute, \$15.00; library, \$10.00; office desk, \$10.00..	47 89
Amount expended in the purchase of school supplies and buildings.....	66 68
Amount paid to teachers.....	2,857 22
Total	<u>\$ 3,188 81</u>
Balance remaining on hand....	<u>1 07</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 2,858 29</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 2.

LOCAL SCHOOL SYSTEMS:

Name of local system and where located, Masonic Literary
Institute, Ringgold, Ga.; name of superintendent, Prof.
W. E. Bryan.

COLLEGES:

Name of colleges in county and their location

TEACHERS' INSTITUTE:

Where held, Ringgold, Ga.; date, June 29 to July 3; name of
conductor, Prof. W. E. Bryan.

Number of school libraries, 2; value, \$30.00.

CHARLTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
10	11	21	2	2	4	12	13	25

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
6	0	6	10	2	12	5	2	7

Number of normal trained teachers—white, 1; colored, 0;
total 1

SCHOOLS.

Number of white schools, 23; colored, 4; total..... 27

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
259	272	531	45	47	92	304	319	623

CHARLTON—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
159	208	367	27	42	69	204	250	436

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State.....		60

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$10 19	\$10 19	\$10 19	\$10 19	\$10 19	\$10 19

Number of visits made by the commissioner during the year.....	32
Whole number of days schools were kept in operation during the year.....	105
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	\$ 150 00
Number of school houses in county not belonging to county board, 10; total estimated value.....	\$ 300 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	200 00

CHARLTON—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		1,472 47
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	<u>1,472 47</u>

EXPENDITURES:

Salary of county school commissioner.....	\$	145 00
Salary of members of board of education.....		40 00
Postage, printing, and other incidentals.....		13 50
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		1,273 97
Total.....	\$	<u>1,472 47</u>

Balance remaining on hand.....\$

Total amount of salaries credited to teachers during
the year, as per itemized statements.....\$ 1,273 97

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Where held, Folkston, Ga.; date, August 25th, 1896; name of
conductor, H. W. Michems.

Number of school libraries 0; value, \$0.

LIII

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CHATTAHOOCHEE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
4	8	12	4	8	12	8	20	28

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
9	3	12	3	6	9	0	7	7

Number of normal trained teachers—white, 2; colored 0:
total..... 2

SCHOOLS.

Number of white schools, 11; colored, 14; total,..... 25

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
195	206	*401	367	390	*757	562	596	1,158

*Of the number enrolled 33 whites and 53 colored were in C. L. schools in other counties.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
119	182	251.37	186	237	422.89	305.25	369.01	674.26

MONTHLY COST.

Average monthly cost per pupil	1 08
Amount of average monthly cost paid by the State	76

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 24 00	\$ 21 50	\$ 15 00	\$ 17 00	\$ 12 50	\$ 14 50

Number of visits made by the commissioner during the year	30
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	25 00
Number of school houses in county not belonging to county board, 12; total estimated value	600 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value	600 00

CHATTAHOOCHEE—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	8 00
Amount of treasurer's quarterly checks.....	\$ 2,954 34
Amount from any and all other sources, including supplemental checks.....	51 00
Total receipts.....	\$ 3,013 34

EXPENDITURES:

Salary of county school commissioner.....	\$ 285 00
Salary of members of board of education.....	110 00
Postage, printing, and other incidentals.....	40 00
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers.....	2,561 13
Total.....	\$ 2,996 68
Balance remaining on hand.....	16 68
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 2,561 13

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location.....
Name of superintendent

TEACHERS' INSTITUTE:

Where held, Cusseta; date, June 29th to July 3rd, 1896; name of conductor, Chas. R. Jenkins.

Number of school libraries: 0; value, 0.

CHATTOOGA.

NUMBER OF TEACHERS.

WHITES.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
16	19	35	12	2	14	28	21	49

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
11	2	13	14	4	18	10	8	18

Number of normal trained teachers—white, 1; colored, 0;
total 1

SCHOOLS.

Number of white schools, 32; colored, 11; total 43

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
925	1,036	1,961	321	346	667	1,246	1,382	2,628

CHATTOOGA—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
525	549	1,074	158	163	321	683	712	1,395

MONTHLY COST.

Average monthly cost per pupil,.....	\$	1.25
Amount of average monthly cost paid by the State		.83

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 27 31	\$ 27 31	\$ 27 31	\$ 27 31	\$ 27 31	\$ 27 31

Number of visits made by the commissioner during the year.....	49
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education--white, 1; colored, 0; total 1; total value	\$ 500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	800 00
Number of school houses in county not belonging to county board, 31; total estimated value.....	\$ 9,300 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	2,000 00

CHATTOOGA - CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	118 60
Amount treasurer's quarterly checks.....	7,173 29
Amount from any and all sources, including supplemental checks.....	104 61
Total receipts.....	7,396 56

EXPENDITURES :

Salary of county school commissioner	276 88
Salary of members of board of education	60 00
Postage, printing and other incidentals	28 11
Amount expended in the purchase of school supplies and buildings.....	332 64
Amount paid to teachers (including amount paid Trion Public School).....	6,691 48
Total.....	7,389 11
Balance remaining on hand.....	7 39
Total amount of salaries credited to teachers during the year, as per itemized statements	6,691 48

PRIVATE SCHOOLS :

Number of private high schools in the county, 0;
number of private elementary schools, 1.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located: Trion Public School, Trion, Ga. ; G. B. Myers, superintendent.

COLLEGES :

Name of colleges in county, and their location.....
.....

TEACHERS' INSTITUTE :

Where held : Summerville; date, June 28th to July 2; name of conductor, W. M. Ransom.

Number of school libraries, 0 ; value, 0.

CHEROKEE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
34	26	60	6	1	7	40	27	67

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
28	1	29	15	4	19	17	2	19

Number of normal trained teachers—white, 6; colored, 0;
 total 6

SCHOOLS.

Number of white schools, 60; colored, 7; total,..... 67

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,246	1,968	4,214	194	194	388	2,440	2,162	4,602

CHEROKEE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,123	1,009	2,132	97	97	194	1,220	1,106	2,326

MONTHLY COST.

Average monthly cost per pupil.....\$ 1 00
 Amount of average monthly cost paid by the State, 4c, 4½c
 and 5c on daily attendance.

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 25 41	\$ 25 40	\$ 25 40	\$ 25 40	\$ 25 40	\$ 25 40

Number of visits made by the commissioner during the
 year..... 67
 Whole number of days schools were kept in operation
 during the year..... 100
 Number of school houses in the county belonging to the
 county board of education—white, 9; colored, 0;
 total, 9; total value..... 2,150 00
 Estimated value of all other property, including school
 supplies of all kinds, charts, maps, desks, seats, school
 appliances, etc.....\$ 875 00
 Number of school houses in county not belonging to
 county board, 58; total estimated value..... 16,450 00
 Number of school houses in cities and towns belonging to
 county board, 0; total estimated value.....
 Number of school houses in cities and towns not belonging
 to the county board, 3; total estimated value..... \$ 8,100 00

CHEROKEE - CONTINUED.

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1896.....	\$ 27 29
Amount treasurer's quarterly checks	9,247 00
Amount from any and all sources, including supplemental checks.....	
Total receipts	<u>\$ 9,274 29</u>

EXPENDITURES:

Salary of county school commissioner	\$ 500 00
Salary of members of board of education, for 1895 \$64 00; for 1896 \$64 00.....	130 00
Postage, printing, and other incidentals, 4th qr. report \$76 68; supplemental report \$6 12..	82 80
Amount expended in the purchase of school supplies and buildings	95 62
Amount paid to teachers 4th qr. statements \$8,408 96; add J. H. Hendricks by order board, \$20 57	8,429 53
Total	<u>\$ 9,237 95</u>
Balance remaining on hand.....	<u>86 34</u>
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 10,750 56</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 5; number of private elementary schools, 6.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, none.

COLLEGES:

Name of colleges in county, and their location, Rienhardt Normal College, Walesca, Ga.

TEACHERS' INSTITUTE:

Where held, Jasper, Ga.; Date, July 5th, 1896; conductors, E. C. Bronson and D. L. Earnest.

Number of school libraries, 1; value, \$100.00.

NUMBER OF TEACHERS.

WHITES.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
7	10	17	6	16	22	13	26	39

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	16	31	2	4	6	0	2	39

Number of normal trained teachers—white, 4; colored, 4; total..... 8

SCHOOLS.

Number of white schools, 16; colored, 22; total..... 39

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
252	245	497	561	645	1,206	813	890	1,703

CLARKE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
100	193	293	212	407	619	312	600	912

MONTHLY COST.

Average monthly cost per pupil.....	\$	1	10
Amount of average monthly cost paid by the State.....		79	

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 25 00	\$ 25 00	\$ 22 50	\$ 20 00	\$ 18 00

Number of visits made by the commissioner during the year	29
Whole number of days schools were kept in operation during the year.....	109
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 10; total estimated value	\$ 1,550 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 8; total estimated value.....	2,500 00

CLARKE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		4,207 17
Amount from any and all other sources, including supplemental checks		750 00
Total receipts	\$	<u>4,957 17</u>

EXPENDITURES:

Salary of county school commissioner	\$	300 00
Salary of members of board of education		112 00
Postage, printing, and other incidentals		90 93
Amount expended in the purchase of school supplies and buildings		750 00
Amount paid to teachers		<u>3,629 51</u>
Total	\$	<u>4,882 44</u>
Balance remaining on hand		74 73
Total amount of salaries credited to teachers during the year, as per itemized statements		<u>3,629 51</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, city schools, Athens, Ga.; name of superintendent, G. G. Bond.

COLLEGES:

Name of colleges in county, and their location, University of Georgia, Lucy Cobb Institute, State Normal.

TEACHERS' INSTITUTE:

Where held, Athens; date, July 1, 1896; name of conductor, E. E. Treadwell.

Number of school libraries, 0; value, 0.

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CLAY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
10	11	21	1	12	13	11	23	34

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
19		19	1	4	5	1	9	10

Number of normal trained teachers—white, 6; colored, 0;
total 6

SCHOOLS.

Number of white schools, 18; colored, 13; total 31

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
289	281	570	410	493	903	699	774	1,473

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
186	185	371	220	359	579	406	544	950

MONTHLY COST.

Average monthly cost per pupil	\$ 99
Amount of average monthly cost paid by the State	957 08

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 44 00	\$	\$ 26 75	\$ 26 75	\$	\$ 14 00

Number of visits made by the commissioner during the year	86
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to county board of education—white, 5; colored, 3; total, 8; total value	\$ 800 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 200 00
Number of school houses in county not belonging to county board, 9; total estimated value.	900 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value	1,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 42 00
Amount treasurer's quarterly checks	4,785 44
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>4,827 44</u>

EXPENDITURES:

Salary of county school commissioner	250 00
Salary of members of board of education	122 00
Postage, printing, and other incidentals	50 00
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	<u>4,249 44</u>
Total	<u>4,671 44</u>
Balance remaining on hand	<u>156 00</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>4,515 44</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 4.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held: Cuthbert, Ga.; date, August 24th, 1896; name of conductor, Prof. Earnest.

Number of school libraries, 0; value, 0.

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CLAYTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
20	16	36	7	7	14	27	23	50

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
18	1	19	9	3	12	9	10	19

Number of normal trained teachers—white, 2; colored, 0;
total 2

SCHOOLS.

Number of white schools, 32; colored, 14; total..... 46

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
621	692	1,313	280	310	590	901	1,002	1,903

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CLAYTON—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
480	535	1,015	100	112	212	580	647	1,227

MONTHLY COST.

Average monthly cost per pupil	\$	49
Amount of average monthly cost paid by the State		49

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 22 52	\$ 8 72	\$ 22 52	\$ 8 72	\$ 22 52	\$ 8 72

Number of visits made by the commissioner during the year.....	35
Whole number of days schools were kept in operation during the year.....	200
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,500 00
Number of school houses in county not belonging to county board, 38; total estimated value	6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	4,000 00

CLAYTON—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	\$ 5,297 49
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 5,297 49</u>

EXPENDITURES:

Salary of county school commissioner	\$ 330 50
Salary of members of board of education	186 00
Postage, printing, and other incidentals	89 02
Amount expended in the purchase of school supplies and buildings	76 57
Amount paid to teachers	4,665 40
Total.....	<u>\$ 5,297 49</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 4,665 40</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Jonesboro High School, Jonesboro; name of superintendent, W. R. Ward.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Jonesboro; date, June 21st to and including 25th; name of conductor, W. H. Ferguson.

Number of school libraries, 0; value, \$

CLINCH.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
24	9	33	4	6	10	28	15	43

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
12	2	14	12	3	15	12	2	14

Number of normal trained teachers—white, 6; colored, 4; total..... 10

SCHOOLS.

Number of white schools, 36; colored, 7; total..... 43

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
641	657	1,296	170	198	358	811	555	1,666

CLINCH—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
641	657	1,298	170	198	358	811	855	1,666

MONTHLY COST.

Average monthly cost per pupil.....	\$	\$0.57
Amount of average monthly cost paid by the State.....		.39

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 14 67	\$ 14 67	\$ 14 67	\$ 14 67	\$ 14 67	\$ 14 67

Number of visits made by the commissioner during the year.....	87
Whole number of days schools were kept in operation during the year.....	43
Number of school houses in the county belonging to the county board of education—white, 4; colored, 0; total, 4; total value	300 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 300 00
Number of school houses in county not belonging to county board, 39; total estimated value.....	324 50
Number of school houses in cities and towns belonging to county board, 4; total estimated value.....	3,000 00
Number of school-houses in cities and towns not belonging to the county board, 4; total estimated value.....	1,500 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		3,746 00
Amount from any and all other sources, including supplemental checks		
Total receipts.....	\$	3,746 00

EXPENDITURES.

Salary of county school commissioner	\$	416 00
Salary of members of board of education.....		102 00
Postage, printing, and other incidentals.		58 38
Amount expended in the purchase of school supplies and buildings . . .		15 00
Amount paid to teachers.....		3,154 64
Total.....	\$	3,746 00
Balance remaining on hand.....	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	3,820 75

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 4.

LOCAL SCHOOL SYSTEMS:

Name of local school sytem, and where located, ...
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,.....

TEACHERS' INSTITUTE:

Where held, Valdosta; date, June ..., 1896; name of conductor
S. P. Little.

Number of school libraries, 0; value, \$ 0.

COBB.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
41	38	79	12	22	34	53	60	113

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
14	1	15	27	8	35	38	25	63

Number of normal trained teachers—white, 11; colored, 1;
total. 12

SCHOOLS.

Number of white schools, 61; colored, 30; total 91

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,287	1,952	4,239	973	960	1,933	3,260	2,912	6,172

COBB—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
...		2,714	...	....	1,021	...	....	3,735

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 15
Amount of average monthly cost paid by the State.....		80

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$	\$	\$	\$	\$	\$

Number of visits made by the commissioner during the year.....	91
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value	\$ 100 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	500 00
Number of school houses in county not belonging to county board, 0; total estimated value	
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of schoolhouses in cities and towns not belonging to the county board, 0; total estimated value.....	

COBB—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	13,842 00
Amount from any and all other sources, including supplemental checks	
Total receipts.....	<u>\$13,842 00</u>

EXPENDITURES:

Salary of county school commissioner	798 00
Salary of members of board of education.....	64 00
Postage, printing, and other incidentals	114 00
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers	12,866 00
Total	<u>\$13,842 00</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 13,945 40</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Marietta, Ga.; name of superintendent, J. S. Stewart; Roswell, Ga., E. N. Ellis, Principal.

COLLEGES:

Name of colleges in county and their location, none.

TEACHERS' INSTITUTE:

Where held, Marietta, Ga.; date, June, 1896; name of conductor, M. L. Brittain.

Number of school libraries, 6; value, \$100.00.

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COFFEE.

NUMBER OF TEACHERS.

WHITES.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
31	16	47	11	15	26	42	31	73

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
10	4	14	15	10	25	22	12	34

Number of normal trained teachers—white, 10; Colored, 6;
total 16

SCHOOLS.

Number of white schools, 47; colored, 26; total..... 73

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
836	695	1,531	481	535	1,016	1,317	1,230	2,547

COFFEE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
500	350	850	310	365	675	810	715	1,525

MONTHLY COST.

Average monthly cost per pupil.....	\$	1.30
Amount of average monthly cost paid by the State		.85

TEACHER'S SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
.....					

Number of visits made by the commissioner during the year	73
Whole number of days schools were kept in operation during the year	
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds: charts, maps, desks, seats, school appliances, etc.....	\$ 100 00
Number of school houses in county not belonging to county board, 30; total estimated value.....	3,000 00
Number of school houses in cities and towns belonging to county board, 0; total, 0; estimated value	
Number of school houses in cities and towns not belonging to the county board, 10; total estimated value.....	1,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly check.....	\$ 5,778 05.
Amount from any and all other sources, including supplemental checks.....	
Total receipts	\$ 5,778 05

EXPENDITURES:

Salary of county school commissioner.....	\$ 300 00
Salary of members of board education.....	150 00
Postage, printing and other incidentals.....	61 65
Amount expended in the purchase of school sup- plies and buildings.	
Amount paid to teachers.....	5,266 40.
Total.....	\$ 5,778 05

Balance remaining on hand.....	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 5,266 40

PRIVATE SCHOOLS:

Number of private high schools, 0; number of private ele-
mentary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, ;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Tifton, Ga.; Date, opened June 10th; continued
5 days; name of conductor.....

Number of school libraries, 0; value, 0.

COLUMBIA.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	14	22	9	18	27	17	32	49

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total	White	Colored.	Total.
15	2	17	7	8	15	.....	17	17

Number of normal trained teachers—white, 7; colored. 2;
total 9

SCHOOLS.

Number of white schools, 22; colored, 27; total..... 49

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
380	342	722	630	779	1,409	1,010	1,121	2,131

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		435	.....	.....	870	.....	.....	1,305

MONTHLY COST.

Average monthly cost per pupil.....	\$	1.128
Amount of average monthly cost paid by the State.....		.984

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 13	\$ 26 80	\$ 23 43	\$ 15 25	\$.....	\$ 14 53

Number of visits made by the commissioner during the year	148
Whole number of days schools were kept in operation during the year.....	108
Number of school-houses in the county belonging to the county board of education—white, 1; colored, 0; to-1; total value.....	\$ 100 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	651 00
Number of school houses in county not belonging to county board, 16; total estimated value.....	975 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value.....	1,050 00

COLUMBIA—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		6,420 00
Amount from any and all sources, including supplemental checks		
Total receipts	\$	<u>6,420 00</u>

EXPENDITURES.

Salary of county school commissioner	\$	350 00
Salary of members of board of education		90 00
Postage, printing, and other incidentals		45 98
Amount expended in the purchase of school supplies and buildings		175 71
Amount paid to teachers		<u>5,758 31</u>
Total	\$	<u>6,420 00</u>

Balance remaining on hand		
Total amount of salaries credited to teachers during the year, as per itemized statements		<u>5,898 33</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 3; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
 name of Superintendent,

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE.

Where held, Appling; date, August 3 to 8, inclusive; name of conductor, Prof. A. S. Rowland.

Number of school libraries, 0; value, 0.

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COLQUITT.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
27	19	46	1	1	2	28	20	48

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
20	1	21	14	.. .. .	14	12	1	13

Number of normal trained teachers—white, 6; colored, 1;
total..... 7

SCHOOLS.

Number of white schools, 44; colored, 2; total..... 46

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
722	812	1,534	45	53	98	767	865	1,632

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
474	482	936	32	44	76	486	526	1,012

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 14
Amount of average monthly cost paid by the State.....		67

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 14 00	\$ 14 00	\$ 14 00	.....	\$ 14 00	\$ 14 00

Number of visits made by the commissioner during the year.....	92
Whole number of days schools were kept in operation during the year.....	105
Number of school houses in the county belonging to the county board of education—white, 5; colored, 0; total, 5; total value	450 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 115 00
Number of school houses in county not belonging to county board, 26; total estimated value.....	1,600 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	125 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 3,735 00
Amount from any and all sources, including supplemental checks	
Total receipts	<u>\$ 3,735 00</u>

EXPENDITURES:

Salary of county school commissioner	183 00
Salary of members of board of education	86 00
Postage, printing, and other incidentals	85 58
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	3,880 42
Total	<u>\$ 3,735 00</u>

Balance remaining on hand

*Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 3,380 42</u>
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PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located

.....; name of superintendent

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Tifton, Ga.; date, June 1st; name of conductor,
Lawton B. Evans.

Number of school libraries, 0; value, 0.

*Not paid by salary.

COWETA.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
21	27	48	25	24	49	46	51	97

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
32	7	39	15	21	36	1	21	22

Number of normal trained teachers—white, 10; colored, 2;
total..... 12

SCHOOLS.

Number of white schools, 42; colored, 44; total..... 86

EMROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,245	1,025	2,270	1,646	1,623	3,269	2,891	2,648	5,539

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
752	633	1,384	811	780	1,590	1,562	1,413	2,975

MONTHLY COST.

Average monthly cost per pupil	\$	77
Amount of average monthly cost paid by the State		77

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$40 00	\$35 00	\$18 00	\$15 00	\$12 00	\$12 00

Number of visits made by the commissioner during the year.....	93
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	500 00
Negro churches in which schools are taught, 44.	
Number of school houses in county not belonging to county board, 36; total estimated value	\$ 15,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 6; total estimated value	6,000 00

LXXXVIII

COWETA—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 32 08
Amount treasurer's quarterly checks	12,192 00
Amount from any and all other sources, including supplemental checks.....	21 10
Total receipts	12,245 18

EXPENDITURES:

Salary of county school commissioner.....	\$ 450 00
Salary of members of board of education	42 00
Postage, printing, and other incidentals	105 46
Amount expended in the purchase of school supplies and buildings	106 00
Amount paid to teachers.....	11,509 79
Total	12,213 25

Balance remaining on hand	31 93
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Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 13,749 67
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PRIVATE SCHOOLS:

Number of private high schools in the county, 8; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Newnan Public School, Newnan, Ga.; name of superintendent, J. E. Witherspoon.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Teachers' institute held at Carrollton Ga., June 29th to July 3d;
name of conductors, E. C. Branson and G. G. Bond.

Number of school libraries, 1; value, \$60.

LXXXIX

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CRAWFORD.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
9	16	25	6	11	17	15	27	42

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
18	1	19	4	4	8	3	12	15

Number of normal trained teachers—white, 1; colored, 0; total 1

SCHOOLS.

Number of white schools, 23; colored, 15; total... 38

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
593	527	1,120	404	519	923	997	1,046	2,043

CRAWFORD—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		923	.....	.....	368	.....	.....	1,291

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 06
Amount of average monthly cost paid by the State.....		80

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 31 00	\$ 20 00	\$ 31 00	\$ 18 00	\$ 31 00	\$ 15 00

Number of visits made by the commissioner during the year.....	140
Whole number of days schools were kept in operation during the year.....	107
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 500 00
Number of school houses in county not belonging to county board, 38; total estimated value.....	4,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value	

CRAWFORD—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 215 00
Amount treasurer's quarterly checks.....	5,604 95
Amount from any and all other sources, including supplemental checks	
Total receipts... ..	<u>\$ 5,819 95</u>

EXPENDITURES :

Salary of county school commissioner	\$ 525 00
Salary of members of board of education.....	198 00
Postage, printing, and other incidentals.....	72 95
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	5,139 80
Total.....	<u>\$ 5,935 75</u>

Balance remaining on hand due to county school com- missioner.....	\$ 99 20
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 3; number of
private elementary schools, 4.

LOCAL SCHOOL SYSTEM :

Name of local school system and where located, ;
name of superintendent,

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Perry, Houston county ; date, June 15 to 22; names
of conductors, J. W. Frederick and W. B. Bonnell.

Number of school libraries, 0; value, 0.

DADE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	9	22	.....	2	2	13	11	24

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
5		5	10	.....	10	7	2	9

Number of normal trained teachers—white, 3; colored, 0;
total 3

SCHOOLS.

Number of white schools, 20; colored, 2; total..... 22

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
583	581	1,164	30	42	72	613	623	1,236

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		768	.....	.....	48	.....	.....	816

MONTHLY COST.

Average monthly cost per pupil
Amount of average monthly cost paid by the State

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
.....					

Number of visits made by the commissioner during the year
Whole number of days schools were kept in operation during the year ... 100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 3; total value\$ 3,500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc 250 00
Number of school houses in county not belonging to county board, 0; total estimated value..... 575 00
Number of school houses in cities and towns belonging to county board, 3; total estimated value\$ 3,500 00
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....

DADE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks from State school commissioner	\$ 2,656 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 2,656 00</u>

EXPENDITURES:

Salary of county school commissioner	\$ 175 00
Salary of members of board of education ...	72 00
Postage, printing, and other incidentals, expert....	25 00
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	2,384 00
Total	<u>\$2,656 00</u>

Balance remaining on hand

Total amount of salaries credited to teachers during
the year, as per itemized statements ...

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; num-
ber of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located,;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location, Trenton Masonic
Institute, Trenton.

TEACHERS' INSTITUTE:

Where held, Trenton; date, June 21st, 1896; name of conductor,
Miss Mabel Head.

Number of school libraries, 0; value, 0.

DAWSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
16	14	30	1	.....	1	17	14	31

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
10		10	9	.....	9	11	1	12

Number of trained normal teachers—white, 0; colored, 0;
 total 0-

SCHOOLS.

Number of white schools, 30; colored, 1; total 31

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
789	769	1,558	41	27	68	830	796	1,626

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....								731

MONTHLY COST.

Average monthly cost per pupil.....	\$ 1 00
Amount of average monthly cost paid by the State.....	78½

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$.....	\$.....	\$.....	\$.....	\$.....	\$.....

Teachers of all grades paid alike on an average attendance.

Number of visits made by the commissioner during the year	31
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 31; colored, 1; total, 32; total value.....	\$ 12,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 400 00
Number of school houses in county not belonging to county board, 0; total estimated value	
Number of school houses in cities and towns belonging to county board, 1; total estimated value	400 00
Number of school houses in cities and towns not belonging to the county board; 0; total estimated value... ..	

XCVII

www.libbook.com.cn DAWSON—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	73 25
Amount treasurer's quarterly checks	3,348 95
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 3,422 20</u>

EXPENDITURES:

Salary of county school commissioner	\$ 150 00
Salary of members of board of education	171 50
Postage, printing, and other incidentals	22 66
Amount expended in the purchase of school supplies and buildings	188 60
Amount paid to teachers	2,872 04
Total	<u>\$ 3,404 80</u>
Balance remaining on hand	<u>\$ 17 40</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>2,872 04</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located, ;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, date, name of
conductor,

Number of School Libraries, 0; value, \$

DECATUR.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
34	30	64	18	18	36	52	48	100

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
23	3	26	24	5	29	17	28	45

Number of normal trained teachers—white, 12; colored, 3; total..... 15

SCHOOLS.

Number of white schools, 73; colored, 44; total..... 117

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,392	1,425	2,817	1,217	1,382	2,599	2,609	2,807	5,416

DECATUR—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
808	873	1,681	666	996	1,662	1,474	1,869	3,343

MONTHLY COST.

Average monthly cost per pupil	\$	1 00
Amount of average monthly cost paid by the State		95

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 44 00	\$ 39 00	\$ 25 00	\$ 18 00	\$ 18 00	\$ 14 00

Number of visits made by the commissioner during the year.....	188
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 117; total estimated value	\$ 15,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to county board, 8; total estimated value.....	10,000, 00

DECATUR—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	16,480 59
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 16,480 59</u>

EXPENDITURES:

Salary of county school commissioner	\$ 600 00
Salary of members of board of education	62 00
Postage, printing, and other incidentals	74 94
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	15,743 65
Total	<u>\$ 16,480 59</u>

Balance remaining on hand

Total amount of salaries credited to teachers during
the year, as per itemized statements \$15,743 65

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located.....
name of superintendent.....

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Where held, Bainbridge; date, 4th week in August; name of
conductor, C. W. Smalling.

Number of school libraries, 0; value, 0.

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DeKALB.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
22	58	80	1	25	26	23	83	106

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored	Total.	White	Colored.	Total.
41	0	41	34	13	47	2	13	15

Number of normal trained teachers—white, 7; colored, 0;
total 7

SCHOOLS.

Number of white schools, 60; colored, 20; total..... 80

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,413	1,218	2,631	595	545	1,140	2,008	1,763	3,761

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		2,800	.....	.....	365	.....	.....	2,665

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 10
Amount of average monthly cost paid by the State.....		\$6½

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$26 74		\$27 00	\$26 00	\$16 20	\$14 38

Number of visits made by the commissioner during the year.....	45
Whole number of days schools were kept in operation during the year.....	7,265
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value	600 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	\$
Number of school houses in county not belonging to county board, 79; total estimated value.....	\$ 6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	10,800 09
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

DeKALB—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 26 71
Amount treasurer's quarterly checks	11,045 25
Amount from any and all other sources, including supplemental checks.....	

Total receipts	<u>\$ 11,071 96</u>
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EXPENDITURES :

Salary of county school commissioner.....	\$ 696 00
Salary of members of board of education.....	84 00
Postage, printing, and other incidentals.....	75 47
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	10,394 33

Total	<u>\$ 11,249 80</u>
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Balance remaining on hand due commissioner, over-
paid.....\$

Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 10,396 33</u>
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PRIVATE SCHOOLS :

Number of private high schools in the county, 4; number of
private elementary schools, 2.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
; name of superintendent,

COLLEGES :

Name of colleges in county and their location, Agnes Scott, De-
catur.

TEACHERS' INSTITUTE :

Where held, Decatur, Ga.; date, September, 1896; name of
conductor, E. H. Stevens, John Mable, A. J. Beck.

Number of school libraries 2; value, \$100.

CIV

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DODGE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
21	27	48	7	17	24	28	44	72

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
25	6	31	13	19	32	10	8	18

Number of normal trained teachers—white, 0; colored 0:
total..... 0

SCHOOLS.

Number of white schools, 48; colored, 24; total,..... 72

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
856	832	1,688	475	577	1,052	1,331	1,409	2,740

DODGE—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
484	475	909	298	406	704	732	881	1,613

MONTHLY COST.

Average monthly cost per pupil	1 16
Amount of average monthly cost paid by the State	78

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 21 70	\$ 22 98	\$ 18 81	\$ 17 20	\$ 15 42	\$ 14 87

Number of visits made by the commissioner during the year	106
Whole number of days schools were kept in operation during the year, including institute work.....	110
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total 1; total value.....	\$250 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	250 00
Number of school houses in county not belonging to county board, 66; total estimated value.....	14,850 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

DODGE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	
Amount of treasurer's quarterly checks	\$ 7,063 30
Amount from any and all other sources, including supplemental checks	
Total receipts.....	\$ 7,063 30

EXPENDITURES :

Salary of county school commissioner	\$ 600 00
Salary of members of board of education.....	130 00
Postage, printing, and other incidentals	60 92
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	6,272 38
Total.....	\$ 7,063 30
Balance remaining on hand.....	
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 6,272 38

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
name of superintendent,

COLLEGES :

Name of colleges in county and their location.....

TEACHERS' INSTITUTE :

Where held, Abbeville; date, June 29th, 1896; name of conductors, W. B. Merrett and R. J. Prentiss.

Number of school libraries: 0; value, 0.

CVII

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DOOLY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
22	38	60	11	18	29	33	56	89

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
29	4	33	22	10	32	9	15	24

Number of normal trained teachers—white, 10; colored, 2;
total 12

SCHOOLS.

Number of white schools, 48; colored, 27; total, 75

ENROLLMENT.

Number of pupils admitted during the year for county :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,175	1,180	2,355	871	947	1,818	2,046	2,127	4,173

CVIII

DOOLY—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,515	.....	.....	1,043	.....	.....	2,558

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 11
Amount of average monthly cost paid by the State.....		91

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 34 00	\$ 25 00	\$ 27 00	\$ 20 00	\$ 20 00	\$ 16 00

Number of visits made by the commissioner during the year.....	75
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 4; colored, 0; total, 4; total value.....	\$ 500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,850 00
Number of school houses in county not belonging to county board, 40; total estimated value.....	12,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value.....	\$ 3,000 00

DOOLY—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 670 88
Amount treasurer's quarterly checks	11,734 00
Amount from any and all other sources, including supplemental checks.....	204 00
Total receipts	<u>\$ 12,608 88</u>

EXPENDITURES:

Salary of county school commissioner	\$ 615 00
Salary of members of board of education	70 00
Postage, printing, and other incidentals.....	77 60
Amount expended in the purchase of school supplies and buildings	672 21
Amount paid to teachers..	10,970 56
Total.....	<u>\$ 12,405 37</u>
Balance remaining on hand.....	<u>\$ 203 51</u>
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 11,250 00</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of private elementary schools, 10.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Vienna City Schools, Vienna, Ga.; name of superintendent, H. J. Lawrence.

COLLEGES:

Name of colleges in county, and their location, none.

TEACHERS' INSTITUTE:

Where held, Hawkinsville, Ga.; Date, April 29th, 1896; name of conductors, Evans, Rooney, and others.

Number of school libraries, 1; value, \$175.00.

DOUGHERTY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	7	10	14	18	32	17	25	42

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
9	4	13	.....	17	17	1	11	12

Number of normal trained teachers—white, 5 ; colored, 5 ;
total..... 10

SCHOOLS.

Number of white schools, 4 ; colored, 25 ; total 29

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
157	180	337	936	1,060	1,996	1,193	1,240	2,433

DOUGHERTY—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
112	180	242	706	788	1,495	818	919	1,737

MONTHLY COST.

Average monthly cost per pupil,.....\$	76.
Amount of average monthly cost paid by the State.....	76.

TEACHERS' SALARIES.

Average monthly salaries paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 53 30	\$ 32 50	\$	\$ 26 50	\$	\$ 23 00

Number of visits made by the commissioner during the year.....	68.
Whole number of days schools were kept in operation during the year	100.
Number of school houses in the county belonging to the county board of education—white, 2; colored, 8; total 10; total value	\$ 5,500 00.
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,200 00.
Number of school houses in county not belonging to county board, 0; total estimated value.....	\$
Number of school houses in cities and towns belonging to county board, 1; total estimated value	5,000 00.
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

DOUGHERTY—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 1,709 63
Amount treasurer's quarterly checks	6,905 00
Amount from any and all other sources, including supplemental checks.....	203 00
Total receipts.....	8,817 63

EXPENDITURES :

Salary of county school commissioner	500 00
Salary of members of board of education	111 00
Postage, printing and other incidentals	257 22
Amount expended in the purchase of school supplies and buildings.....	526 90
Amount paid to teachers.....	6,678 29
Total.....	8,072 41
 Balance remaining on hand.....	 744 22
Total amount of salaries credited to teachers during the year, as per itemized statements .	6,678 29

PRIVATE SCHOOLS :

Number of private high schools in the county, 2;
 number of private elementary schools, 1.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located:
, name of superintendent:

COLLEGES :

Name of colleges in county, and their location

TEACHERS' INSTITUTE :

Where held: Albany; date, June 8th, 1896; name of conductor,
 E. G. Jones.

Number of school libraries, 1; value, 0.

CXIII

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DOUGLAS.

NUMBER OF TEACHERS.

WHITES.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
21	22	43	6	7	13	27	29	56

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
22	2	24	10	4	14	11	7	18

Number of normal trained teachers—white, 3; colored, 0; total..... 3

SCHOOLS.

Number of white schools, 38; colored, 9; total..... 47

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,046	852	1,898	284	291	575	1,330	1,143	2,473

DOUGLAS—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
608	671	1,274	53	78	103	656.03	749.12	1405.15

MONTHLY COST.

Average monthly cost per pupil	\$	1	20
Amount of average monthly cost paid by the State		81	

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 22 50	\$ 22 50	\$ 17 50	\$ 17 50	\$ 12 50	\$ 12 50

Number of visits made by the commissioner during the year	101
Whole number of days schools were kept in operation during the year	120
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 569 00
Number of school houses in county not belonging to county board, 47; total estimated value	1,590 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value	6,600 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 129 49
Amount treasurer's quarterly checks	4,733 00
Amount from any and all other sources, including supplemental checks	

Total receipts	<u>\$ 4,862 48</u>
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EXPENDITURES:

Salary of county school commissioner	\$ 300 00
Salary of members of board of education.....	42 00
Postage, printing, and other incidentals.....	25 00
Amount expended in the purchase of school supplies and buildings.....	26 00
Amount paid to teachers.....	4,338 35

Total.....	<u>\$ 4,731 35</u>
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Balance remaining on hand.....	131 11
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Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>4,838 35</u>
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PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Douglasville, (corporation) Douglasville; name of superintendent, A. I. Branham, President.

COLLEGES:

Name of colleges in county, and their location, Douglasville College, Douglasville, Ga.

TEACHERS' INSTITUTE:

Where held, Douglasville; date, June 22nd to 27th, 1896; name of conductor, J. W. Marrion.

Number of school libraries, 0; value, 0.

CXVI

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EARLY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
12	10	22	5	10	15	17	20	37

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
12		12	8	5	13	2	10	12

Number of normal trained teachers—white, 3; colored, 0;
total 3

SCHOOLS.

Number of white schools, 21; colored, 19; total 40

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
491	525	1,016	550	671	1,221	1,041	1,196	2,237

EARLY—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
360	420	780	300	325	625	660	745	1,405

MONTHLY COST.

Average monthly cost per pupil	\$1 34
Amount of average monthly cost paid by the State	91

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00		\$ 40 00	\$ 25 00	\$ 30 00	\$ 15 00

Number of visits made by the commissioner during the year	61
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to county board of education—white, 4; colored, 1; total, 5; total value	\$ 1,180 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 1,225 00
Number of school houses in county not belonging to county board, 24; total estimated value	7,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value	7,500 00

CXVIII

EARLY—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks.....	\$ 6,836 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts	<u>\$ 6,836 00</u>

EXPENDITURES:

Salary of county school commissioner	\$ 300 00
Salary of members of board of education.....	106 00
Postage, printing, and other incidentals.....	56 60
Amount expended in the purchase of school supplies and buildings	76 28
Amount paid to teachers.....	6,437 74
Total	<u>\$ 6,976 60</u>

Balance remaining on hand

Total amount of salaries credited to teachers during
the year, as per itemized statements \$ 6,437 74

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of
private elementary schools, 2.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held: Blakely, Ga.; date, June 7th, to 12th, 1896, inclu-
sive; name of conductors, E. C. Branson, — — Ernest.

Number of school libraries, 1; value, \$150 00.

CXIX

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ECHOLS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	3	11	4	0	4	12	3	15

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
3	0	3	3	2	5	5	2	7

Number of normal trained teachers—white, 0; colored, 0; total.....

SCHOOLS.

Number of white schools, 11; colored, 4; total..... 15

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
240	167	407	55	67	122	295	234	529

ECHOLS - CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		187	....	....	71	....	....	249½

MONTHLY COST.

Average monthly cost per pupil.....	\$	\$1 04
Amount of average monthly cost paid by the State.....		99

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 26 66	\$	\$ 20 00	\$ 18 00	\$ 16 00	\$ 12 50

Number of visits made by the commissioner during the year.....	40
Whole number of days schools were kept in operation during the year... ..	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 1; total, 1; total value	75 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 100 00
Number of school houses in county not belonging to county board, 12; total estimated value.....	1,000 0
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 0; total estimated value....	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 494 14
Amount treasurer's quarterly checks.....	1,507 85
Amount from any and all other sources, including supplemental checks	
Total receipts.....	\$ 2,001 99

EXPENDITURES.

Salary of county school commissioner	\$ 189 00
Salary of members of board of education.....	40 00
Postage, printing, and other incidentals.	44 95
Amount expended in the purchase of school sup- plies and buildings ..	
Amount paid to teachers.....	1,233 90
Total.....	\$ 1,507 85
 Balance remaining on hand.....	 \$ 494 14
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 1,233 90

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 1.

LOCAL SCHOOL SYSTEMS:

Name of local school sytem, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,.....

TEACHERS' INSTITUTE:

Where held, Valdosta; date, June 22, 1896; name of conductor
A. W. VanHoose.

Number of school libraries, 0; value, \$ 0.

EFFINGHAM.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
24	7	31	8	6	14	32	13	45

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
18	3	21	6	2	8	7	7	14

Number of normal trained teachers—white, 0; colored, 0;
total 0

SCHOOLS.

Number of white schools, 33; colored, 16; total..... 49

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
434	368	802	288	301	589	722	669	1 391

EFFINGHAM—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
288	289	577	176	186	362	464	477	941

MONTHLY COST.

Average monthly cost per pupil	\$	95
Amount of average monthly cost paid by the State		63

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 20 00	\$ 20 00	\$ 18 00	\$ 18 00	\$ 16 00	\$ 16 00

Number of visits made by the commissioner during the year.....	53
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 600 00
Number of school houses in county not belonging to county board, 43; total estimated value	7,300 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	1,000 00

EFFINGHAM—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 4,964 74
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 4,964 74</u>

EXPENDITURES:

Salary of county school commissioner	\$ 156 87
Salary of members of board of education	102 00
Postage, printing, and other incidentals	91 86
Amount expended in the purchase of school supplies and buildings	182 60
Amount paid to teachers	4,433 08
Total	<u>\$ 4,966 41</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 4,433 08</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Guyton, at Guyton; name of superintendent, mayor and council.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Springfield; date, June 29, 1896; name of conductor, J. O. Culpepper.

Number of school libraries, 0; value, \$

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
15	28	43	17	17	34	32	45	77

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
34	8	42	9	13	22	1	12	13

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 43; colored, 34; total 77

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,192	1,130	2,322	1,156	1,253	2,409	2,348	2,283	4,731

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
705	645	1,349	522	622	1,144	1,226	1,266	2,493

MONTHLY COST.

Average monthly cost per pupil.....	94
Amount of average monthly cost paid by the State.....	69

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 54	\$ 35 32	\$ 13 36	\$ 18 31	\$ 0 27	\$ 8 23

Number of visits made by the commissioner during the year.....	70
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value	\$ 300 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,000 00
Number of school houses in county not belonging to county board..... ; total estimated value	6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value.....	13,000 00

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ELBERT—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	3 74
Amount treasurer's quarterly checks.....		10,986 27
Amount from any and all other sources, including supplemental checks, fine on a teacher		12 50
Total receipts.....	\$	11,002 51

EXPENDITURES:

Salary of county school commissioner, (including five days Inst.)	\$	675 00
Salary of members of board of education, (\$14.00 paid board after spring term on 1895).....		192 00
Postage, printing, and other incidentals, (\$25.00 included for expert).....		96 48
Amount expended in the purchase of school supplies and buildings.....		
Amount paid to teachers		9,750 93
Total	\$	10,714 41
Balance remaining on hand	\$	288 10
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	9,864 28

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,; name of superintendent,

COLLEGES:

Name of colleges in county and their location, John Gibson Institute, Bowman, Ga., (Elberton, Ga.), Elberton Collegiate Institute and Girls' Seminary.

TEACHERS' INSTITUTE:

Where held, Elberton, Ga.; date, July 20th, 1893; name of conductor, Prof. M. L. Parker.

Number of school libraries, 0; value, 0.

EMANUEL.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
41	17	58	25	5	30	66	22	88

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
22	5	27	23	5	28	13	20	33

Number of normal trained teachers—white, 0; Colored, 0;
total

SCHOOLS.

Number of white schools, 57; colored, 88; total..... 90

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,387	1,219	2,606	753	753	1,506	2,140	1,992	4,112

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,298	.....	.....	854	.....	.....	2,147

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 10
Amount of average monthly cost paid by the State		85

TEACHER'S SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 23 92	\$ 23 92	\$ 19 65	\$ 19 65	\$ 15 38	\$ 15 38

Number of visits made by the commissioner during the year	75
Whole number of days schools were kept in operation during the year ..	108
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 50 00
Number of school houses in county not belonging to county board, 80; total estimated value.....	2,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value.....	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 9,826 00
Amount from any and all other sources, including supplemental checks.....	7 95
Total receipts	<u>\$ 9,833 95</u>

EXPENDITURES :

Salary of county school commissioner.....	\$ 450 00
Salary of members of board of education	88 00
Postage, printing and other incidentals.....	82 50
Amount expended in the purchase of school sup- plies and buildings.	
Amount paid to teachers.....	9,213 45
Total.....	<u>\$ 9,833 95</u>

Balance remaining on hand.....	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 11,399 75</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, ;
name of superintendent,

COLLEGES :

Name of colleges in county, and their location

TEACHERS' INSTITUTE :

Where held, Swainsboro, Ga.; Date, August 3, 1897; name of
conductor, C. H. S. Jackson.

Number of school libraries, 1; value, \$70.

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FANNIN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
37	16	53	1	.....	1	38	16	54

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total	White	Colored.	Total.
14		14	23	.....	23	16	1	17

Number of normal trained teachers—white, 0 ; colored. 0 ;
total

SCHOOLS.

Number of white schools, 53 ; colored, 1 ; total..... 54

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,440	1,280	2,720	13	17	30	1,453	1,297	2,750

FANNIN—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,236	.....	.....	11	.....	.....	1,247

MONTHLY COST.

Average monthly cost per pupil.....	\$	91
Amount of average monthly cost paid by the State.....		85

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 25 00	\$.....	\$ 20 00	\$.....	\$ 15 00	\$ 15 00

Number of visits made by the commissioner during the year	65
Whole number of days schools were kept in operation during the year.....	3
Number of school-houses in the county belonging to the county board of education—white, 3; colored, 0; to-3; total value.....	\$ 150 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	
Number of school houses in county not belonging to county board, 51; total estimated value.....	4,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, —; tota estimated value....	1,400 00

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FANNIN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$ 19 43
Amount treasurer's quarterly checks	5,875 04
Amount from any and all sources, including supplemental checks.....	
Total receipts	<u>\$ 5,894 47</u>

EXPENDITURES.

Salary of county school commissioner	\$ 279 00
Salary of members of board of education	120 00
Postage, printing, and other incidentals	53 50
Amount expended in the purchase of school supplies and buildings	179 20
Amount paid to teachers....	5,262 77
Total	<u>\$ 5,894 47</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements ...	<u>5,623 90</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 2; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, :.....
name of superintendent,

COLLEGES:

Name of colleges in county and their location,
.....

TEACHERS' INSTITUTE :

Where held, Morganton; date, 29th of June, 1896; name of conductor, Ernest Neal.

Number of school libraries, 0; value, 0.

FAYETTE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
24	22	46	15	13	28	39	35	74

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
32	16	48	4	10	14	3	9	12

Number of normal trained teachers—white, 6; colored, 14;
total..... 20

SCHOOLS.

Number of white schools, 25; colored, 16; total..... 41

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
967	818	1,785	542	582	1,124	1,509	1,400	2,909

FAYETTE—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
468	297	865	195	210	405	663	607	1,270

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 18
Amount of average monthly cost paid by the State.....		76

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 24 25	\$ 23 78	\$ 15 60	\$ 13 63	\$ 10 89	\$ 4 28

Number of visits made by the commissioner during the year.....	70
Whole number of days schools were kept in operation during the year.....	109
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 600 00
Number of school houses in county not belonging to county board, 42; total estimated value.....	6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	1,500 00

FAYETTE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 7 61
Amount treasurer's quarterly checks	5,457 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 5,464 61</u>

EXPENDITURES:

Salary of county school commissioner	284 00
Salary of members of board of education	78 00
Postage, printing, and other incidentals	62 64
Amount expended in the purchase of school supplies and buildings	247 50
Amount paid to teachers	4,792 47
Total	<u>\$ 5,464 61</u>

Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 4,792 47</u>
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PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,

COLLEGES:

Name of colleges in county, and their location;

TEACHERS' INSTITUTE:

Were held, Fayetteville, Ga.; June 22 to 26, inclusive; conduc-
tor, Morgan L. Parker.

Number of school libraries, 0; value, 0.

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FLOYD.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
40	57	97	15	48	58	55	100	155

GRADES OF TEACHERS

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
56	11	67	19	17	36	22	30	52

Number of normal trained teachers—white, 1; colored, 1;
total 2

SCHOOLS.

Number of white schools, 81; colored, 50; total..... 131

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,987	2,055	4,042	1,082	1,172	2,254	3,069	3,227	6,296

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FLOYD—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		2,059	.....	.....	1,403	.....	.....	3,462

MONTHLY COST.

Average monthly cost per pupil	\$	85
Amount of average monthly cost paid by the State		72

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$19 24	\$ 30 78	\$ 12 49	\$ 15 42	\$ 10 43	\$ 12 22

Number of visits made by the commissioner during the year	31
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

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FLOYD—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks from State school commissioner	\$ 18,094 17
Amount from any and all other sources, including supplemental checks	427 98
Total receipts	<u>\$18,522 15</u>

EXPENDITURES:

Salary of county school commissioner	\$ 648 00
Salary of members of board of education	122 00
Postage, printing, and other incidentals.....	852 07
Amount expended in the purchase of school supplies and buildings	8 00
Amount paid to teachers	16,506 81
Total	<u>\$ 18,130 38</u>
Balance remaining on hand	390 77
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>12,560 90</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; num-
ber of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located, Rome Public
School, Rome, Ga.; name of superintendent, Prof. J. C.
Harris.

COLLEGES:

Name of colleges in county, and their location, Shorter Female
College, Rome Business College, Rome, Ga.

TEACHERS' INSTITUTE:

Where held, Rome, Ga.; date, July 6 to 11, 1896; name of con-
ductor, Prof. Hayes.

Number of school libraries, 0; value, 0.

CXL

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FORSYTH.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
39	24	63	4	6	10	43	30	73

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
11		11	20	1	21	82	9	41

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 55; colored, 9; total..... 64

EMROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,780	1,535	3,315	203	189	392	1,983	1,724	3,707

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
728	657	1,378	86	78	164	808	735	1,543

MONTHLY COST.

Average monthly cost per pupil	\$	1 00
Amount of average monthly cost paid by the State		83

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 28 18		\$ 21 20	\$ 24 41	\$ 18 50	\$ 18 55

Number of visits made by the commissioner during the year.....	82
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 42; total estimated value	\$ 1,940 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value	1,500 00

www.libtool.com.cn FORSYTH—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$	27
Amount treasurer's quarterly checks		6,821 00
Amount from any and all other sources, including supplemental checks.....		

Total receipts	\$	6,821 27
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EXPENDITURES:

Salary of county school commissioner.....	\$	306 00
Salary of members of board of education		74 00
Postage, printing, and other incidentals		38 07
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		6,404 20

Total	\$	6,822 27
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Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	7,718 45
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PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located.....
name of superintendent.....

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Cumming, Ga.; date, from July 6th to 10th inclusive; name of conductor, E. H. Holland.

Number of school libraries, 0; value, 0.

CXLIII

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FRANKLIN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
50	22	72	15	7	22	65	29	94

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
42	3	45	20	11	31	10	8	18

Number of normal trained teachers—white, 11; colored, 5; total 16.

SCHOOLS.

Number of white schools, 52; colored, 19; total... 71

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,160	1,829	3,989	571	497	1,071	2,734	2,326	5,060

FRANKLIN—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,245	848	2,088	337	273	610	1,582	1,116	2,698

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State.....		70

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 20 00	\$ 20 00	\$ 20 00	\$ 20 00	\$ 20 00	\$ 20 00

Number of visits made by the commissioner during the year.....	39
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,200 00
Number of school houses in county not belonging to county board, 71; total estimated value.....	12,600 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 8; total estimated value	8,000 00

FRANKLIN—(CONTINUED).

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 516 56
Amount treasurer's quarterly checks.....	10,042 37
Amount from any and all other sources, including supplemental checks	
Total receipts... ..	<u>\$10,558 93</u>

EXPENDITURES :

Salary of county school commissioner	\$ 365 00
Salary of members of board of education.....	138 00
Postage, printing, and other incidentals.....	97 37
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	9,442 00
Total.....	<u>\$ 10,042 37</u>

Balance remaining on hand	\$ 516 56
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 9,442 00</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEM :

Name of local school system and where located,
name of superintendent,

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Carmsville; date, week beginning June 22, 1896;
name of conductor, J. A. B. Mahaffey.

Number of school libraries, 0; value, 0.

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FULTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
20	20	40	6	13	19	26	33	59

GRADES OF TEACHERS, 1897.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
25	5	30	15	2	17	.....	12	12

Number of normal trained teachers—white, 8; colored, 0;
total 8

SCHOOLS.

Number of white schools, 35; colored, 19; total 54

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,344	1,131	2,475	561	586	1,147	1,905	1,717	3,622

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,301	.....	.....	634	.....	.....	1,935

MONTHLY COST.

Average monthly cost per pupil.....	\$	1	15
Amount of average monthly cost paid by the State.....		1	10

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 45 00	\$ 25 00	\$ 35 00	\$ 22 50	\$ 30 00	\$ 20 00

Number of visits made by the commissioner during the year	
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 5; colored, 0; total, 5; total value.....	\$ 4,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 2,000 00
Number of school houses in county not belonging to county board, 25; total estimated value	10,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value.....	

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FULTON—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	1,755 70
Amount treasurer's quarterly checks	11,461 18
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 13,216 88</u>

EXPENDITURES :

Salary of county school commissioner	\$ 887 00
Salary of members of board of education	214 00
Postage, printing, and other incidentals	441 71
Amount expended in the purchase of school supplies and buildings	800 00
Amount paid to teachers	10,247 69
Total	<u>\$ 12,090 40</u>

Balance remaining on hand March 1st, 1897... ..\$ 1,126 48

Total amount of salaries credited to teachers during
the year, as per itemized statements 10,247 69

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system and where located, Atlanta, East
Point; names of superintendents, W. F. Slaton, M. F. Ramsey.

COLLEGES :

Name of colleges in county, and their location, Southern Female
College, white; Atlanta University, Clark University, Spellman Sem-
inary, Atlanta Baptist Seminary, Morris-Brown College, colored.

TEACHERS' INTITUTE :

Where held, Atlanta; date, July 20th to 24th inclusive; name of
conductor, Mrs. M. C. Thomas.

Number of school libraries, 0; value, \$

CXLIX

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GILMER

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
40	21	61	1	.....	1	41	21	62

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17		17	37	1	38	7	.....	7

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 53; colored, 1; total, 54

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,593	1,540	3,133	12	10	22	1,605	1,550	3,155

GILMER—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,388	.....	.....	18	....	....	1,406

MONTHLY COST.

Average monthly cost per pupil.....	\$	81
Amount of average monthly cost paid by the State.....		81

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 20 00	\$	\$ 18 00	\$	\$ 16 00	\$

Number of visits made by the commissioner during the year.....	54
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1—Ellijay Seminary; total estimated value	\$ 5,000 00

CLL

GILMER—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		8,056 75
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	<u>6,056 75</u>

EXPENDITURES :

Salary of county school commissioner	\$	284 00
Salary of members of board of education		146 00
Postage, printing, and other incidentals.....		101 34
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers..		5,525 41
Total.....	\$	<u>6,056 75</u>
Balance remaining on hand.....	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	<u>5,525 41</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 2.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
..... ;..... name of superintendent,

COLLEGES :

Name of colleges in county, and their location, none.

TEACHERS' INSTITUTE :

Where held, Jasper, Ga. ; Date, July 6th to 10th ; name o
conductors, E. C. Branson and D. L. Ernest.

Number of school libraries, 0 ; value, \$

CLII

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GLASCOCK.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	6	14	3	4	7	11	10	21

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
5	2	7	7	2	9	2	2	4

Number of normal trained teachers—white, 2; colored 2:
total..... 4

SCHOOLS.

Number of white schools, 14; colored, 7; total. 21

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
391	373	764	186	180	366	577	553	1,130

GLASCOCK—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....					...			487

MONTHLY COST.

Average monthly cost per pupil	1 50
Amount of average monthly cost paid by the State	1 50

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 20 55	\$ 20 38	\$ 16 78	\$ 15 70	\$ 16 00	\$ 16 00

Number of visits made by the commissioner during the year	2
Whole number of days schools were kept in operation during the year	108
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total 0; total value.	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	
Number of school houses in county not belonging to county board, 21; total estimated value.	\$ 2,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value. . . .	

GLASCOCK—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount of treasurer's quarterly checks	\$ 2,533 12
Amount from any and all other sources, including supplemental checks	
Total receipts.....	\$ 2,533 12

EXPENDITURES:

Salary of county school commissioner	\$ 150 00
Salary of members of board of education	150 00
Postage, printing, and other incidentals	33 46
Amount expended in the purchase of school supplies and buildings	30 00
Amount paid to teachers	2,169 47
Total.....	\$ 2,532 98
Balance remaining on hand.....	19
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 2,437 65

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Were held, Tennesse; August, 1896; name of conductor, G. G. Bond.

Number of school libraries: 0; value, 0.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
33	31	64	4	4	8	37	35	72

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored	Total.	White	Colored.	Total.
14	2	16	10	.....	10	39	6	45

Number of normal trained teachers—white, 3 ; colored, 2;
total 5

SCHOOLS.

Number of white schools, 48; colored, 8; total..... 56

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,908	1,740	3,648	217	236	453	2,144	1,957	4,101

CLVI

GORDON—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
963	965	1,928	119	114	234	1,082	1,082	2,163

MONTHLY COST.

Average monthly cost per pupil.....	\$	93
Amount of average monthly cost paid by the State.....		80

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$25 00	\$22 00	\$25 00	\$22 00	\$25 00	\$22 00

Number of visits made by the commissioner during the year	40
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	\$
Number of school houses in county not belonging to county board, 54; total estimated value.....	\$ 3,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 7; total estimated value....	10,000 00

CLVII

GORDON—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 441 45
Amount treasurer's quarterly checks	9,087 64
Amount from any and all other sources, including supplemental checks	
Total receipts	\$ 9,529 09

EXPENDITURES:

Salary of county school commissioner.....	\$ 501 00
Salary of members of board of education.....	182 00
Postage, printing, and other incidentals.....	68 32
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	8,652 52

Total..... \$ 9,398 84

Balance remaining on hand.....\$ 120 25

**Total amount of salaries credited to teachers during
the year, as per itemized statements**\$ 8,696 77

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of
private elementary schools, 9.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county and their location, Fairmount Col-
lege, Fairmount; Calhoun Collegiate Institute, Calhoun.

TEACHERS' INSTITUTE:

Where held, Calhoun; date, June 29 to July 3; name of con-
ductor, Prof. Jno. W. Glenn.

Number of school libraries 0; value, 0.

CLVIII

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GREENE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
19	26	45	22	22	44	41	48	89

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored	Total.	White	Colored.	Total.
22	12	34	16	25	41	7	7	14

Number of normal trained teachers—white, 0; colored,
0; total.....

SCHOOLS.

Number of white schools, 30; colored, 38; total..... 68

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total	Male.	Female.	Total.	Male.	Female.	Grand Total.
730	707	1,437	1,215	1,378	2,593	1,945	2,085	4,030

CLIX

www.libbooksonline.com GREENE—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
550	512	1,062	662	734	1,396	1,212	1,246	2,458

MONTHLY COST.

Average monthly cost per pupil	\$ 1 25
Amount of average monthly cost paid by the State.....	85½

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 80 00	\$ 30 00	\$ 20 00	\$ 20 00	\$ 16 00

Number of visits made by the commissioner during the year.....	160.
Whole number of days schools were kept in operation during the year	100.
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 800 00
Number of school houses in county not belonging to county board, 48; total estimated value	\$ 7,500 00.
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to county board, 0; total estimated value.....	

www.libtool.com.cn GREENE—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 27 04
Amount treasurer's quarterly checks	11,123 06
Amount from any and all other sources, including supplemental checks	440 00
Total receipts	<u>\$ 11,590 10</u>

EXPENDITURES:

Salary of county school commissioner	\$ 452 97
Salary of members of board of education	104 00
Postage, printing, and other incidentals	74 93
Amount expended in the purchase of school supplies and buildings	115 15
Amount paid to teachers	10,512 65
Total	<u>\$ 11,295 60</u>
Balance remaining on hand....	<u>330 80</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>10,984 80</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located.....
name of superintendent.....

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Where held, Madison; date, June 29 to July 4; name of conductor, Lawton B. Evans.

Number of school libraries, 1; value, \$50.

GWINNETT.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
65	15	80	14	10	24	79	25	104

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
86	2	88	30	2	32	14	20	34

Number of normal trained teachers—white, 6; colored, 1;
total..... 7

SCHOOLS.

Number of white schools, 80; colored, 24; total 104

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,504	2,978	5,477	502	541	1,043	3,006	3,514	6,520

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,141	1,342	2,483	185	201	386	1,326	1,543	2,869

MONTHLY COST.

Average monthly cost per pupil,	\$	1 15
Amount of average monthly cost paid by the State.....		81

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 35 00	\$ 25 00	\$ 30 00	\$ 20 00	\$ 25 00	\$ 15 00

Number of visits made by the commissioner during the year.....	208
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	2,500 00
Number of school houses in county not belonging to county board, 104; total estimated value.....	\$ 25,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	2	45
Amount treasurer's quarterly checks		13,191	00
Amount from any and all other sources, including supplemental checks.....			
Total receipts.....		13,193	45

EXPENDITURES :

Salary of county school commissioner	400	00
Salary of members of board of education	78	00
Postage, printing and other incidentals	83	64
Amount expended in the purchase of school supplies and buildings.....		
Amount paid to teachers.....	12,631	81
Total.....	13,193	45
Balance remaining on hand.....		
Total amount of salaries credited to teachers during the year, as per itemized statements .	14,461	87

PRIVATE SCHOOLS :

Number of private high schools in the county, 4;
 number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located: Lawrenceville-
 Lawrenceville, Ga. ; name of superintendent: Prof. R. John
 ston.

COLLEGES :

Name of colleges in county, and their location, Perry Rainey,
 Auburn, Ga.

TEACHERS' INSTITUTE :

Where held: Lawrenceville; date, June 29th, 1896; name of
 conductor, Prof. R. Johnston.

Number of school libraries, 1 ; value, \$60.00.

HABERSHAM.**NUMBER OF TEACHERS.**

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
34	18	47	5	4	9	39	17	56

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
19	8	22	26	2	28	4	2	6

Number of normal trained teachers—white, 5; colored, 1;
total 6

SCHOOLS.

Number of white schools, 47; colored, 9; total 56

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,380	1,171	2,551	218	229	447	1,598	1,400	2,998

HABERSHAM—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
825	701	1,526	102	107	210	927	808	1,736

MONTHLY COST.

Average monthly cost per pupil	\$	1 00
Amount of average monthly cost paid by the State		67

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 23 24	\$ 23 24	\$ 19 37	\$ 19 37	\$ 15 49	\$ 15 49

Number of visits made by the commissioner during the year.....	41
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 500 00
Number of school houses in county not belonging to county board, 25; total estimated value	3,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 6; total estimated value ...	9,000 00

HABERSHAM—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 20 21
Amount treasurer's quarterly checks	7,541 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 7,561 21</u>

EXPENDITURES:

Salary of county school commissioner	\$ 360 00
Salary of members of board of education	128 00
Postage, printing, and other incidentals	75 58
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	<u>6,957 32</u>
Total	<u>\$ 7,520 90</u>
Balance remaining on hand	\$ 40 31
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>10,914 82</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Toccoa, in Toccoa city; name of superintendent, N. A. Fesenden.

COLLEGES:

Name of colleges in county, and their location, Demorest, in central part of county; Providence, in northwestern part of county.

TEACHERS' INSTITUTE:

Where held, Gainesville, Ga.; date, July 1896; name of conductors, G. G. Bond and Chas. Lane.

Number of school libraries, 1; value, \$100.00.

CLXVII

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HALL.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
37	29	66	7	4	11	44	33	77

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
31	2	33	16	1	17	19	8	27

Number of normal trained teachers—white, 20; colored, 2;
total..... 22

SCHOOLS.

Number of white schools, 66; colored, 11; total 77

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,190	1,785	3,975	288	236	524	2,478	2,021	4,499

HALL—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,101	921	2,022	164	147	311	1,265	1,068	2,333

MONTHLY COST.

Average monthly cost per pupil	1 00
Amount of average monthly cost paid by the State	97

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 34 86	\$ 34 86	\$ 29 05	\$ 29 05	\$ 23 24	\$ 23 24

Number of visits made by the commissioner during the year	
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 8; colored, 0; total, 8; total value	\$ 600 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	2,000 00
Number of school houses in county not belonging to county board, 60; total estimated value	10,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 7; total estimated value	80,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 93 46
Amount treasurer's quarterly checks.....	12,637 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts.....	<u>\$12,730 46</u>

EXPENDITURES:

Salary of county school commissioner.....	\$ 675 00
Salary of members of board of education.....	118 00
Postage, printing, and other incidentals.....	198 56
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers.....	11,356 90
Total.....	<u>\$12,348 46</u>
Balance remaining on hand.....	\$ 382 00
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u><u>\$11,836 90</u></u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 8; number of private elementary schools, 5.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Gainesville; Gainesville; name of superintendent, J. W. Marion

COLLEGES:

Name of colleges in county and their location, Georgia Female Seminary, Gainesville.

TEACHERS' INSTITUTE:

Where held, Gainesville; date,; name of conductors, G. G. Bond and A. W. Lane.

Number of school libraries, 1; value, \$150.

HANCOCK.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
5	35	40	24	12	36	29	47	76

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
26	11	37	9	13	22	5	12	17

Number of normal trained teachers—white, 0; colored,
0; total.....

SCHOOLS.

Number of white schools, 83; colored, 30; total..... 63

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
414	506	920	989	1,162	2,151	1,383	1,668	3,071

HANCOCK—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		652	.....	.....	1,284	.....	.....	1,936

MONTHLY COST.

Average monthly cost per pupil.....	\$ 1 00
Amount of average monthly cost paid by the State.....	1 00

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 35 00	\$ 25 00	\$ 25 00	\$ 18 00	\$ 20 00	\$ 15 00

Number of visits made by the commissioner during the year.....	75
Whole number of days schools were kept in operation during the year.....	108
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 500 00
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value.....	18,000 00

HANCOCK—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		10,532 38
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	<u><u>10,532 38</u></u>

EXPENDITURES :

Salary of county school commissioner	\$	525 00
Salary of members of board of education		98 00
Postage, printing, and other incidentals		72 74
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers		9,836 64
Total	\$	<u><u>10,532 38</u></u>

Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements..... 9,836 64

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
 ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location,

TEACHERS' INSTITUTE :

Where held, Sparta, Ga. ; date, ; name of conductor, W. B. Bonnell.

Number of school libraries, 0; value, 0.

CLXXIII

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HARALSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
34	12	46	1	2	3	35	14	49

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total	White	Colored.	Total.	White	Colored.	Total.
25	0	25	16	1	17	6	2	8

Number of normal trained teachers—white, 0; Colored, 0;
total

SCHOOLS.

Number of white schools, 39; colored, 2; total. 41

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,297	1,155	2,442	73	89	162	1,360	1,244	2,604

HARALSON—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		950	....	....	64	....	....	101

MONTHLY COST.

Average monthly cost per pupil.....	\$	95½
Amount of average monthly cost paid by the State.....		90½

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 36 60	\$	\$ 25 22	\$ 27 21	\$ 16 60	\$ 26 61

Number of visits made by the commissioner during the year.....	76
Whole number of days schools were kept in operation during the year.....	108
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value	125 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 600 00
Number of school houses in county not belonging to county board, 22; total estimated value.....	1,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 4; total estimated value.....	5,530

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	46 66
Amount treasurer's quarterly checks.....		6,810 00
Amount from any and all other sources, including supplemental checks.....		
Total receipts.....	\$	<u>6,856 69</u>

EXPENDITURES.

Salary of county school commissioner	\$	357 00
Salary of members of board of education		54 00
Postage, printing, and other incidentals.		44 75
Amount expended in the purchase of school sup- plies and buildings ..		
Amount paid to teachers.....		4,595 67
Amount paid to Tallapoosa Public Schools.		1,691 82
Total.....	\$	<u>6,743 24</u>

Balance remaining on hand.....	\$	113 45
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	<u>4,595 67</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Tallapoosa Public Schools, Tallapoosa, Ga.; name of superintendent, B. F. Pickett.

COLLEGES:

Name of colleges in county, and their location, Hamilton College, Bremen.

TEACHERS' INSTITUTE:

Where held, Rockmart, June 22 to 26, 1896; name of conductor, J. S. Tomlin.

Number of school libraries, 0; value, \$ 0.

HARRIS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
21	20	41	18	31	44	34	51	85

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
21	1	22	12	.....	12	8	43	51

Number of normal trained teachers—white, 1; colored, 0;
 total 1

SCHOOLS.

Number of white schools, 41; colored, 44; total 85

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
773	688	1,456	1,319	1,564	2,888	2,092	2,247	4,339

CLXXVII

HARRIS—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
496	497	993	602	822	1,514	1,188	1,319	2,507

MONTHLY COST.

Average monthly cost per pupil	\$1 63
Amount of average monthly cost paid by the State	74

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 31 35	\$ 28 78	\$ 23 77	\$	\$ 16 72	\$ 19 38

Number of visits made by the commissioner during the year	80
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,200 00
Number of school houses in county not belonging to county board, 85; total estimated value.....	8,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 6; total estimated value	5,500 00

(12)

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 18 23
Amount treasurer's quarterly checks	9,955 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 9,973 23</u>

EXPENDITURES:

Salary of county school commissioner	\$ 600 00
Salary of members of board of education	142 00
Postage, printing, and other incidentals	64 27
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	9,149 73
Total	<u>\$ 9,955 00</u>
Balance remaining on hand	<u>\$ 18 23</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 9,149 78</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Warm Springs; date, June 15th, 1896; name of conductors, E. C. Bronson and D. L. Earnest.

Number of school libraries, 0; value, 0.

HART.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
30	20	50	12	11	23	42	31	73

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
30	4	34	12	9	21	8	10	18

Number of normal trained teachers—white, 0; colored,
0; total.....

SCHOOLS.

Number of white schools, 37; colored, 17; total, 54, including 7 line schools.

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,157	1,004	2,161	478	468	946	1,635	1,472	3,107

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
548	420	968	170	174	344	718	594	1,312

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 25
Amount of average monthly cost paid by the State		70

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 32 00	\$ 32 00	\$ 28 00	\$ 28 00	\$ 24 00	\$ 24 00

Number of visits made by the commissioner during the year	2
Whole number of days schools were kept in operation during the year ..	105
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,000 00
Number of school houses in county not belonging to county board, 30; total estimated value.....	1,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value.....	5,000 00

HART—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	7 24
Amount treasurer's quarterly checks	\$ 7,375 04
Amount from any and all other sources, including supplemental checks.....	
Total receipts	\$ 7,382 28

EXPENDITURES :

Salary of county school commissioner.....	\$ 441 00
Salary of members of board of education	90 00
Postage, printing and other incidentals.....	85 19
Amount expended in the purchase of school sup- plies and buildings.	
Amount paid to teachers.....	6,765 15
Total.....	\$ 7,381 34

Balance remaining on hand.....	94
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 7,365 04
Amount paid J. W. McFarland additional on 3rd quarter	6 30

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, ;
name of superintendent,

COLLEGES :

Name of colleges in county, and their location

TEACHERS' INSTITUTE :

Where held, Hartwell; date, June 29th, 1897; name of conductor, B. T. Hunter.

Number of school libraries, 0; value, 0.

HEARD.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
34	16	50	15	5	20	49	21	70

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total	White	Colored.	Total.
22	5	27	14	10	24	14	5	19

Number of normal trained teachers—white, 10 ; colored. 5 ;
total 15

SCHOOLS.

Number of white schools, 40 ; colored, 16 ; total 56

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,092	946	2,038	601	594	1,195	1,693	1,540	3,233

CLXXXIII

HEARD—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
580	540	1,037	257	240	497	787	747	1,534

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 08
Amount of average monthly cost paid by the State.....		89

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 29 21	\$ 24 32	\$ 18 07	\$ 24 80	\$ 16 54	\$ 25 80

Number of visits made by the commissioner during the year	56
Whole number of days schools were kept in operation during the year.....	100
Number of school-houses in the county belonging to the county board of education—white, 2; colored, 0; to-2; total value.....	\$ 50 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	100 00
Number of school houses in county not belonging to county board, 36; total estimated value.....	1,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	2,000 00

HEARD—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		7,243 02
Amount from any and all other sources, including supplemental checks.		
Total receipts	\$	<u>7,243 02</u>

EXPENDITURES.

Salary of county school commissioner	\$	200 00
Salary of members of board of education		86 00
Postage, printing, and other incidentals		67 99
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		<u>6,889 03</u>
Total.....	\$	<u>7,243 02</u>

Balance remaining on hand		
Total amount of salaries credited to teachers during the year, as per itemized statements		<u>6,889 03</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 1; number of
private elementary schools, 6.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location,
.....

TEACHERS' INSTITUTE :

Where held, Carrollton; date, June 29th, 30th; July 1st, 2d, 3d;
name of conductors, E. C. Branson and G. G. Bond.

Number of school libraries, 1; value, \$15.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
22	23	45	16	9	25	38	32	70

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
19	10	29	24	8	32	1	8	9

Number of normal trained teachers—white, 6; colored, 5;
total..... 11

SCHOOLS.

Number of white schools, 38; colored, 32; total..... 70

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,281	1,082	2,363	910	944	1,854	2,191	2,026	4,217

HENRY—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
Not shown	on	blanks.	Not shown	on	blanks.	on	blanks.	2,259

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 25
Amount of average monthly cost paid by the State.....		68

TEACHERS' SALARIES.

Average monthly salaries paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 35 37	\$ 81 50	\$ 27 77	\$ 21 25	\$ 22 50	\$ 18 33

Number of visits made by the commissioner during the year.....	59
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$
Number of school houses in county not belonging to county board, 30; total estimated value.....	3,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value....	8,900 00

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HENRY—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		9,978 00
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	<u>9,978 00</u>

EXPENDITURES:

Salary of county school commissioner	450 00
Salary of members of board of education	114 00
Postage, printing, and other incidentals, and institute expenses	78 85
Amount A. T. Green suit	158 75
Amount paid to teachers	<u>9,289 21</u>
Total	\$ <u>10,090 81</u>
Balance due C. S. C. current expenses	<u>112 81</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ <u>9,289 21</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,

COLLEGES:

Name of colleges in county, and their location, ..
..... name of superintendent,

TEACHERS' INSTITUTE:

Were held, Indian Springs; date, June 22 to 26, 1896; names of
conductors, Professors Pound, Ware, and Hayse.

Number of school libraries, 0; value, 0.

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HOUSTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
12	20	32	21	33	54	33	53	86

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
12	2	14	19	10	29	2	41	43

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 25; colored, 33; total..... 58

EMBOLIMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
445	450	895	1,045	1,361	2,406	1,490	1,811	3,301

HOUSTON—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		597	.....	.....	1,479	.....	.....	2,076.

MONTHLY COST.

Average monthly cost per pupil	\$	1 50.
Amount of average monthly cost paid by the State.....		1 25.

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 55 00	\$ 25 00	\$ 35 00	\$ 20 00	\$ 25 00	\$ 15 00

Number of visits made by the commissioner during the year.....	120.
Whole number of days schools were kept in operation during the year	100.
Number of school houses in the county belonging to the county board of education—white, 0; colored 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 500 00
Number of school houses in county not belonging to county board, 58; total estimated value	10,000 00.
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value	5,000 00.

HOUSTON—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 274 34
Amount treasurer's quarterly checks	12,775 00
Amount from any and all other sources, including supplemental checks.....	50 85
Total receipts.....	<u>\$ 13,100 19</u>

EXPENDITURES:

Salary of county school commissioner.....	\$ 552 00
Salary of members of board of education	56 00
Postage, printing, and other incidentals	43 27
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	12,105 17
Total	<u>\$ 12,756 44</u>
Balance remaining on hand	<u>\$ 344 75</u>
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 9,195 00</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 5; number of private elementary schools, 10.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Fort Valley Public School, W. J. Scroggs, superintendent; Perry Public School, W. C. McKenzie, superintendent.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Montezuma Ga.; date, June 25-29; name of conductors, W. C. Monk, J. O. Mangham and Joe Smith.

Number of school libraries, 0; value, 0.

CXCI

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IRWIN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
37	14	51	5	8	13	42	22	64

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17	1	18	32	3	35	2	9	11

Number of normal trained teachers—white, 12; colored, 0;
total 12

SCHOOLS.

Number of white schools, 44; colored, 13; total..... 57

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
875	799	1,674	213	254	467	1,088	1,053	2,141

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
600	577	1,177	149	140	289	749	717	1,466

MONTHLY COST.

Average monthly cost per pupil\$ 1 25
Amount of average monthly cost paid by the State

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$35 00	\$ 30 00	\$ 30 00	\$ 25 00	\$ 25 00	\$ 25 00

Number of visits made by the commissioner during the year 70
Whole number of days schools were kept in operation during the year ... 100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc\$ 200 00
Number of school houses in county not belonging to county board, 65; total estimated value..... 2,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value.... 4,000 00

CXCIII

IRWIN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 4,399 00
Amount from any and all other sources, including supplemental checks	29 79
Total receipts	<u>\$ 4,428 79</u>

EXPENDITURES:

Salary of county school commissioner	\$ 362 50
Salary of members of board of education	78 00
Postage, printing, and other incidentals	130 00
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	3,031 50
Total	<u>\$ 3,602 00</u>
Balance remaining on hand	826 79
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>4,812 78</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; num-
ber of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Abbeville; date, June 29 to July 3; name of con-
ductors, R. J. Prentiss and W. B. Merritt.

Number of school libraries, 0; value, 0.

CXCIV

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JACKSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
60	39	99	17	19	36	77	58	135

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
59	12	71	31	13	44	9	11	20

Number of normal trained teachers—white, 23 ; colored, 4 ; total 27

SCHOOLS.

Number of white schools, 64 ; colored, 24 ; total... 88

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,359	2,116	4,475	931	943	1,874	3,290	3,059	6,349

JACKSON—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
956	1,156	2,112	421	451	872	1,377	1,607	2,984

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 37
Amount of average monthly cost paid by the State.....		78

TEACHERS' SALARIES.—ESTIMATED.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 41 00	\$ 31 00	\$ 28 00	\$ 21 00	\$ 19 00	\$ 19 00

Number of visits made by the commissioner during the year.....	102
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 5,300 00
Number of school houses in county not belonging to county board, 94; total estimated value.....	7,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 5; total estimated value	34,100 00

JACKSON—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 3 54
Amount treasurer's quarterly checks.....	13,321 0)
Amount from any and all other sources, including supplemental checks	
Total receipts.....	<u>\$13,324 54</u>

EXPENDITURES:

Salary of county school commissioner	\$ 615 00
Salary of members of board of education	170 00
Postage, printing, and other incidentals.....	99 67
Amount expended in the purchase of school supplies and buildings	707 65
Amount paid to teachers	11,732 22
Total.....	<u>\$13,324 54</u>

Balance remaining on hand	\$
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$21,144 40</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 3; number of private elementary schools, 10.

LOCAL SCHOOL SYSTEM:

Name of local school system and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location, Martin Institute,
Jefferson; Winder Institute, Winder; Harmony Grove In-
stitute, Harmony Grove.

TEACHERS' INSTITUTE:

Where held, Jefferson; date, June 22-26; name of conductor.
Prof. B. T. Hunter.

Number of school libraries, 0; value, 0.

CXCVII

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JASPER.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
0	14	34	13	7	20	33	21	54

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
16	8	24	11	5	16	6	2	8

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 30; colored, 18; total..... 48

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
660	571	1,231	716	804	1,520	1,376	1,375	2,751

CXCVIII

JASPER—CONTINUED
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total
362	415	777	340	402	742	702	817	1,519

MONTHLY COST.

Average monthly cost per pupil.....	\$	94
Amount of average monthly cost paid by the State.....		94

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 29 87	\$ 21 31	\$ 29 87	\$ 21 31	\$ 29 87	\$ 21 31

Number of visits made by the commissioner during the year	86
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 50 00
Number of school houses in county not belonging to county board, 25; total estimated value .	1,960 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board; 3; total estimated value... ..	1,200 00

CXCIX

JASPER—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	8,487 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 8,487 00</u>

EXPENDITURES:

Salary of county school commissioner	\$ 495 00
Salary of members of board of education	98 00
Postage, printing, and other incidentals	762 94
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	<u>7,181 06</u>
Total	<u>\$ 8,487 00</u>
Balance remaining on hand	<u>\$</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u></u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of
private elementary schools, 11.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located,;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Indian Spring; date, June 22d to 26th; name of
conductors, J. M. Pound, H. A. Hayes, and N. E. Ware.

Number of school libraries, 0; value, \$

JEFFERSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
13	25	38	15	4	19	28	29	57

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	9	24	15	3	18	8	7	15

Number of normal trained teachers—white, 3; colored, 3;
total 6

SCHOOLS.

Number of white schools, 30; colored, 20; total,..... 50

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
760	686	1,446	674	857	1,531	1,434	1,543	2,977

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JEFFERSON—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		942	.....	.....	910	.....	.....	1,852

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 01
Amount of average monthly cost paid by the State.....		1 01

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 94	\$ 26 47	\$ 30 94	\$ 26 47	\$ 30 94	\$ 26 47

Number of visits made by the commissioner during the year.....	
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 800 00
Number of school houses in county not belonging to county board, 50; total estimated value (estimate of my predecessor).....	\$ 17,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value.....	\$ 1,000 00

JEFFERSON - CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		10,161 45
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	<u>10,161 45</u>

EXP. NDITURES :

Salary of county school commissioner	\$	471 00
Salary of members of board of education		152 00
Postage, printing, and other incidentals.....		116 25
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers..		9,422 20
Total	\$	<u>10,161 45</u>

Balance remaining on hand.....\$

Total amount of salaries credited to teachers during the year, as per itemized statements.....\$ 9,422 20

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, Louisville Local System, Louisville; name of superintendent, Rev. J. E. Wright.

COLLEGES :

Name of colleges in county, and their location, none.

TEACHERS' INSTITUTE :

Where held, Tennille; date, August, 1896; name of conductors, Prof. Bond, of Athens.

Number of school libraries, 0; value, \$

JOHNSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
27	6	33	10	4	14	37	10	47

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
23	4	27	6	4	10	4	6	10

Number of normal trained teachers—white, 2; colored 3:
 total..... 5

SCHOOLS.

Number of white schools, 32; colored, 12; total..... 44

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
675	600	1,275	355	394	747	1,030	994	2,024

CCIV

JOHNSON—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		602	....	....	353	....	....	955

MONTHLY COST.

Average monthly cost per pupil	1 27
Amount of average monthly cost paid by the State.....	1 27

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored
\$ 30 00	\$ 30 00	\$ 22 00	\$ 22 00	\$ 18 00	\$ 18 00

Number of visits made by the commissioner during the year	44
Whole number of days schools were kept in operation during the year	108
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total 1; total value.....	100 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	4,000 00
Number of school houses in county not belonging to county board, 43; total estimated value.....	\$ 3,900 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	3,000 00

JOHNSON—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 2 29
Amount of treasurer's quarterly checks	5,577 00
Amount from any and all other sources, including supplemental checks	37 25
Total receipts.....	\$ 5,616 54

EXPENDITURES :

Salary of county school commissioner	\$ 801 50
Salary of members of board of education.....	104 00
Postage, printing, and other incidentals	19 79
Amount expended in the purchase of school supplies and buildings	24 35
Amount paid to teachers	5,166 90
Total.....	\$ 5,616 54
Balance remaining on hand.....	
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 5,361 01

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
 name of superintendent,

COLLEGES :

Name of colleges in county and their location, Nannie Lou Warthen Institute at Wrightsville.

TEACHERS' INSTITUTE :

Were held, combined at Tennille, Washington county; date, August 10th to 14th, 1896; name of conductor, G. G. Bond.

Number of school libraries: 1; value, \$70.00.

JONES.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
9	22	31	9	20	29	18	42	60

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored	Total.	White	Colored.	Total.
22	5	27	9	8	17	0	16	16

Number of normal trained teachers—white, 8; colored, 4;
 total 12

SCHOOLS.

Number of white schools, 31; colored, 29; total. 60

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
413	447	860	705	831	1,536	1,118	1,278	2,396

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....			...					1,482

MONTHLY COST.

Average monthly cost per pupil.....	\$	84
Amount of average monthly cost paid by the State.....		84

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 30 00	\$ 25 00	\$ 20 00	\$ 15 00	\$ 15 00

Number of visits made by the commissioner during the year	60
Whole number of days schools were kept in operation during the year	102
Number of school houses in the county belonging to the county board of education—white, 13; colored, 0; total, 13; total value.....	\$ 2,575 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	800 00
Number of school houses in county not belonging to county board, 10; total estimated value.....	\$ 1,175 00
Number of school houses in cities and towns belonging to county board, 1; total estimated value	350 00
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	450 00

CCVIII

JONES—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		7,310 84
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	7,310 84

EXPENDITURES:

Salary of county school commissioner.....	\$	555 00
Salary of members of board of education.....		28 00
Postage, printing, and other incidentals.....		105 43
Amount expended in the purchase of school supplies and buildings		375 00
Amount paid to teachers.....		6,247 41
Total.....	\$	7,310 84

Balance remaining on hand.....\$

Total amount of salaries credited to teachers during
the year, as per itemized statements \$ 6,753 25

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of
private elementary schools, 10.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county and their location,

TEACHERS' INSTITUTE:

Where held, Clinton; date, June 20th, 21st, 22d, 23d, 24th;
name of conductor, E. L. Ray.

Number of school libraries 0; value, 0.

CCIX

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LAURENS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
42	48	90	19	32	51	61	80	141

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
31	7	38	41	27	68	14	21	35

Number of normal trained teachers—white, 20; colored, 13; total..... 33

SCHOOLS.

Number of white schools, 82; colored, 32; total..... 114

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,095	2,160	3,255	501	963	1,464	1,596	3,123	4,719

LAURENS—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,744	.....	.....	906	1,212	1,246	2,650

MONTHLY COST.

Average monthly cost per pupil	\$	1 40
Amount of average monthly cost paid by the State.....		80

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 30 00	\$ 25 00	\$ 25 00	\$ 20 00	\$ 20 00

Number of visits made by the commissioner during the year.....	1
Whole number of days schools were kept in operation during the year, five calendar months	
Number of school houses in the county belonging to the county board of education—white, 11; colored, 0; total, 11; total value.....	\$ 3,600 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,500 00
Number of school houses in county not belonging to county board, 80; total estimated value	
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to county board, 6; total estimated value.....	7,000 00

LAURENS—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 20 43
Amount treasurer's quarterly checks.....	11,199 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 11,219 48</u>

EXPENDITURES :

Salary of county school commissioner	\$ 330 00
Salary of members of board of education.....	70 00
Postage, printing, and other incidentals	63 85
Amount expended in the purchase of school supplies and buildings and institute.....	130 00
Amount paid to teachers.....	10,617 09
Total	<u>\$ 11,210 94</u>
Balance remaining on hand.....	<u>8 49</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	

PRIVATE SCHOOLS :

Number of private high schools in the county, 3; number of private elementary schools, 9.

LOCAL SCHOOL SYSTEMS :

Name of local school system and where located, Dublin city schools, Dublin, Ga.; name of superintendent, W. E. Thompson.

COLLEGES :

Name of colleges in county and their location.....

TEACHERS' INSTITUTE :

Where held, Hawkinsville, Ga.; date, May 5-10; name of conductor, E. S. Branson.

Number of school libraries, 3; value, \$600.00.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
6	9	15	10	10	20	16	19	35

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	3	18	.....	5	5	.....	12	12

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 15; colored, 20; total 35

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
190	172	362	579	713	1,292	769	885	1,654

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
165	142	307	335	433	768	500	575	1075

MONTHLY COST.

Average monthly cost per pupil,.....\$

Amount of average monthly cost paid by the State.....

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$	\$ 33 00	\$	\$ 25 00	\$	\$ 20 00

Number of visits made by the commissioner during the year.....	48
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total 1; total value	\$ 415 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	140 00
Number of school houses in county not belonging to county board, 2; total estimated value.....	\$ 50 00
Number of school houses in cities and towns belonging to county board, 2; total estimated value	450 00
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	1,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 515 79
Amount treasurer's quarterly checks.....	5,693 76
Amount from any and all other sources, including supplemental checks.....	
Total receipts.....	6,209 55

EXPENDITURES :

Salary of county school commissioner	432 00
Salary of members of board of education	62 00
Postage, printing and other incidentals	62 75
Amount expended in the purchase of school supplies and buildings.....	622 04
Amount paid to teachers.....	4,710 57
Total	5,889 36
Balance remaining on hand.....	320 19
Total amount of salaries credited to teachers during the year, as per itemized statements	6,938 11

PRIVATE SCHOOLS :

Number of private high schools in the county, 0;
number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located:
..... name of superintendent:

COLLEGES :

Name of colleges in county, and their location,

TEACHERS' INSTITUTE :

Where held: Americus, Ga; date, June 15th, 1896; name of conductor, H. A. Hays.

Number of school libraries, 0; value, \$

LIBERTY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
22	9	31	21	9	30	43	18	61

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
8		8	6	4	10	17	26	43

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 30; colored, 33; total..... 63

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
532	429	961	649	767	1,416	1,181	1,196	2,384

LIBERTY—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		663	.....	.....	952	.....	.....	1,615

MONTHLY COST.

Average monthly cost per pupil	
Amount of average monthly cost paid by the State	68

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 35 00	\$	\$ 25 00	\$ 23 00	\$ 18 00	\$ 16 00

Number of visits made by the commissioner during the year.....	215
Whole number of days schools were kept in operation during the year.....	103
Number of school houses in the county belonging to the county board of education—white, 1; colored, 7; total, 8; total value	\$ 900 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	100 00
Number of school houses in county not belonging to county board, 56; total estimated value about.....	6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	\$ 8,138 60
Amount from any and all other sources, including supplemental checks	

Total receipts	\$ 8,138 60
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EXPENDITURES:

Salary of county school commissioner	\$ 394 50
Salary of members of board of education	80 00
Postage, printing, and other incidentals	46 25
Amount expended in the purchase of school supplies and buildings	493 09
Amount paid to teachers	6,653 37
Total.....	\$ 7,667 21

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 6,653 37

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located

name of superintendent.....

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Hinesville, Ga.; date, 10th to 15th of August; name of conductor, D. I. Earnest.

Number of school libraries, 0; value, 0.

LINCOLN.

NUMBER OF TEACHERS.

WHITE			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
11	8	19	8	5	13	19	13	32

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
13	1	14	6	6	12	.....	6	32

Number of normal trained teachers—white, 1; colored,
2; total..... 3

SCHOOLS.

Number of white schools, 19; colored, 12; total..... 31

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
277	344	621	334	297	631	680	588	1,268

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
346	291	637	277	314	597	623	685	1,228

MONTHLY COST.

Average monthly cost per pupil.....\$	51
Amount of average monthly cost paid by the State	51

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 25 60	\$ 25 00	\$ 15 20	\$ 16 70	\$	\$ 11 50

Number of visits made by the commissioner during the year	36
Whole number of days schools were kept in operation during the year	2,800
Number of school houses in the county belonging to the county board of education—white, 2; colored, 0; total, 2; total value	\$ 150 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 300 00
Number of school houses in county not belonging to county board, 32; total estimated value	650 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value	300 00

LINCOLN—CONTINUED
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 36 00
Amount treasurer's quarterly checks	3,750 29
Amount from any and all other sources, including supplemental checks	

Total receipts	<u>\$ 3,786 29</u>
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EXPENDITURES :

Salary of county school commissioner	\$ 300 00
Salary of members of board of education	68 00
Postage, printing, and other incidentals	46 85
Amount expended in the purchase of school supplies and buildings	175 48
Amount paid to teachers	3,214 50
Total	<u>\$ 3,804 83</u>

Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements	<u>3,214 50</u>
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PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
 ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location,

TEACHERS' INSTITUTE :

Where held, Lincolnton; date, July 6, 7, 8, 9 and 10; name of conductor, J. H. Lewis.

Number of school libraries, 0; value, 0.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
19	13	32	17	11	28	36	24	60

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
16	4	20	14	13	27	2	7	9

Number of normal trained teachers—white, 3; colored, 0;
total..... 3

SCHOOLS.

Number of white schools, 32; colored, 28; total 60

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
646	567	1,213	301	351	652	947	918	1,865

LOWNDES—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....								1,029

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 04
Amount of average monthly cost paid by the State		1 04

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 29 03	\$ 27 99	\$ 23 27	\$ 14 20	\$ 14 12	\$ 13 73

Number of visits made by the commissioner during the year.....	43
Whole number of days schools were kept in operation during the year.....	108
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	600 00
Number of school houses in county not belonging to county board, 24; total estimated value.	3,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 7; total estimated value.....	12,500 00

LOWNDES—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		9,490 31
Amount from any and all othersources, including supplemental checks.....		
Total receipts.....	\$	9,430 31

EXPENDITURES :

Salary of county school commissioner.....	\$	510 00
Salary of members of board of education.....		64 00
Postage, printing, and other incidentals		10 93
Amount expended in the purchase of school supplies and buildings.....		
Amount paid to teachers		8,805 38
Total	\$	9,490 31
Balance remaining on hand	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	8,805 38

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEM :

Name of local school system, and where located, Valdosta City Schools; name of superintendent, W. B. Meritt.

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Quitman; date, June 21st to 25th; name of conductors, Lawton Evans and W. B. Meritt.

Number of school libraries, 0; value,

LUMPKIN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
21	15	36	1	1	2	22	16	38

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15		15	15	1	16	6	1	7

Number of normal trained teachers—white, 1; Colored, 1;
 total 2

SCHOOLS.

Number of white schools, 36; colored, 4; total. 40

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
920	848	1,768	49	59	108	969	907	1,876

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LUMPKIN - CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
411	360	771	25	35	60	436	395	831

MONTHLY COST.

Average monthly cost per pupil.....	87
Amount of average monthly cost paid by the State.....	87

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 23 00	\$	\$ 18 00	\$ 18 00	\$ 13 00	\$ 13 00

Number of visits made by the commissioner during the year.....	77
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 0; total estimated value.....	

LUMPKIN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1896.....	\$	501 80
Amount treasurer's quarterly checks.....		4,252 00
Amount from any and all other sources, including supplemental checks.....		
Total receipts.....	\$	4,753 80

EXPENDITURES.

Salary of county school commissioner	\$	340 00
Salary of members of board of education.....		150 00
Postage, printing, and other incidentals.		15 87
Amount expended in the purchase of school sup- plies and buildings ..		145 00
Amount paid to teachers.....		3,620 00
Total.....	\$	4,271 37

Balance remaining on hand.....	\$	482 43
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	3,620 00

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located
name of superintendent.....

COLLEGES:

Name of colleges in county, and their location, North Georgia
Agricultural College, Dahlonega, Ga.

TEACHERS' INSTITUTE:

Where held, Dahlonega, July 6, 7, 8, 9, 10; name of conductor,
Prof. Jas. E. Dunn.

Number of school libraries, 0; value, \$ 0.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
9	15	24	18	17	30	22	32	54

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
20	6	26	4	9	13	.....	15	15

Number of normal trained teachers—white, 2; colored, 0;
 total 2

SCHOOLS.

Number of white schools, 20; colored, 25; total 45

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
451	475	926	803	1,058	1,861	1,254	1,533	2,787

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
324	841	665	570	750	1,320	894	1,091	1,985

MONTHLY COST.

Average monthly cost per pupil	70
Amount of average monthly cost paid by the State	70

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 38 00	\$ 26 00	\$ 20 49	\$ 18 00	\$.....	\$ 12 00

Number of visits made by the commissioner during the year	50
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to county board of education—white, 1; colored, 0; total, 1; total value	\$ 250 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	400 00
Number of school houses in county not belonging to county board, 26; total estimated value	7,250 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 6; total estimated value	6,500 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 51 50
Amount treasurer's quarterly checks.....	7,159 48
Amount from any and all other sources, including supplemental checks.....	25 00
Total receipts	\$ 7,235 98

EXPENDITURES:

Salary of county school commissioner	\$ 399 00
Salary of members of board of education.....	86 00
Postage, printing, and other incidentals.....	51 00
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	6,699 50
Total	\$ 7,235 50
Balance remaining on hand	\$ 48
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 6,699 50

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 1.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Oglethorpe, Montezuma and Marshallville; name of superintendents, 1st, Prof. Jenkins; 2d, Prof. Barrett; 3d, Prof. J. W. Frederick.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Perry, Houston county; date, June; name of conductor, J. W. Frederick.

Number of school libraries, 1; value, \$20.00.

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MADISON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
31	16	47	10	11	21	41	27	68

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
26	6	32	16	7	23	6	7	13

Number of normal trained teachers—white, 10; colored, 0; total..... 10

SCHOOLS.

Number of white schools, 37; colored, 16; total, 53.

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,248	1,062	2,310	437	467	904	1,685	1,529	3,214

www.libbook.com.cn MADISON—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
561	522	1,083	198	213	411	759	735	1,494

MONTHLY COST.

Average monthly cost per pupil.....	\$	97
Amount of average monthly cost paid by the State		84

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 33 00	\$ 28 00	\$ 24 00	\$ 18 00	\$ 12 00	\$ 11 00

Number of visits made by the commissioner during the year	89
Whole number of days schools were kept in operation during the year	108
Number of school houses in the county belonging to the county board of education—white, 15; colored, 1; total, 16; total value	2,100 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,500 00
Number of school houses in county not belonging to county board, 26; total estimated value.....	4,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value.....	

MADISON—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	18 62
Amount treasurer's quarterly checks	\$ 6,997 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts	\$ 7,015 62

EXPENDITURES:

Salary of county school commissioner.....	\$ 437 50
Salary of members of board of education ('95-'96)...	204 00
Postage, printing and other incidentals.....	159 19
Amount expended in the purchase of school sup- plies and buildings.	109 00
Amount paid to teachers.....	6,011 47
Total.....	\$ 6,921 16
 Balance remaining on hand.....	 94 46
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 6,819 81

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, ;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, combined in Athens, date, began June 22d, 1896;
name of conductor, Prof. E. B. Smith.

Number of school libraries, 1; value, \$93.00.

MARION.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
14	18	32	7	11	18	21	29	50

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total	White	Colored.	Total.
18	2	20	14	13	27	.....	8	3

Number of normal trained teachers—white, 6 ; colored. 4 ;
total 10

SCHOOLS.

Number of white schools, 32 ; colored, 18 ; total..... 50

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
655	615	1,270	597	728	1,325	1,252	1,443	2,695

MARION—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
870	385	755	800	348	648	670	733	1,403

MONTHLY COST.

Average monthly cost per pupil.....	
Amount of average monthly cost paid by the State.....	75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00	\$ 35 00	\$ 30 00	\$ 20 00	\$	\$ 15 00

Number of visits made by the commissioner during the year	42
Whole number of days schools were kept in operation during the year.....	100
Number of school-houses in the county belonging to the county board of education—white, 0; colored, 0; to-0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	\$ 100 00
Number of school houses in county not belonging to county board, 0; total estimated value	
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 50; total estimated value....	5,000 00

MARION—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		5,624 00
Amount from any and all other sources, including supplemental checks.		
Total receipts	\$	5,624 00

EXPENDITURES.

Salary of county school commissioner	\$	300 00
Salary of members of board of education		66 00
Postage, printing, and other incidentals		47 00
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		5,107 30
Total.....	\$	5,520 30
Balance remaining on hand	\$	93 70
Total amount of salaries credited to teachers during the year, as per itemized statements		5,107 50

PRIVATE SCHOOLS :

Number of private high schools in the county, 5; number of private elementary schools, 45.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location,
.....

TEACHERS' INSTITUTE:

Where held, Americus; date, June; name of conductors, Hays and Collum.

Number of school libraries, 0; value, 0.

McDUFFIE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
16	9	25	7	13	20	23	22	45

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17	3	20	3	2	5	4	15	19

Number of normal trained teachers—white, 2; colored, 3;
total..... 5

SCHOOLS.

Number of white schools, 22; colored, 22; total..... 44

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
475	489	914	587	610	1,147	1,012	1,049	2,061

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
571			699	.....	.....	.....	.....	1,270

MONTHLY COST.

Average monthly cost per pupil.....	\$	82
Amount of average monthly cost paid by the State.....		82

TEACHERS' SALARIES.

Average monthly salaries paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 25 00	\$ 25 00	\$ 20 00	\$ 20 00	\$ 15 00

Number of visits made by the commissioner during the year.....	48
Whole number of days schools were kept in operation during the year.....	108
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 500 00
Number of school houses in county not belonging to county board, 44; total estimated value.....	6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 5; total estimated value....	3,000 00

McDUFFIE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		5,612 98
Amount from any and all other sources, including supplemental checks.....		18 47
Total receipts.....	\$	<u>5,681 45</u>

EXPENDITURES:

Salary of county school commissioner.....	352 50
Salary of members of board of education.....	88 00
Postage, printing, and other incidentals.....	93 62
Amount expended in the purchase of school supplies and buildings.....	104 00
Amount paid to teachers.....	<u>4,958 51</u>
Total.....	\$ <u>5,596 63</u>

Balance remaining on hand.....	<u>34 82</u>
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Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ <u>4,958 51</u>
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PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 4.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,

COLLEGES:

Name of colleges in county, and their location, ..
..... name of superintendent,

TEACHERS' INSTITUTE:

Were held, Thomson; date, August 17-21; name of conductor,
N. E. Ware.

Number of school libraries, 1; value, \$300.

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McINTOSH.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
3	8	11	6	13	19	9	21	30

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
3	2	5	2	4	6	4	12	16

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 8; colored, 16; total 24

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
143	150	293	437	512	949	580	662	1,242

McINTOSH—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		182	.....	.....	641	.....	.....	823

No record of average daily attendance.

MONTHLY COST.

Average monthly cost per pupil	91
Amount of average monthly cost paid by the State.....	91

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 50	\$ 30 00	\$ 35 00	\$ 25 00	\$ 20 00	\$ 12 00

Number of visits made by the commissioner during the year.....	39
Whole number of days schools were kept in operation during the year	109
Number of school houses in the county belonging to the county board of education—white, 6; colored 3; total, 9; total value	\$ 2,267 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	650 00
Number of school houses in county not belonging to county board, 1; total estimated value	400 00
Number of school houses in cities and towns belonging to county board, 1; total estimated value	1,000 00
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value	2,000 00

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McINTOSH—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 5,432 54
Amount from any and all other sources, including supplemental checks.....	
	<u> </u>
Total receipts.....	<u>\$ 5,432 54</u>

EXPENDITURES:

Salary of county school commissioner.....	\$ 360 00
Salary of members of board of education	166 00
Postage, printing, and other incidentals	277 79
Amount expended in the purchase of school supplies and buildings	614 38
Amount paid to teachers.....	4,014 37
	<u> </u>
Total	<u>\$ 5,432 54</u>
Balance remaining on hand	<u>\$</u>
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 4,014 37</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, McIntosh County Academy, Darien; name of superintendent.....

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held: None held in 1896; date; name of conductor.....

Number of school libraries, 0; value, 0.

MERIWETHER.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
35	30	65	15	19	34	50	49	99

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
47	4	51	15	7	22	3	23	26

Number of normal trained teachers—white, 18; colored, 6;
 total 19

SCHOOLS.

Number of white schools, 51; colored, 34; total..... 85

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,198	1,293	2,491	772	1,016	1,788	1,970	2,309	4,279

MERIWETHER—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
818	883	1,701	465	621	1,077	1,283	1,495	2,788

MONTHLY COST.

Average monthly cost per pupil	\$	1 21
Amount of average monthly cost paid by the State		1 09

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$40 00	\$ 30 00	\$ 30 00	\$ 20 00	\$ 20 00	\$ 15 00

Number of visits made by the commissioner during the year	88
Whole number of days schools were kept in operation during the year ...	108
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value	600 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	\$ 3,000 00
Number of school houses in county not belonging to county board, 84; total estimated value	24,400 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value....	2,400 00

MERIWETHER—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 88 22
Amount treasurer's quarterly checks.....	15,928 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$16,016 22</u>

EXPENDITURES:

Salary of county school commissioner	\$ 495 00
Salary of members of board of education	40 00
Postage, printing, and other incidentals.....	95 40
Amount expended in the purchase of school supplies and buildings	137 50
Amount paid to teachers	15,201 02
Total	<u>\$15,968 92</u>
Balance remaining on hand	47 30
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>16,016 22</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 20; number of private elementary schools, 65.

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Warm Springs; date, June 20th, 1896; name of conductors, E. C. Branson and D. L. Earnest.

Number of school libraries, 0; value, 0.

MILLER.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
11	10	21	3	3	6	14	13	27

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
9	1	10	2	2	4	10	3	13

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 25; colored, 10; total..... 35

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
342	352	694	139	167	306	481	519	1,000

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
205	252	457	70	80	150	275	332	607

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 06
Amount of average monthly cost paid by the State.....		75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 18 00	\$ 14 00	\$ 15 00	\$ 12 58	\$ 18 00	\$ 12 58

Number of visits made by the commissioner during the year	35
Whole number of days schools were kept in operation during the year.....	105
Number of school houses in the county belonging to the county board of education—white, 3; colored, 0; total, 3; total value.....	\$ 300 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 23; total estimated value	1,150 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board; 0; total estimated value... ..	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	2,797 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 2,797 00</u>

EXPENDITURES:

Salary of county school commissioner	\$ 174 00
Salary of members of board of education	99 00
Postage, printing, and other incidentals	48 60
Amount expended in the purchase of school supplies and buildings	197 76
Amount paid to teachers	2,282 64
Total	<u>\$ 2,797 00</u>
Balance remaining on hand	<u>\$</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 2,282 64</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located,;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INTITUTE:

Where held, Blakely; date, June 8th, 1896; name of conductor,
E. O. Branson.

Number of school libraries, 0; value, \$

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MILTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	14	32	3	0	3	21	14	35

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17	0	17	12	0	12	3	3	6

Number of normal trained teachers—white, 5; colored, 0;
total 5

SCHOOLS.

Number of white schools, 29; colored, 3; total. 32

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
929	801	1,730	105	87	192	1,034	888	1,922

MILTON—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
452	390	842	38	32	70	490	422	912

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 08.
Amount of average monthly cost paid by the State.....		78.

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 20 26	\$ 20 26	\$ 20 26	\$ 20 26	\$ 20 26	\$ 20 26

Number of visits made by the commissioner during the year.....	32
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	
Number of school houses in county not belonging to county board, 28; total estimated value.....	\$ 4,700 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	22 00

MILTON—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1896.....	\$ 12 18
Amount treasurer's quarterly checks	3,821 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts	<u>\$ 3,833 18</u>

EXPENDITURES:

Salary of county school commissioner.....	\$ 150 00
Salary of members of board of education.....	92 00
Postage, printing, and other incidentals.....	40 50
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	3,546 48
Total.....	<u>\$ 3,828 98</u>
Balance remaining on hand.....	<u>\$ 4 20</u>
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 4,559 30</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county and their location,

TEACHERS' INSTITUTE:

Where held, Alpharetta; date, August 31st, September 1st,
2d, 3d, 4th; name of conductor, J. R. Trammell.

Number of school libraries 1; value, \$21.90.

MITCHELL.

NUMBER OF TEACHERS

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
20	20	40	12	14	26	32	34	66

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
26	8	34	7	6	13	7	12	19

Number of normal trained teachers—white, 10; colored 1;
total..... 11

SCHOOLS.

Number of white schools, 36; colored, 27; total..... 63

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
767	715	1,482	539	626	1,165	1,306	1,341	2,647

MITCHELL—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		941	....	....	650	....	....	1,591

MONTHLY COST.

Average monthly cost per pupil	1 25
Amount of average monthly cost paid by the State	80

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 25 00	\$ 20 00	\$ 20 00	\$ 15 00	\$ 12 50	\$ 12 50

Number of visits made by the commissioner during the year	128
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total 0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 50 00
Number of school houses in county not belonging to county board, 50; total estimated value	7,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	9,500 00

MITCHELL—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount of treasurer's quarterly checks		7,995 47
Amount from any and all other sources, including supplemental checks.		
Total receipts.....	\$	7,995 47

EXPENDITURES:

Salary of county school commissioner	\$	501 00
Salary of members of board of education.....		48 00
Postage, printing, and other incidentals		90 29
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		7,356 18
Total.....	\$	7,995 47
Balance remaining on hand.		
Total amount of salaries credited to teachers during the year, as per itemized statements	\$	7,356 18

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 61.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
 name of superintendent,

COLLEGES:

Name of colleges in county and their location,

TEACHERS' INSTITUTE:

Where held, Albany; date, June 8, 1896; name of conductor,
 Prof. W. Galden.

Number of school libraries, 2; value, \$300.00.

MONROE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	32	50	25	25	50	43	57	100

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
30	8	38	20	12	32	.....	30	30

Number of normal trained teachers—white, 15; colored, 5;
total 20

SCHOOLS.

Number of white schools, 39; colored, 49; total, 88

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
871	824	1,695	1,243	1,368	2,611	2,114	2,192	4,306

MONROE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
604	700	1,304	1,000	1,200	2,200	1,604	1,900	3,504

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State.....		75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 25 00	\$ 30 00	\$ 20 00	.....	\$ 18 00

Number of visits made by the commissioner during the year.....	90
Whole number of days schools were kept in operation during the year.	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,000 00
Number of school houses in county not belonging to county board, 80; total estimated value	\$ 4,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value.....	\$25,000 00

MONROE - CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1896.....	\$	
Amount treasurer's quarterly checks		12,221 00
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	<u>12,221 00</u>

EXPENDITURES :

Salary of county school commissioner	\$	450 00
Salary of members of board of education		76 00
Postage, printing, and other incidentals.....		60 35
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers..		<u>11,634 65</u>
Total.....	\$	<u>12,221 00</u>
Balance remaining on hand.....	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	<u>11,634 65</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 8; number of private elementary schools, 12.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
..... ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location, Monroe Female College, Forsyth; R. Banks, Stephens Institute, Forsyth.

TEACHERS' INSTITUTE :

Where held, Indian Springs; date, June 20-25; name of conductors, J. E. Pound, *et al.*

Number of school libraries, 2; value, \$500.

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MONTGOMERY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
25	15	40	15	5	20	40	20	60

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
11	8	14	15	10	25	14	7	21

Number of normal trained teachers—white, 4; colored, 1; total 5

SCHOOLS.

Number of white schools, 44; colored, 22; total... 66

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
790	749	1,539	412	479	891	1,202	1,228	2,430

MONTGOMERY—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
473	449	922	262	304	566	735	753	1,488

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 20
Amount of average monthly cost paid by the State.....		80

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 27 00	\$ 20 00	\$ 18 00	\$ 12 00	\$ 12 00

Number of visits made by the commissioner during the year.....	66
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 740 00
Number of school houses in county not belonging to county board, 61; total estimated value.....	4,880 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 5; total estimated value	2,500 00

MONTGOMERY—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 453 75
Amount treasurer's quarterly checks.....	6,587 02
Amount from any and all other sources, including supplemental checks.....	12 00
Total receipts...	\$ 7,052 77

EXPENDITURES:

Salary of county school commissioner.....	\$ 414 00
Salary of members of board of education.....	42 00
Postage, printing, and other incidentals.....	32 49
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	5,915 50
Total.....	\$ 6,403 99
Balance remaining on hand	\$ 648 78
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 6,552 28

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEM:

Name of local school system and where located, ...
name of superintendent,

COLLEGES:

Name of colleges in county and their location,

TEACHERS' INSTITUTE:

Where held, Mt. Vernon; date, June 14-18; name of conductors,
J. H. Bailey and W. O. Sanders.

Number of school libraries, 1; value, \$12 00.

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MORGAN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
9	15	24	15	23	38	24	38	62

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
23	14	37	1	14	15	...	10	10

Number of normal trained teachers—white, 3; colored, 20;
total..... 23

SCHOOLS.

Number of white schools, 23; colored, 29; total 52

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
572	513	1,085	712	935	1,647	1,284	1,448	2,732

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		589	....	....	775	....	....	1,364

MONTHLY COST.

Average monthly cost per pupil.....\$

Amount of average monthly cost paid by the State.....

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 24 00	\$ 32 00	\$ 20 00	\$ 16 00	\$ 16 00

Number of visits made by the commissioner during the year.....	126
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 15; colored, 1; total, 16; total value	\$ 8,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,620 00
Number of school houses in county not belonging to county board, 36; total estimated value.....	7,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of schoolhouses in cities and towns not belonging to the county board, 8; total estimated value.....	26,000 00

MORGAN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		9,670 74
Amount from any and all other sources, including supplemental checks.....		560 73
Total receipts.....	\$	10,231 47

EXPENDITURES :

Salary of county school commissioner.....	\$	786 00
Salary of members of board of education.....		106 00
Postage, printing, and other incidentals.....		77 86
Amount expended in the purchase of school supplies and buildings.....		480 79
Amount paid to teachers.....		8,780 82
Total.....	\$	10,231 47

Balance remaining on hand	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	8,780 82

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEM :

Name of local school system, and where located, Madison Public Schools; name of superintendent, W. L. Abbott.

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Madison ; date, June 29th to July 3d ; name of conductor, Lawton B. Evans.

Number of school libraries, 1 ; value, \$150.00.

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MURRAY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
36	12	48	1	3	4	37	15	52

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17		17	17	1	18	10	3	13

Number of normal trained teachers—white, 8; colored,
0; total..... 8

SCHOOLS.

Number of white schools, 41; colored, 4; total..... 45

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
892	848	1,740	81	72	153	973	920	1,893

MURRAY—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
516	498	1,014	65	70	135	581	568	1,149

MONTHLY COST.

Average monthly cost per pupil	\$	72½
Amount of average monthly cost paid by the State		72½

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 22 00	\$ 22 00	\$ 22 00	\$ 22 00	\$ 22 00	\$ 22 00

Number of visits made by the commissioner during the year.....	78
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 10; colored, 0; total, 10; total value.....	\$ 5,450 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	250 00
Number of school houses in county not belonging to county board, 30; total estimated value	400 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to county board, 1; total estimated value.....	100 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		5,781 03
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	5,781 03

EXPENDITURES:

Salary of county school commissioner	\$	304 00
Salary of members of board of education.....		190 00
Postage, printing, and other incidentals		42 05
Amount expended in the purchase of school supplies and buildings		120 00
Amount paid to teachers.....		5,124 98
Total	\$	5,781 03
Balance remaining on hand.....		
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	5,124 98

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 2.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located

Name of Superintendent

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Where held, Pleasant Valley; date, began the last Monday of June; name of conductor, M. L. Parker.

Number of school libraries, 1; value, \$60.00.

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MUSCOGEE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	10	18	5	17	22	13	27	40

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
12	2	14	4	.....	4	2	20	22

Number of normal trained teachers—white, 2; Colored, 2;
total 4

SCHOOLS.

Number of white schools, 18; colored, 22; total. 40

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
297	300	597	555	692	1,247	852	992	1,844

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MUSCOGEE—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
202	207	409	355	420	775	557	627	1,184

MONTHLY COST.

Average monthly cost per pupil.....	1 85
Amount of average monthly cost paid by the State.....	96

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 39 09	\$ 27 50	\$ 33 71	\$	\$ 31 85	\$ 20 47

Number of visits made by the commissioner during the year.....	105
Whole number of days schools were kept in operation during the year... ..	105
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 825 00
Number of school houses in county not belonging to county board, 8; total estimated value.....	6,850 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 0; total estimated value.....	

MUSCOGEE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		6,594
Amount from any and all other sources, including supplemental checks		
Total receipts.....	\$	6,594 00

EXPENDITURES.

Salary of county school commissioner	\$	600 00
Salary of members of board of education.....		64 00
Postage, printing, and other incidentals.		101 91
Amount expended in the purchase of school supplies and buildings		110 60
Amount paid to teachers.....		5,717 49
Total.....	\$	6,594 00

Balance remaining on hand.....	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	5,717 49

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 7.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Columbus Public School, Columbus, Ga.; name of superintendent, C. B. Gibson.

COLLEGES:

Name of colleges in county, and their location, Massey's Business College, Columbus.

TEACHERS' INSTITUTE:

Where held, Warm Springs, July 20th-24th, 1896; name of conductors, E. C. Branson and D. L. Earnest.

Number of school libraries, 0; value, \$ 0.

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NEWTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
25	19	44	9	25	34	34	44	78

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
29	5	34	12	15	27	3	14	17

Number of normal trained teachers—white, 4 ; colored, 1 ;
total..... 5

SCHOOLS.

Number of white schools, 28 ; colored, 26 ; total 54

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
970	966	1,936	859	947	1,806	1,829	1,913	3,742

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
440	476	916	260	290	550	700	766	1,466

MONTHLY COST.

Average monthly cost per pupil,	\$	1 61
Amount of average monthly cost paid by the State.....		1 26

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 20 00	\$ 27 00	\$ 15 00	\$ 20 00	\$ 10 00

Number of visits made by the commissioner during the year.....	61
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 2 ; colored, 0 ; total 2; total value	\$ 500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,050 00
Number of school houses in county not belonging to county board, 48; total estimated value	10,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2 ; total estimated value....	2,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 118 80
Amount treasurer's quarterly checks.....	9,264 00
Amount from any and all other sources, including supplemental checks.....	108 30
Total receipts.....	9,481 10

EXPENDITURES :

Salary of county school commissioner	442 50
Salary of members of board of education	88 00
Postage, printing and other incidentals	107 80
Amount expended in the purchase of school supplies and buildings.....	859 12
Amount paid to teachers.....	7,979 24
Total.....	9,476 66
Balance remaining on hand.....	4 44
Total amount of salaries credited to teachers during the year, as per itemized statements	6,893 94

PRIVATE SCHOOLS:

Number of private high schools in the county, 4;
number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located: Covington
Public Schools, Covington; name of superintendent, W. C.
Wright.

COLLEGES:

Name of colleges in county, and their location, Emory College,
Oxford.

TEACHERS' INSTITUTE:

Where held: Oxford, Ga; date, June 22 to 26, 1896; name of
conductor, D. C. Ernest.

Number of school libraries, 3; value, \$125.00

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OCONEE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
13	9	22	4	17	21	17	26	43

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17	8	25	4	10	14	1	3	4

Number of normal trained teachers—white, 13; colored, 8; total..... 21

SCHOOLS.

Number of white schools, 20; colored, 15; total..... 35

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
545	576	1,121	500	578	1,078	1,045	1,154	2,199

OCONEE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
289	311	600	188	281	414	473	542	1,015

MONTHLY COST.

Average monthly cost per pupil.....	\$	1	10
Amount of average monthly cost paid by the State.....		91	

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 31 50	\$ 30 15	\$ 25 03	\$ 21 11	\$ 15 00	\$ 15 00

Number of visits made by the commissioner during the year	85
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 600 00
Number of school houses in county not belonging to county board, about 40; total estimated value	2,000 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value.....	800 00

OCONEE—CONTINUED

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 FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 7 89
Amount treasurer's quarterly checks	5,037 24
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 5,045 13</u>

EXPENDITURES :

Salary of county school commissioner	\$ 250 00
Salary of members of board of education.....	88 00
Postage, printing, and other incidentals (\$5 to expert)	18 70
Amount expended in the purchase of school supplies and buildings.....	50 00
Amount paid to teachers.....	4,648 83
Total.....	<u>\$ 5,055 53</u>
Balance due C. S. C. (overpay).....	10 40
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>4,678 67</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
 ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location,

TEACHERS' INSTITUTE :

Where held, Madison; date, June 29th; name of conductor,

Number of school libraries, 1; value, \$40 (about).

OGLETHORPE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
10	22	32	12	28	40	22	50	72

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
24	19	43	7	17	24	1	4	5

Number of normal trained teachers—white, 5 ; colored, 0;
 total 5

SCHOOLS.

Number of white schools, 31 ; colored, 40 ; total 71

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
670	611	1,281	1,007	1,122	2,129	1,677	1,733	8,410

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
484	395	829	460	504	964	894	899	1,793

MONTHLY COST.

Average monthly cost per pupil	1 25
Amount of average monthly cost paid by the State	1 09

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 37 75	\$ 25 00	\$ 25 00	\$ 20 00	\$ 20 00	\$ 18 00

Number of visits made by the commissioner during the year.....	80
Whole number of days schools were kept in operation during the year.....	108
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 400 00
Number of school houses in county not belonging to county board, 45; total estimated value, including 20 colored churches used as school houses.....	4,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 7; total estimated value....	6,000 00

OGLETHORPE—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	08
Amount treasurer's quarterly checks.....	10,297	00
Amount from any and all other sources, including supplemental checks		92 00
Total receipts	\$	10,389 03

EXPENDITURES:

Salary of county school commissioner	\$	501 00
Salary of members of board of education		46 00
Postage, printing, and other incidentals		74 55
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers		9,767 48
Total.....	\$	10,389 08

Balance remaining on hand		
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	9,878 25

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of private elementary schools, 11.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located.....
name of superintendent.....

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Athens, Ga.; date, 22nd to 26th of June, 1896 inclusive; name of conductor, Rev. M. S. Weaver, for Oglethorpe county.

Number of school libraries, 0; value, 0.

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PAULDING.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
49	7	56	4	7	11	53	14	67

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
20	2	22	14	2	16	23	9	37

Number of normal trained teachers—white, 5; colored, 2;
total 7

SCHOOLS.

Number of white schools, 56; colored, 11; total 67

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,004	1,753	3,757	174	142	316	2,178	1,895	4,073

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
*								

*Teachers did not report them separately.

MONTHLY COST.

Average monthly cost per pupil	1 15
Amount of average monthly cost paid by the State	80

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 21 60	\$ 21 60	\$ 21 60	\$ 21 60	\$ 21 60	\$ 21 60

Number of visits made by the commissioner during the year	67
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to county board of education—white, 20; colored, 0; total, 20; total value	\$ 2,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, [desks, seats, school appliances, etc.]	800 00
Number of school houses in county not belonging to county board, 47; total estimated value	1,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value	1 500 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 4 30
Amount treasurer's quarterly checks	7,761 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 7,765 30</u>

EXPENDITURES:

Salary of county school commissioner	\$ 233 33
Salary of members of board of education	142 00
Postage, printing, and other incidentals, including \$25 for two conductors	54 44
Amount expended in the purchase of school supplies and buildings	45 00
Amount paid to teachers	7,240 00
Total	<u>\$ 7,764 77</u>
Balance remaining on hand	<u>\$ 53</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 8,747 92</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 1.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Rockmart; date, June 21-25; names of conductors,
G. G. Bond, J. S. Tomlin.

Number of school libraries, 0; value, 0.

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PICKENS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
30	16	46	1	2	3	31	18	49

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	0	15	17	1	18	14	2	16

Number of normal trained teachers—white, 3; colored, 0; total..... 3

SCHOOLS.

Number of white schools, 45; colored, 3; total, 48.

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,478	1,319	2,797	87	85	172	1,565	1,404	2,969

PICKENS—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
643	600	1,243	52	45	97	695	646	1,341

MONTHLY COST.

Average monthly cost per pupil.....	\$ 84
Amount of average monthly cost paid by the State	70

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 19 00	\$ 19 00	\$ 19 00	\$ 19 00	\$ 19 00	\$ 19 00

Number of visits made by the commissioner during the year	40
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value.	50 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 47; total estimated value.....	\$ 4,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value.....	2,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 5,099 73
Amount from any and all other sources, including supplemental checks.....	
Total receipts	<u>\$ 5,099 73</u>

EXPENDITURES:

Salary of county school commissioner.....	\$ 240 09
Salary of members of board of education	100 00
Postage, printing and other incidentals.....	47 06
Amount expended in the purchase of school sup- plies and buildings.	
Amount paid to teachers.....	4,712 67
Total.....	<u>\$ 5,099 73</u>
Balance remaining on hand.....	
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 4,712 67</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of
private elementary schools, 4.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, ;
name of superintendent,

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held: Jasper; date, July 6-10; name of conductors,
E. C. Branson and D. L. Earnest.

Number of school libraries, 2; value, \$200.00.

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PIERCE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
27	17	44	5	2	7	32	19	51

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
20	2	22	9	.....	9	15	5	20

Number of normal trained teachers—white, 4 ; colored, 2 ;
total 6

SCHOOLS.

Number of white schools, 38 ; colored, 7 ; total..... 45

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
670	556	1,226	182	119	251	802	675	1,477

PIERCE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
485	375	810	95	110	205	530	485	1,015

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 05
Amount of average monthly cost paid by the State.....		80

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 80 00	\$ 20 00	\$ 20 00	\$ 15 00	\$ 17 00	\$ 18 00

Number of visits made by the commissioner during the year	75
Whole number of days schools were kept in operation during the year.....	110
Number of school-houses in the county belonging to the county board of education—white, 35; colored, 0; to-0; total value.....	\$ 2,500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	339 00
Number of school houses in county not belonging to county board, 2; total estimated value	3,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value	

PIERCE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$ 9 90
Amount treasurer's quarterly checks	4,444 54
Amount from any and all other sources, including • supplemental checks.	22 13
Total receipts	<u>\$ 4,476 57</u>

EXPENDITURES.

Salary of county school commissioner	\$ 252 00
Salary of members of board of education	78 00
Postage, printing, and other incidentals	55 93
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	4,090 64
Total.....	<u>\$ 4,476 57</u>

Balance remaining on hand	\$
Total amount of salaries credited to teachers during the year, as per itemized statements ...	4,090 64

PRIVATE SCHOOLS :

Number of private high schools in the county, 1; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location,
.....

TEACHERS' INSTITUTE :

Where held, Blackshear, Ga.; date, August 3, 1896; name of
conductors, E. C. Branson and W. H. Baker.

Number of school libraries, 1; value, \$50 00.

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PIKE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
20	20	40	17	21	38	37	41	78

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
32	5	37	8	20	28	.....	10	10

Number of normal trained teachers—white, 5; colored, 0;
total..... 5

SCHOOLS.

Number of white schools, 33; colored, 23; total 56

EMROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,348	1,108	2,456	1,088	1,064	2,152	2,436	2,172	4,608

PIKE—CONTINUED.

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Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,470	.....	.....	1,005	.....	.....	2,475

No record of average daily attendance.

MONTHLY COST.

Average monthly cost per pupil	\$	1 50
Amount of average monthly cost paid by the State		80

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 12	\$ 19 50	\$ 18 61	\$ 17 01	\$	\$ 8 09

Number of visits made by the commissioner during the year.....	56
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 2; colored, 0; total, 2; total value	\$ 250 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,500 00
Number of school houses in county not belonging to county board, 25; total estimated value.....	3,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 9; total estimated value.....	30,000 00

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 1,479 85
Amount treasurer's quarterly checks	10,647 00
Amount from any and all other sources, including supplemental checks.....	26 26
Total receipts	<u>\$ 12,153 11</u>

EXPENDITURES :

Salary of county school commissioner	\$ 600 00
Salary of members of board of education	78 00
Postage, printing, and other incidentals.....	91 48
Amount expended in the purchase of school supplies and buildings	386 75
Amount paid to teachers.. ..	9,946 08
Total.....	<u>\$ 11,102 26</u>

Balance remaining on hand.....\$ 1,050 85

Total amount of salaries credited to teachers during the year, as per itemized statements.....\$

PRIVATE SCHOOLS :

Number of private high schools in the county, 5; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
..... ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location, Gordon Institute, Barnesville, Ga.

TEACHERS' INSTITUTE :

Where held, Indian Springs; date, June 1893; names of conductors, Prof. J. M. Pound, and Prof. Hayes.;

Number of school libraries, 0; value, 0.

POLK.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
33	19	52	10	9	19	43	28	61

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
21	3	24	20	7	27	12	9	21

Number of normal trained teachers—white, 3; colored, 0;
total..... 3

SCHOOLS.

Number of white schools, 35; colored, 13; total..... 48

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,087	973	2,060	444	484	928	1,531	1,457	2,988

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
610	473	1,083	224	266	490	834	739	1,573

MONTHLY COST.

Average monthly cost per pupil.....	\$	94
Amount of average monthly cost paid by the State.....		72

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 25 00	\$ 20 00	\$ 25 00	\$ 20 00	\$ 25 00	\$ 20 00

Number of visits made by the commissioner during the year.....	67
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 9; colored, 0; total, 9; total value	2,400 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,500 00
Number of school houses in county not belonging to county board, 24; total estimated value.....	1,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value....	12,500 00

POLK—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 498 78
Amount treasurer's quarterly checks.....	8,725 00
Amount from any and all other sources, including supplemental checks.....	256 00
Total receipts.....	\$ 9,479 78

EXPENDITURES:

Salary of county school commissioner.....	591 00
Salary of members of board of education.....	60 00
Postage, printing, and other incidentals.....	121 22
Amount expended in the purchase of school supplies and buildings.....	481 12
Amount paid to teachers.....	6,795 20
Total.....	\$ 8,049 04

Balance remaining on hand.....	1,430 74

Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 6,801 99

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Cedartown Public Schools; name of superintendent, H. L. Sewell.

COLLEGES:

Name of colleges in county, and their location, Piedmont Institute, Rockmart.

TEACHERS' INSTITUTE:

Were held, Rockmart; date, June 22, one week; name of conductor, G. G. Bond.

Number of school libraries, 0; value, \$ 0.

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PULASKI.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
15	27	42	10	19	29	25	46	71

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
19	8	22	15	9	24	8	17	25

Number of normal trained teachers—white, 4; colored 2;
total..... 6

SCHOOLS.

Number of white schools, 35; colored, 25; total..... 60

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
714	780	1,494	671	838	1,504	1,385	1,618	2,998

PULASKI—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
350	400	750	300	410	710	650	850	1,500

MONTHLY COST.

Average monthly cost per pupil

Amount of average monthly cost paid by the State

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 85 00	\$ 25 00	\$ 30 00	\$ 20 00	\$ 20 00	\$ 15 00

Number of visits made by the commissioner during the year 120

Whole number of days schools were kept in operation during the year

Number of school houses in the county belonging to the county board of education—white, 12; colored, 7; total 19; total value.....\$ 1,900 00

Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc 500 00

Number of school houses in county not belonging to county board, 0; total estimated value

Number of school houses in cities and towns belonging to county board, 0; total estimated value.....

Number of school houses in cities and towns not belonging to the county board, 4; total estimated value.... 20,000 00

PULASKI—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		10,318 0
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	10,318 00

EXPENDITURES :

Salary of county school commissioner	\$	565 00
Salary of members of board of education		58 00
Postage, printing, and other incidentals		67 17
Amount expended in the purchase of school supplies and buildings		702 08
Amount paid to teachers		8,925 75
Total	\$	10 818 00
Balance remaining on hand		
Total amount of salaries credited to teachers during the year, as per itemized statements	\$	8,925 75

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, Hawkinsville;
name of superintendent, N. E. Ware.

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Hawkinsville; date, first Monday in May; name
of conductor,

Number of school libraries, 0; value, 0.

PUTNAM.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	9	22	13	13	26	26	22	48

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored	Total.	White	Colored.	Total.
21	7	28	1	5	6	0	13	13

Number of normal trained teachers—white, 2; colored, 0;
total 2

SCHOOLS.

Number of white schools, 14; colored, 24; total..... 38

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
484	435	919	770	972	1,742	1,254	1,407	2,661

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PUTNAM—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
330	296	626	416	525	941	746	821	1,567

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State.....		55

TEACHERS' SALARIES

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 42 85	\$ 18 85	\$ 42 85	\$ 18 85	\$ 42 85	\$ 18 85

Number of visits made by the commissioner during the year	60
Whole number of days schools were kept in operation during the year	130
Number of school houses in the county belonging to the county board of education—white, 1; colored, 0; total, 1; total value	\$ 500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	22,000 00
Number of school houses in county not belonging to county board, 37; total estimated value.....	\$ 20,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value....	8,500 00

PUTNAM—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		9,354 00
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	<u>9,354 00</u>

EXPENDITURES:

Salary of county school commissioner.....	\$	550 00
Salary of members of board of education.....		134 00
Postage, printing, and other incidentals.....		104 97
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		<u>8,705 01</u>
Total	\$	<u>9,493 98</u>
Balance remaining on hand.....	\$	
Deficit.....		<u>189 98</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	\$	<u>8,705 01</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Eatonton Public Schools, at Eatonton, Ga.; name of superintendents, C. H. Bruce and E. W. Howell.

COLLEGES:

Name of colleges in county and their location,

TEACHERS' INSTITUTE:

Where held, Eatonton; date, May 1st; name of conductors, E. C. Branson and D. L. Earnest.

Number of school libraries 1; value, \$100.

QUITMAN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
2	7	9	6	4	10	8	11	19

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
8	4	12	1	3	4	.....	2	2

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 9; colored, 10; total..... 19

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
120	117	237	297	838	635	417	455	872

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		155	.....	.....	304	.....	.....	459

MONTHLY COST.

Average monthly cost per pupil.....	\$	77
Amount of average monthly cost paid by the State.....		77

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 20 00	\$ 25 00	\$ 18 00	\$ 20 00	\$ 16 00

Number of visits made by the commissioner during the year	88
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 3; colored, 3; total, 6; total value.....	\$ 575 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	150 00
Number of school houses in county not belonging to county board, 13; total estimated value	650 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board; 0; total estimated value....	

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QUITMAN—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	108 94
Amount treasurer's quarterly checks	2,514 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts	\$ 2,622 94

EXPENDITURES :

Salary of county school commissioner	\$ 245 00
Salary of members of board of education	58 00
Postage, printing, and other incidentals.....	42 10
Amount expended in the purchase of school supplies and buildings	415 16
Amount paid to teachers.....	1,779 08
Total	\$ 2,537 29
Balance remaining on hand.....	\$ 85 65
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 2,028 19

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system and where located,;
name of superintendent,

COLLEGES :

Name of colleges in county, and their location,

TEACHERS' INTITUTE :

Where held, Cuthbert; date, August 24 to 28 inclusive; name of
conductors, E. C. Branson and D. L. Earnest.

Number of school libraries, 0; value, 0.

RABUN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
80	11	41	2	0	2	32	11	48

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored	Total.	White	Colored.	Total	White	Colored	Total.
10	0	10	15	0	15	16	2	18

Number of normal trained teachers—white, 6; colored, 0;
 total 6

SCHOOLS.

Number of white schools, 40; colored, 2; total 42

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,014	845	1,859	24	84	68	1,038	879	1,927

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
629	540	1,169	20	14	35	629	540	1,170

MONTHLY COST.

Average monthly cost per pupil	\$	1 00
Amount of average monthly cost paid by the State		54

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$21 40	\$	\$ 15 69	\$	\$ 12 44	\$ 12 44

Number of visits made by the commissioner during the year	42
Whole number of days schools were kept in operation during the year ...	100
Number of school houses in the county belonging to the county board of education—white, 4; colored, 0; total, 4; total value	\$ 600 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	100 00
Number of school houses in county not belonging to county board, 38; total estimated value.....	1,400 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

RABUN—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	\$ 3,506 98
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 3,506 98</u>

EXPENDITURES:

Salary of county school commissioner	\$ 98 00
Salary of members of board of education	100 00
Postage, printing, and other incidentals	62 76
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	3,246 22
Total	<u>\$ 3,506 98</u>

Balance remaining on hand	
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>3,246 22</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; num-
ber of private elementary schools, 0

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Clayton; date, July 6th, 1896; name of conductor,
W. H. Cobb.

Number of school libraries, 0; value, 0.

RANDOLPH.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	22	40	13	13	26	31	35	66

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
32	18	45	8	13	21	.....	.....	.....

Number of normal trained teachers—white, 1; colored, 0;
total 1

SCHOOLS.

Number of white schools, 28; colored, 20; total,..... 48

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
783	728	1,461	951	1,049	2,000	1,684	1,777	3,461

RANDOLPH—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
440	443	883	585	568	1,153	986	1,040	2,026

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 80
Amount of average monthly cost paid by the State.....		86

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 25 00	\$ 30 00	\$ 20 00	\$ 25 00	\$ 15 00

Number of visits made by the commissioner during the year.....	58
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 1; total, 1; total value.....	\$ 450 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	300 00
Number of school houses in county not belonging to county board, 50; total estimated value.....	450 00
Number of school houses in cities and towns belonging to county board, 1; total estimated value.....	500 00
Number of school houses in cities and towns not belonging to the county board, 6; total estimated value.....	\$

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$10,771 00
Amount from any and all other sources, including supplemental checks.....	6 50
Total receipts.....	<u>\$ 10,777 50</u>

EXPENDITURES:

Salary of county school commissioner.....	\$ 750 00
Salary of members of board of education	56 00
Postage, printing, and other incidentals	191 59
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	9,880 91
Total	<u>\$ 10,878 50</u>
Balance remaining on hand	\$
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 9,880 91</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 5.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent.....

COLLEGES:

Name of colleges in county, and their location, Andrew Female College, Cuthbert, Ga.; Bethel Male College, Cuthbert, Ga.

TEACHERS' INSTITUTE:

Where held, Cuthbert, Ga.; date, August; names of conductors, Profs. Branson and Earnest.

Number of school libraries, 4; value, \$200.00

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ROCKDALE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
20	14	34	2	19	21	22	33	55

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored	Total.	White	Colored.	Total.	White	Colored.	Total.
14	2	16	8	3	11	12	16	28

Number of normal trained teachers—white, 8; colored, 2;
total..... 10

SCHOOLS.

Number of white schools, 20; colored, 18; total 38

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
631	562	1,193	494	458	952	1,125	1,020	2,145

ROCKDALE—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		653	....	....	306	....	....	959

MONTHLY COST.

Average monthly cost per pupil, estimated.....	\$	1 10
Amount of average monthly cost paid by the State.....		83

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 23 29	\$ 16 45	\$ 23 29	\$ 16 45	\$ 23 29	\$ 16 45

Number of visits made by the commissioner during the year.....	34
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 250 00
Number of school houses in county not belonging to county board, 26; total estimated value.....	3,300 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of schoolhouses in cities and towns not belonging to the county board, 7; total estimated value.....	5,600 00

ROCK DALE—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$ 9 50
Amount treasurer's quarterly checks	4,684 86
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 4,694 36</u>

EXPENDITURES :

Salary of county school commissioner	\$ 289 50
Salary of members of board of education	112 00
Postage, printing, and other incidentals	78 37
Amount expended in the purchase of school supplies and buildings	16 25
Amount paid to teachers	4,168 38
Total	<u>\$ 4,664 50</u>
Balance remaining on hand	\$ 29 86
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 4,274 50</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEM :

Name of local school system, and where located, Conyers Public Schools, Conyers, Ga.; name of superintendent, Prof. Buell Stark.

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Oxford; date, June 22 to 26; name of conductor, D. L. Earnest.

Number of school libraries 0; value, 0

SCHLEY.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
5	5	10	7	7	14	12	12	24

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
9	2	11	1	1	2	0	11	11

Number of normal trained teachers—white, 0; Colored, 0;
 total 0

SCHOOLS.

Number of white schools, 10; colored, 10; total. 20

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
349	257	606	344	401	745	693	658	1,351

SCHLEY—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		373	....	....	400	....	....	773

MONTHLY COST.

Average monthly cost per pupil.....

Amount of average monthly cost paid by the State.....

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 36 00	\$ 27 00	\$ 14 00	\$ 21 00	\$	\$ 17 00

Number of visits made by the commissioner during the year.....	35
Whole number of days schools were kept in operation during the year... ..	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 200 00
Number of school houses in county not belonging to county board, 8; total estimated value.....	5,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 1; total estimated value....	1,800 00

SCHLEY—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 24 82
Amount treasurer's quarterly checks.....	3,168 85
Amount from any and all other sources, including supplemental checks.....	27 40
Total receipts.....	\$ 3,221 07

EXPENDITURES.

Salary of county school commissioner	\$ 218 50
Salary of members of board of education.....	83 00
Postage, printing, and other incidentals.	24 79
Amount expended in the purchase of school sup- plies and buildings ..	86 66
Amount paid to teachers.....	2,819 84
Total.....	\$ 3,227 79

Balance remaining on hand.....	\$
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 3,521 85

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 1.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, ...
.....; name of superintendent,.....

COLLEGES:

Name of colleges in county, and their location,
.....

TEACHERS' INSTITUTE:

Where held, Americus, June 15, 16, 17, 18 and 19; name of
conductors, H. A. Hayes and J. M. Collum.

Number of school libraries, 1; value, \$ 25.00.

SCREVEN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
23	13	36	19	8	27	42	21	63

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
23	3	26	8	2	10	5	22	27

Number of normal trained teachers—white, 2; colored, 11; total..... 13

SCHOOLS.

Number of white schools, 41; colored, 32; total..... 73

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
775	751	1,526	951	973	1,924	1,726	1,724	3,450

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female	Total.	Male.	Female	Total	Male.	Female.	Grand Total.
526	525	1,051	634	666	1,300	1,160	1,191	2,351

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State.....		86

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 00	\$ 30 00	\$ 26 00	\$ 25 00	\$ 23 50	\$ 22 00

Number of visits made by the commissioner during the year.....	
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education - white, 1; colored, 0; total, 1; total value.....	\$ 200 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	75 00
Number of school houses in county not belonging to county board, 52; total estimated value	3,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to county board, 3; total estimated value.....	800 00

SCREVEN—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 17 29
Amount treasurer's quarterly checks.....	10,184 83
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 10,202 12</u>

EXPENDITURES:

Salary of county school commissioner	\$ 672 00
Salary of members of board of education.....	84 00
Postage, printing, and other incidentals	273 66
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	9,147 02
Total.....	<u>\$ 10,176 68</u>
Balance remaining on hand.....	25 44
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 9,179 90</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located

Name of Superintendent

COLLEGES:

Name of colleges in county and their location.....

TEACHERS' INSTITUTE:

Where held, Statesboro; date,; name of conductor,

Number of school libraries, 0; value, 0.

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SPALDING.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
11	9	20	8	9	17	19	18	37

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	1	16	2	3	5	8	13	16

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 20; colored, 17; total 37.

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
583	477	1,010	500	581	1,031	1,033	1,008	2,041

SPALDING—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		649	.....	.....	472	.....	.....	1,121

MONTHLY COST.

Average monthly cost per pupil,	\$	1 25
Amount of average monthly cost paid by the State		83

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White	Colored.
\$ 40 00	\$ 25 00	\$ 25 00	\$ 20 00	\$ 18 00	\$ 15 00

Number of visits made by the commissioner during the year.....	80
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 5; colored, 0; total 5; total value	\$ 2,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	425 00
Number of school houses in county not belonging to county board, 13; total estimated value	2,300 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 4 ; total estimated value....	20,700 00

SPALDING—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		8,196 00
Amount from any and all other sources, including supplemental checks.....		
Total receipts.....		8,196 00

EXPENDITURES :

Salary of county school commissioner	500 00
Salary of members of board of education	68 00
Postage, printing and other incidentals.....	58 00
Amount expended in the purchase of school supplies and buildings.....	415 00
Amount paid to teachers.....	6,155 00
Total.....	8,196 00
Balance remaining on hand.....	
Total amount of salaries credited to teachers during the year, as per itemized statements	4,680 00

PRIVATE SCHOOLS :

Number of private high schools in the county, 1;
number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located: Griffin Public Schools, Griffin; name of superintendent, J. H. Walker.

COLLEGES :

Name of colleges in county, and their location, Alhambra University (so-called) reported (above) as a high school.

TEACHERS' INSTITUTE :

Where held: Indian Springs; date, June 22 to 26; name of conductors, Messrs. Pound, Hayes, Ware.

Number of school libraries, 0; value, 0.

STEWART.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	13	21	18	16	34	26	29	55

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
16	11	27	5	14	19	.....	9	9

Number of normal trained teachers—white, 2; colored, 1; total 8

SCHOOLS.

Number of white schools, 19; colored, 32; total... 51

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
293	279	572	964	1,076	2,040	1,257	1,355	2,612

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		876	.....	.....	996	.....	.....	1,372

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 10
Amount of average monthly cost paid by the State.....		91

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00	\$ 35 00	\$ 30 00	\$ 20 00	\$ 20 00	\$ 15 00

Number of visits made by the commissioner during the year.....	32
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 10; colored, 0; total, 10; total value..	3,000 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$
Number of school houses in county not belonging to county board, 41; total estimated value.....	2,050 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 5; total estimated value	750 00

STEWART—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 490 04
Amount treasurer's quarterly checks.....	10,641 04
Amount from any and all other sources, including supplemental checks	
Total receipts... ..	<u>\$11,131 08</u>

EXPENDITURES :

Salary of county school commissioner.....	\$ 500 00
Salary of members of board of education.....	178 00
Postage, printing, and other incidentals.....	117 51
Amount expended in the purchase of school supplies and buildings	250 00
Amount paid to teachers	9,589 53
Total.....	<u>\$10,635 04</u>
Balance remaining on hand	\$ 496 04
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 9,589 53</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school systems and where located, Lumpkin, Ga., and Richland, Ga.; name of superintendents, J. M. Caldwell, Lumpkin; R. V. Forrester, Richland.

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Cuthbert, Ga.; date, August 24 to 28, 1896; names of conductors, D. L. Earnest and E. C. Branson.

Number of school libraries, 0; value, 0.

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SUMTER.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
14	13	27	9	24	33	23	37	60

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
19	7	26	8	10	18	.....	16	16

Number of normal trained teachers—white, 4; colored, 2; total.....

6

SCHOOLS.

Number of white schools, 27; colored, 33; total, 60.

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
774	662	1,436	1,093	1,273	2,366	1,867	1,935	3,802

SUMTER—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
381	326	707	655	764	1,419	1,036	1,090	2,126

MONTHLY COST.

Average monthly cost per pupil.....	\$	90
Amount of average monthly cost paid by the State		88

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 46 53	\$ 35 00	\$ 24 81	\$ 27 66	\$..... ..	\$ 19 34

Number of visits made by the commissioner during the year	120
Whole number of days schools were kept in operation during the year	105
Number of school houses in the county belonging to the county board of education—white, 1; colored, 1; total, 2; total value.	750 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,500 00
Number of school houses in county not belonging to county board, 60; total estimated value.....	\$ 5,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value.....	1,000 00

SUMTER—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	82 41
Amount treasurer's quarterly checks	\$10,666 62
Amount from any and all other sources, including supplemental checks.....	53 62
Total receipts	\$ 10,802 65

EXPENDITURES:

Salary of county school commissioner.....	\$ 507 00
Salary of members of board of education	100 00
Postage, printing and other incidentals.....	67 55
Amount expended in the purchase of school sup- plies and buildings.	125 92
Amount paid to teachers.....	9,507 62
Total.....	\$ 10,808 09

Balance remaining on hand.....	494 56
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 9,507 62

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, Americus Public Schools, Americus, Ga.; name of superintendent, Wm. Harper.

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held: Americus; date, 18th June; name of conductor, W. A. Hayes.

Number of school libraries, 0; value, 0.

TALBOT.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
6	25	31	8	14	22	14	39	53

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
17	1	18	11	3	14	8	18	21

Number of normal trained teachers—white, 12; colored, 7; total 19

SCHOOLS.

Number of white schools, 28; colored, 22; total..... 50

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
541	587	1,128	809	953	1,762	1,350	1,540	2,890

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		920	.....	.....	1,210	.....	.....	2,180

MONTHLY COST.

Average monthly cost per pupil.....	\$	1	16
Amount of average monthly cost paid by the State			71

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 18 66	\$ 18 66	\$ 18 66	\$ 18 66	\$ 18 66	\$ 18 66

Number of visits made by the commissioner during the year	32
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value . . . . .	....
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 750 00
Number of school houses in county not belonging to county board, 37; total estimated value (remainder (col'd) schools being taught in churches)	6,700 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value	

TALBOT—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		8,317 74
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	

EXPENDITURES :

Salary of county school commissioner	\$	488 00
Salary of members of board of education.....		118 00
Postage, printing, and other incidentals (including expert fees 1896).....		67 36
Amount expended in the purchase of school supplies and buildings.....		
Amount paid to teachers.....		7,644 38
Total.....	\$	8,317 74

Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements..... 7,644 38

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 12.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
..... ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location, LeVert College, Talbotton.

TEACHERS' INSTITUTE :

Where held, Warm Springs; date, June 15th, 1896; name of conductors, E. C. Branson and D. L. Earnest.

Number of school libraries, 1; value, \$18.00.

TALIAFERRO.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
7	8	15	12	4	16	19	12	31

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
7	3	10	5	8	13	3	5	8

Number of normal trained teachers—white, 4; colored, 5;
total 9

SCHOOLS.

Number of white schools, 14; colored, 15; total 29

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
323	280	583	493	532	1,025	816	792	1,608

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TALIAFERRO—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
....		398	....	....	491	....	....	880

MONTHLY COST.

Average monthly cost per pupil	97
Amount of average monthly cost paid by the State	92

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 31 60	\$ 20 60	\$	\$	\$	\$

Number of visits made by the commissioner during the year	29
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	300 00
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value	

TALIAFERRO—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		4,510 69
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	4,510 69

EXPENDITURES:

Salary of county school commissioner	\$	291 00
Salary of members of board of education		114 00
Postage, printing, and other incidentals		57 18
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers		4,048 51
Total	\$	4,510 69
Balance remaining on hand	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements	\$	4,048 51

PRIVATE SCHOOLS:

Number of private high schools in the county, 8; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Hillman; date, July 6th to 10th; name of conductor, N. E. Ware.

Number of school libraries, 0; value, 0.

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TATTNALL.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
43	19	62	14	4	18	57	23	80

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
25	1	26	24	4	28	13	13	26

Number of normal trained teachers—white, 9; colored, 2;
total 11

SCHOOLS.

Number of white schools, 58; colored, 18; total 76

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,379	1,121	2,500	492	453	945	1,871	1,574	3,445

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
796	701	1,497	284	242	526	1,080	943	2,023

MONTHLY COST.

Average monthly cost per pupil	1 18
Amount of average monthly cost paid by the State	82

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 33 00	\$ 22 00	\$ 22 00	\$ 18 00	\$ 18 00	\$ 16 00

Number of visits made by the commissioner during the year.....	108
Whole number of days schools were kept in operation during the year.....	95
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 900 00
Number of school houses in county not belonging to county board, 78; total estimated value..	16,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	16,200 00.

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		7,819 47
Amount from any and all other sources, including supplemental checks		1,080 70
Total receipts	\$	8,900 17

EXPENDITURES:

Salary of county school commissioner	\$	397 50
Salary of members of board of education		98 00
Postage, printing, and other incidentals		144 07
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers		8,260 60
Total.....	\$	8,900 17

Balance remaining on hand		
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	8,260 60

PRIVATE SCHOOLS:

Number of private high schools in the county, 6 number of private elementary schools, 27.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located

name of superintendent.....

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Reidsville; date, June 29 to July 3d; name of conductor, H. A. Hays.

Number of school libraries, 1; value, \$100.

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TAYLOR.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
12	11	23	11	3	14	23	14	37

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
12	4	18	5	7	12	1	6	7

Number of normal trained teachers—white, 3 ; colored. 1 ;
total 4

SCHOOLS.

Number of white schools, 22 ; colored, 14 ; total..... 36

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
590	608	1,198	400	502	902	990	1,110	2,100

TAYLOR—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female	Total.	Male.	Female.	Grand Total.
345	360	705	300	263	563	645	623	1,268

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 20
Amount of average monthly cost paid by the State.....		90

TEACHERS' SALARIES

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 35 00	\$ 25 00	\$ 25 00	\$ 20 00	\$ 20 00	\$ 16 00

Number of visits made by the commissioner during the year	36
Whole number of days schools were kept in operation during the year.....	100
Number of school-houses in the county belonging to the county board of education—white, 4; colored, 1; total 5; total value..	\$ 400 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	200 00
Number of school houses in county not belonging to county board, 30; total estimated value.....	1,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value	3,500 00

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TAYLOR—CONTINUED.

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		5,205 00
Amount from any and all other sources, including supplemental checks		
Total receipts	\$	5,205 00

EXPENDITURES.

Salary of county school commissioner	\$	390 00
Salary of members of board of education		130 00
Postage, printing, and other incidentals		74 51
Amount expended in the purchase of school supplies and buildings		46 10
Amount paid to teachers.....		4,564 89
Total.....	\$	5,205 00

Balance remaining on hand	\$	
Total amount of salaries credited to teachers during the year, as per itemized statements ...		4,564 39

PRIVATE SCHOOLS :

Number of private high schools in the county, 1; number of private elementary schools, 2.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location, Butler Male and Female College, Butler, Ga.

TEACHERS' INSTITUTE :

Where held, Perry, Ga.; date, June; names of conductors, J. H. Frederick and W. B. Bonnell.

Number of school libraries, 1; value, \$100 00..

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
12	19	31	8	9	17	20	28	48

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	3	18	14	10	24	2	4	6

Number of normal trained teachers—white, 0; colored, 0;
total.....

SCHOOLS.

Number of white schools, 28; colored, 17; total 45

EMROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
472	508	980	331	354	685	803	862	1,665

TELEFAIR—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
472	508	980	331	354	685	803	862	1,665

MONTHLY COST.

Average monthly cost per pupil	\$	88
Amount of average monthly cost paid by the State		53

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 22 50	\$ 21 00	\$ 17 25	\$ 16 00	\$ 14 00	\$ 12 00

Number of visits made by the commissioner during the year.....	90
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 600 00
Number of school houses in county not belonging to county board, 45; total estimated value.....	1,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, —; total estimated value....	600 00

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1905.....	\$	
Amount treasurer's quarterly checks		4,840 76
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	<u>4,840 76</u>

EXPENDITURES :

Salary of county school commissioner	\$	346 48
Salary of members of board of education		110 00
Postage, printing, and other incidentals.....		84 50
Amount expended in the purchase of school supplies and buildings		168 00
Amount paid to teachers..		4,376 29
Total.....	\$	<u>5,085 27</u>

Balance remaining on hand.....\$

Total amount of salaries credited to teachers during the year, as per itemized statements.....\$ 5,702 03

PRIVATE SCHOOLS :

Number of private high schools in the county, 3; number of private elementary schools, 42.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
..... ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location, South Georgia College, McRae, Ga.

TEACHERS' INSTITUTE :

Where held, Abbeville; date, June; name of conductor, W. B. Merritt.

Number of school libraries, 1; value, \$100.

TERRELL

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
11	19	30	9	12	21	20	31	51

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
20	5	25	7	6	13	3	10	13

Number of normal trained teachers—white, 4; colored, 0;
 total 4

SCHOOLS.

Number of white schools, 24; colored, 20; total..... 44

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
490	441	931	561	689	1,250	1,051	1,130	2,181

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		742	.....	.....	769	.....	.....	1,511

MONTHLY COST.

Average monthly cost per pupil	\$	1 00
Amount of average monthly cost paid by the State		90

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 37 25	\$ 26 00	\$ 30 00	\$ 20 00	\$ 25 00	\$ 15 00

Number of visits made by the commissioner during the year	80
Whole number of days schools were kept in operation during the year	109
Number of school houses in the county belonging to the county board of education—white, 2; colored, 1; total, 3; total value	\$ 1,500 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	600 00
Number of school houses in county not belonging to county board, 45; total estimated value.....	4,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	
Amount treasurer's quarterly checks.....	\$ 9,618 80
Amount from any and all other sources, including supplemental checks	9 10
Total receipts	<u>\$ 9,627 90</u>

EXPENDITURES:

Salary of county school commissioner	\$ 400 00
Salary of members of board of education	111 00
Postage, printing, and other incidentals	95 75
Amount expended in the purchase of school supplies and buildings	278 39
Amount paid to teachers	8,507 08
Total	<u>\$ 9,395 22</u>
Balance remaining on hand	232 68
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>8,677 53</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of private elementary schools, 6.

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located, Dawson Public Schools, Dawson; name of superintendent, Homer Wright.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Dawson; date, July 20-24; name of conductor, D. L. Earnest.

Number of school (teachers) libraries, 2; value, \$50.00.

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THOMAS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
27	22	49	16	13	29	43	35	

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
15	9	24	12	7	19	22	13	35

Number of normal trained teachers—white, 8; colored, 5;
total..... 13

SCHOOLS.

Number of white schools, 61; colored, 43; total..... 104

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,410	1,389	2,799	1,356	1,477	2,833	2,766	2,866	5,632

THOMAS—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,795	.....	.....	1,752	.....	.....	3,547

MONTHLY COST.

Average monthly cost per pupil.....\$

Amount of average monthly cost paid by the State.....

TEACHERS' SALARIES.

Average monthly salaries paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00	\$ 40 00	\$ 40 00	\$ 35 00	\$ 30 00	\$ 25 00

Number of visits made by the commissioner during the year.....	123
Whole number of days schools were kept in operation during the year (calendar months)	5
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 1,000 00
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$
Amount treasurer's quarterly checks.....	15,946 66
Amount from any and all other sources, including supplemental checks.....	
Total receipts.....	<u>\$ 15,946 66</u>

EXPENDITURES:

Salary of county school commissioner.....	750 00
Salary of members of board of education.....	172 00
Postage, printing, and other incidentals.....	41 10
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers.....	14,983 50
Total.....	<u>\$</u>

Balance remaining on hand.....

Total amount of salaries credited to teachers during
the year, as per itemized statements.....\$ 14,983 50

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of
private elementary schools, 7.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,.....

COLLEGES:

Name of colleges in county, and their location, Young Female
College, South Georgia College (white), Allen Normal and
Industrial (colored).

TEACHERS' INSTITUTE:

Were held, Thomasville; date, July 16, 1896; name of conduc-
tor, A. Q. Moody.

Number of school libraries, 1; value, \$150.

TOWNS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
18	6	24	2	0	2	20	6	26

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
14	0	14	6	0	6	4	2	6

Number of normal trained teachers—white, 6; colored, 0;
 total 6

SCHOOLS.

Number of white schools, 23; colored, 1; total 24

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
720	642	1,362	15	10	25	735	652	1,387

TOWNS—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
365	325	690	9	8	17	374	333	707

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State.....		73

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 25 00	\$	\$ 20 00	\$	\$ 18 00	\$ 16 00

Number of visits made by the commissioner during the year	20
Whole number of days schools were kept in operation during the year.....	105
Number of school houses in the county belonging to the county board of education—white, 2; colored, 0; total, 2; total value.....	\$ 200 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	50 00
Number of school houses in county not belonging to county board, 21; total estimated value	1,000
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value... ..	2,000

TOWNS—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	
Amount treasurer's quarterly checks	2,749 83
Amount from any and all other sources, including supplemental checks.....	
Total receipts	<u>\$ 2,749 83</u>

EXPENDITURES:

Salary of county school commissioner	\$ 57 00
Salary of members of board of education	103 00
Postage, printing, and other incidentals.....	10 33
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	2,579 50
Total	<u>\$ 2,749 83</u>
Balance remaining on hand.....	<u>\$</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 2,579 50</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 2; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located, Hiawasse High School; name of superintendent, A. B. Green.

COLLEGES:

Name of colleges in county, and their location, Young L. G. Harris, Young Harris.

TEACHERS' INSTITUTE:

Where held, Hiawasse; date, 2d week in July, 1896; name of conductor, A. B. Green.

Number of school libraries, 2; value, \$200.

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TROUP.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
16	30	46	20	32	52	36	62	98

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
28	6	34	11	9	20	7	37	44

Number of normal trained teachers—white, 5; colored, 4;
total 9

SCHOOLS.

Number of white schools, 36; colored, 42; total..... 78

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
897	837	1,734	1,486	1,512	2,978	2,383	2,349	4,732

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TROUP—CONTINUED.

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Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,036	.....	.....	1,720	.....	.....	2,756

MONTHLY COST.

Average monthly cost per pupil.....	\$	98
Amount of average monthly cost paid by the State.....		81

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 45 00	\$ 30 00	\$ 30 00	\$ 22 00	\$ 25 00	\$ 20 00

Number of visits made by the commissioner during the year.....	78
Whole number of days schools were kept in operation during the year.....	99
Number of school houses in the county belonging to the county board of education—white, 0; colored, 1; total, 1; total value.....	\$ 25 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,610 00
Number of school houses in county not belonging to county board, 39; total estimated value.....	\$ 5,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value....	6,000 00

TROUP—CONTINUED.

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 FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		16,833 71
Amount from any and all other sources, including supplemental checks.....		
Total receipts	\$	16,833 71

EXPENDITURES:

● Salary of county school commissioner.....	\$	510 00
Salary of members of board of education.....		662 00
Postage, printing, and other incidentals.....		75 96
Amount expended in the purchase of school supplies and buildings		2,395 07
Amount paid to teachers		13,790 68
Total.....	\$	16,833 71

Balance remaining on hand.....\$

Total amount of salaries credited to teachers during
the year, as per itemized statements.....\$ 13,790 68

PRIVATE SCHOOLS:

Number of private high schools in the county, 4; number of
private elementary schools, 7.

LOCAL SCHOOL SYSTEMS:

Name of local school systems, and where located, West Point at
West Point, and Hogansville, at Hogansville; name of su-
perintendents: N. C. Miller, at West Point, J. E. Whitchel,
at Hogansville.

COLLEGES:

Name of colleges in county and their location: Southern Fe-
male College and LaGrange Female College, both at La-
Grange.

TEACHERS' INSTITUTE:

Where held, LaGrange; date, August 31; name of conductors,
D. L. Earnest.

Number of school libraries 4; value, \$3,500.

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TWIGGS.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	9	17	4	13	17	12	22	31

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
6		6	5	2	7	6	15	21

Number of normal trained teachers—white, 1; colored 0;
total..... 1

SCHOOLS.

Number of white schools, 16; colored, 16; total..... 32

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
304	267	571	477	479	956	781	746	1,527

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
195	172	367	225	226	451	420	398	818

MONTHLY COST.

Average monthly cost per pupil	50
Amount of average monthly cost paid by the State	50

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 40 00	\$ 30 00	\$ 30 00	\$ 20 00	\$ 20 00

Number of visits made by the commissioner during the year	84
Whole number of days schools were kept in operation during the year	105
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	100 00
Number of school houses in county not belonging to county board, 21; total estimated value.....	1,475 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value....	

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		4,727 12
Amount from any and all other sources, including supplemental checks.		
Total receipts.....	\$	4,727 12

EXPENDITURES:

Salary of county school commissioner	\$	850 00
Salary of members of board of education.....		90 00
Postage, printing, and other incidentals		75 08
Amount expended in the purchase of school supplies and buildings		
Amount paid to teachers.....		4,212 05
Total.....	\$	4,727 18
Balance remaining on hand.....		
Total amount of salaries credited to teachers during the year, as per itemized statements	\$	4,212 05

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county and their location,

TEACHERS' INSTITUTE

Where held, Jeffersonville; date, July 6-10; name of conductor, Wm. Harper.

Number of school libraries, 1; value, \$96.20.

UNION.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
47	7	54	.....	.....	.....	47	7	54

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
16		16	19	.....	19	19	.....	19

Number of normal trained teachers—white, 2; colored, 0;
total 2

SCHOOLS.

Number of white schools, 50; colored, 0; total, 50

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,512	1,340	2,852			...	1,512	1,340	2,852

UNION—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....								1,060

MONTHLY COST.

Average monthly cost per pupil.....	\$ 1 12½
Amount of average monthly cost paid by the State.....	86

TEACHERS' SALARIES.

Average monthly salary paid teachers: Paid on grade and average.

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$	\$	\$	\$	\$	\$

Number of visits made by the commissioner during the year.....	50
Whole number of days schools were kept in operation during the year.	105
Number of school houses in the county belonging to the county board of education—white, 2; colored, 0; total, 2; total value.....	\$ 300 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	150 00
Number of school houses in county not belonging to county board, 35; total estimated value	1,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value.....	\$

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UNION—CONTINUED

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FINANCIAL STATEMENT—Receipts for the year

Balance in hand from 1895	
Amount treasurer's quarterly checks	\$ 4,896 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts.....	\$ 4,896 00

EXPENDITURES:

Salary of county school commissioner.....	\$ 200 00
Salary of members of board of education	82 00
Postage, printing, and other incidentals	60 36
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	4,553 64
Total	\$ 4,896 00

Balance remaining on hand \$

Total amount of salaries credited to teachers during
the year, as per itemized statements.....\$ 7,021 96

PRIVATE SCHOOLS:

Number of private high schools in the county, 1; number of private elementary schools, 1.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent.....

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Blairsville; date, July 13 to 17 inclusive; name of
conductor, T. B. Passmore.

Number of school libraries, 1; value, \$700.00

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UPSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
19	19	38	15	12	27	34	31	65

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
18	3	21	7	5	12	13	19	32

Number of normal trained teachers—white, 3; colored, 1; total 4

SCHOOLS.

Number of white schools, 31; colored, 22; total..... 53

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
857	708	1,559	867	812	1,679	1,718	1,520	3,238

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		965	.....	.....	943	.....	.....	1,908

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 21
Amount of average monthly cost paid by the State.....		75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 30 00	\$ 30 00	\$ 25 00	\$ 20 00	\$ 16 00

Number of visits made by the commissioner during the year.....	102
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 1; total, 1; total value.....	\$ 100 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 85; total estimated value.....	19,000 00
Number of school houses in cities and towns not belonging to county board, 5; total estimated value.....	14,800 00

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 17 83
Amount treasurer's quarterly checks.....	8,103 00
Amount from any and all other sources, including supplemental checks	
Total receipts	\$ 8,120 83

EXPENDITURES :

Salary of county school commissioner	\$ 380 00
Salary of members of board of education.....	94 00
Postage, printing, and other incidentals	93 96
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers.....	7,554 83
Total.....	\$ 8,122 79
Balance remaining on hand (\$2.16 overpaid).	
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 7,970 00

PRIVATE SCHOOLS :

Number of private high schools in the county, 3; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS :

Name of local school system and where located

Name of Superintendent

COLLEGES :

Name of colleges in county and their location R. E. Lee Institute;
Thomaston, Ga.

TEACHERS' INSTITUTE :

Where held, Warm Springs, Meriwether Co.; date, June 15th,
1896; name of conductors, Earnest and Branson.

Number of school libraries, 1; value, \$500.

WALKER.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
36	32	68	10	2	12	46	34	80

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
20	1	21	20	8	23	28	8	36

Number of normal trained teachers—white, 2; Colored, 1;
 total 8

SCHOOLS.

Number of white schools, 66; colored, 11; total. 77

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,630	1,361	2,991	245	261	506	1,875	1,622	3,497

WALKER—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
942	786	1,728	141	150	291	1,083	936	2,019

MONTHLY COST.

Average monthly cost per pupil.....	1 00
Amount of average monthly cost paid by the State.....	75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 28 00	\$ 24 00	\$ 21 00	\$ 19 00	\$ 17 00	\$ 16 00

Number of visits made by the commissioner during the year.....	57
Whole number of days schools were kept in operation during the year... ..	109
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 12 40
Number of school houses in county not belonging to county board, 77; total estimated value.....	112 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school-houses in cities and towns not belonging to the county board, 1; total estimated value.....	400 00

WALKER—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	4 79
Amount treasurer's quarterly checks.....		8,368 6
Amount from any and all other sources, including supplemental checks.....		528 23
Total receipts.....	\$	8,901 67

EXPENDITURES.

Salary of county school commissioner	\$	454 50
Salary of members of board of education.....		76 00
Postage, printing, and other incidentals.		133 47
Amount expended in the purchase of school sup- plies and buildings		
Amount paid to teachers.....		8,237 12
Total.....	\$	8,901 09

Balance remaining on hand.....	\$	58
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$	8,237 12

PRIVATE SCHOOLS:

Number of private high schools in the county, 5; number of private elementary schools, 7.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, ...
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,
.....

TEACHERS' INSTITUTE:

Where held, LaFayette; date, began July 6; name of conductor, Capt. J. Y. Wood.

Number of school libraries, 0; value, 0.

WALTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
35	18	53	19	16	35	54	34	88

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
36	8	44	11	10	21	2	20	22

Number of normal trained teachers—white, 8; colored, 1;
total..... 9

Those who attended high grade schools—white, 11; colored, 8;
Total, 19.

SCHOOLS.

Number of white schools, 46; colored, 29; total 75

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,593	1,366	2,959	862	904	1,766	2,455	2,270	4,725

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,496	.....	.....	819	.....	.....	2,315

MONTHLY COST.

Average monthly cost per pupil,.....	\$	1.462
Amount of average monthly cost paid by the State.....		84

TEACHERS' SALARIES.

Average monthly salaries paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 37 50	\$ 37 50	\$ 30 00	\$ 30 00	\$ 18 00	\$ 18 00

Number of visits made by the commissioner during the year.....	43
Whole number of days schools were kept in operation during the year	95
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 240 00
Number of school houses in county not belonging to county board, 75; total estimated value	10,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 6; total estimated value....	8,000 00

WALTON—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895	\$	
Amount treasurer's quarterly checks		10,805
Amount from any and all other sources, including supplemental checks		
Total receipts		10,805 0

EXPENDITURES :

Salary of county school commissioner	\$	450 00
Salary of members of board of education		50 00
Postage, printing and other incidentals		109 19
Amount expended in the purchase of school supplies and buildings		147 00
Amount paid to teachers		10,029 36
Total		10,805 00
Balance remaining on hand		19 54
Total amount of salaries credited to teachers during the year, as per itemized statements		14,479 91

PRIVATE SCHOOLS :

Number of private high schools in the county

number of private elementary schools

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located

name of superintendent

COLLEGES :

Name of colleges in county, and their location

TEACHERS' INSTITUTE :

Where held: Madison; date, June; name of conductors, L. B.
Evans and Prof. Nealie.

Number of school libraries, 1 ; value, \$125.00.

WARE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male	Female.	Grand Total.
15	12	27	3	7	10	18	19	37

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
16	4	20	8	4	12	3	2	5

Number of normal trained teachers—white, 0; colored,
0; total

SCHOOLS.

Number of white schools, 25; colored, 10; total 35

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
500	448	948	125	119	244	625	567	1,192

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
375	112	487	100	110	210	475	222	697

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State		41

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 50 00	\$ 50 00	\$ 40 00	\$ 40 00	\$ 30 00	\$ 30 00

Number of visits made by the commissioner during the year.....	24
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 2; colored, 0; total, 2; total value	\$ 3,850 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	1,000 00
Number of school houses in county not belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value.....	22,000 00

WARE—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks.....		4,936 85
Amount from any and all othersources, including supplemental checks.....		170 94
Total receipts	\$	5,107 79

EXPENDITURES :

Salary of county school commissioner.....	\$	522 00
Salary of members of board of education.....		42 00
Postage, printing, and other incidentals		128 00
Amount expended in the purchase of school supplies and buildings.....		
Amount paid to teachers		4,385 79
Total	\$	5,077 79
Balance remaining on hand	\$	30 00
Total amount of salaries credited to teachers during the year, as per itemized statements		

PRIVATE SCHOOLS :

Number of private high schools in the county, 1 ; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEM :

Name of local school system, and where located, Waycross
name of superintendent, W. J. Carswell, Sec.

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held,; date,; name of conductor,

Number of school libraries 0; value, 0

WARREN.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
11	22	33	17	9	26	28	31	59

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
10	3	13	15	13	28	8	11	19

Number of normal trained teachers—white, 10; colored,
8; total 18

SCHOOLS.

Number of white schools, 29; colored, 24; total... 53

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
505	568	1,073	729	914	1,643	1,234	1,482	2,716

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
860	377	787	450	521	791	810	898	1,708

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 50
Amount of average monthly cost paid by the State.....		77

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 40 00	\$ 32 00	\$ 25 00	\$ 20 00	\$ 18 00	\$ 15 00

Number of visits made by the commissioner during the year.....	63
Whole number of days schools were kept in operation during the year.....	110
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value..	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 250 00
Number of school houses in county not belonging to county board, 40; total estimated value.....	6,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value..	
Number of school houses in cities and towns not belonging to the county board, 5; total estimated value	

FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 1 77
Amount treasurer's quarterly checks.....	7,155 00
Amount from any and all other sources, including supplemental checks	
Total receipts... ..	<u>\$ 7,156 77</u>

EXPENDITURES :

Salary of county school commissioner.....	\$ 400 00
Salary of members of board of education.....	68 00
Postage, printing, and other incidentals.....	98 75
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	6,588 25
Total.....	<u>\$ 7,155 00</u>
Balance remaining on hand	\$
Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 6,617 88</u>

PRIVATE SCHOOLS :

Number of private high schools in the county, 3; number of private elementary schools, 8.

LOCAL SCHOOL SYSTEMS :

Name of local school systems and where located,.....
name of superintendents,.....

COLLEGES :

Name of colleges in county and their location,

TEACHERS' INSTITUTE :

Where held, Warrenton; date, July 19, 1896; name of conductor, D. L. Earnest.

Number of school libraries, 3; value, \$100.00.

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WASHINGTON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
19	45	64	33	32	65	52	77	129

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
.....								

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 52; colored, 53; total..... 105

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,122	1,047	2,169	1,460	1,715	3,175	2,582	2,762	5,344

WASHINGTON—CONTINUED.

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,278	.....	.....	1,813	.....	.....	3,091

MONTHLY COST.

Average monthly cost per pupil	97½
Amount of average monthly cost paid by the State	97½

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 35 00	\$ 25 00	\$ 27 50	\$ 20 00	\$ 20 00	\$ 16 00

Number of visits made by the commissioner during the year.....	111
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 11; colored, 1; total 12; total value.....	2,540 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 1,500 00
Number of school houses in county not belonging to county board, 46; total estimated value.....	8,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value....	1,500 00

WASHINGTON—CONTINUED.

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 FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	\$ 7,677 83
Amount treasurer's quarterly checks	16,902 18
Amount from any and all other sources, including supplemental checks	400 00

Total receipts \$ 17,370 01

EXPENDITURES:

Salary of county school commissioner	\$ 684 00
Salary of members of board of education	68 00
Postage, printing, and other incidentals	126 40
Amount expended in the purchase of school supplies and buildings	1,390 73
Amount paid to teachers	15,100 00

Total \$ 17,370 01

Balance remaining on hand
 Total amount of salaries credited to teachers during the year, as per itemized statements \$15,101 77

PRIVATE SCHOOLS:

Number of private high schools in the county, 5; number of private elementary schools, 3.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located Sandersville;
 name of superintendent, C. Whitehurst.

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held, Tennesse, Ga.; date, August 10-14, 1896; name of conductor, G. G. Bond.

Number of school libraries, 1; value, \$50.00.

WAYNE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
27	13	40	6	6	12	33	19	52

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
13	3	16	15	1	16	12	8	20

Number of normal trained teachers—white, 9; colored,
2; total..... 11

SCHOOLS.

Number of white schools, 48; colored, 13; total 61

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
857	863	1,720	203	338	541	1,060	1,201	2,261

WAYNE—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,129	.....	.....	353	.....	.....	1,482

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 00
Amount of average monthly cost paid by the State		85

TEACHERS' SALARIES.

Average monthly salary paid teachers (based on attendance):

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 21 85	\$ 22 09	\$ 21 85	\$ 22 09	\$ 21 85	\$ 22 09

Number of visits made by the commissioner during the year	49
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 8; colored, 0; total, 8; total value	\$ 800 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	400 00
Number of school houses in county not belonging to county board, 44; total estimated value.....	\$ 1,760 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value.....	800 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	160 93
Amount treasurer's quarterly checks	\$ 6,946 41
Amount from any and all other sources, including supplemental checks.....	
Total receipts	\$ 7,107 34

EXPENDITURES:

Salary of county school commissioner.....	\$ 237 45
Salary of members of board of education	78 00
Postage, printing and other incidentals.....	26 00
Amount expended in the purchase of school sup- plies and buildings.	66 55
Amount paid to teachers and expert.....	6,506 66
Total.....	\$ 6,914 66
Balance remaining on hand.....	192 68
Total amount of salaries credited to teachers during the year, as per itemized statements	\$ 6,481 66

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located, "Jesup's
Free School," Jesup, Ga.; name of superintendent, W. T.
Weaver.

COLLEGES:

Name of colleges in county, and their location

TEACHERS' INSTITUTE:

Where held: Blackshear; date, August 3 to 8; name of con-
ductor, E. C. Branson.

Number of school libraries, 0; value, 0.

WEBSTER.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
8	9	17	7	8	15	15	17	32

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
13	3	16	2	5	7	2	7	9

Number of normal trained teachers—white, 0; colored,
0; total

SCHOOLS.

Number of white schools, 17; colored, 16; total..... 33

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
298	307	605	324	336	660	622	643	1,265

ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
189	195	375	157	164	321	337	359	696

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 08
Amount of average monthly cost paid by the State.....		92

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 24 78	\$ 18 00	\$ 24 00	\$ 18 00	\$ 10 00	\$ 15 00

Number of visits made by the commissioner during the year	32
Whole number of days schools were kept in operation during the year	105
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value.....	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 220 00
Number of school houses in county not belonging to county board, 31; total estimated value	1,600 00
Number of school houses in cities and towns belonging to county board 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 2; total estimated value.....	500 00

WEBSTER—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$	
Amount treasurer's quarterly checks		3,559 41
Amount from any and all other sources, including supplemental checks		

Total receipts	\$	3,559 41
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EXPENDITURES :

Salary of county school commissioner	\$	217 50
Salary of members of board of education.....		78 00
Postage, printing, and other incidentals		47 45
Amount expended in the purchase of school supplies and buildings.....		
Amount paid to teachers.....		8,216 46

Total.....	\$	8,559 41
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Balance remaining on hand

Total amount of salaries credited to teachers during the year, as per itemized statements.....		8,216 46
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PRIVATE SCHOOLS :

Number of private high schools in the county, 2; number of private elementary schools, 31.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located,
 ; name of superintendent,

COLLEGES :

Name of colleges in county, and their location,

TEACHERS' INSTITUTE :

Where held, Preston, Ga.; date,; name of conductor, W. B. Merritt.

Number of school libraries, 0; value, 0.

WHITE.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
24	8	32	2	2	4	26	10	36

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
11		11	11	2	13	10	2	12

Number of normal trained teachers—white, 3; colored, 0;
 total 3.

SCHOOLS.

Number of white schools, 28; colored, 4; total 32.

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
784	679	1,463	86	107	193	870	786	1,656.

ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
418	364	782	48	55	98	461	419	880

MONTHLY COST.

Average monthly cost per pupil	\$	1 10
Amount of average monthly cost paid by the State		70

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 45 00	\$	\$ 30 00	\$ 20 00	\$ 20 00	\$ 15 00

Number of visits made by the commissioner during the year	32
Whole number of days schools were kept in operation during the year	105
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 200 00
Number of school houses in county not belonging to county board, 32; total estimated value.	2,500 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.	
Number of school houses in cities and towns not belonging to the county board, 1; total estimated value	400 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895	32
Amount treasurer's quarterly checks	\$ 3,664 00
Amount from any and all other sources, including supplemental checks	
Total receipts	<u>\$ 3,664 32</u>

EXPENDITURES:

Salary of county school commissioner	\$ 219 00
Salary of members of board of education	96 00
Postage, printing, and other incidentals	103 09
Amount expended in the purchase of school supplies and buildings	80 00
Amount paid to teachers	3,082 05
Total	<u>\$ 3,580 14</u>
Balance remaining on hand	<u>\$ 84 18</u>
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 4,425 00</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 3; number of
private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
 name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Gainesville, Ga.; date, July 6th; name of con-
 ductors, Chas. Lane and G. G. Bond.

Number of school libraries, 0; value, 0.

WHITFIELD.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
32	16	48	2	4	6	34	20	54

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
16		16	15	....	15	11	6	17

Number of normal trained teachers—white, 8 ; colored, 0 ;
 total 8

SCHOOLS.

Number of white schools, 42 ; colored, 6 ; total 48

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
1,347	1,274	2,621	151	122	273	1,498	1,396	2,894

WHITFIELD—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
704	669	1,373	67	65	132	771	734	1,505

MONTHLY COST.

Average monthly cost per pupil.....	\$	85
Amount of average monthly cost paid by the State.....		75

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 30 65	\$	\$ 26 55	\$	\$ 22 91	\$ 17 88

Number of visits made by the commissioner during the year	118
Whole number of days schools were kept in operation during the year.....	109
Number of school-houses in the county belonging to the county board of education—white, 0; colored, 0; total 0; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	
Number of school houses in county not belonging to county board, 30; total estimated value	\$ 7,712 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value	2,000 00

WHITFIELD—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year :

Balance in hand from 1895.....	\$ 165 37
Amount treasurer's quarterly checks	8,508 00
Amount from any and all other sources, including supplemental checks.....	605 38
Total receipts	<u>\$ 9,278 75</u>

EXPENDITURES :

Salary of county school commissioner..	\$ 400 00
Salary of members of board of education	74 00
Postage, printing, and other incidentals.....	71 64
Amount expended in the purchase of school supplies and buildings	58 00
Amount paid to teachers..	8,451 18
Total	<u>\$ 9,054 82</u>

Balance remaining on hand.....	\$ 223 93
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Total amount of salaries credited to teachers during the year, as per itemized statements.....	<u>\$ 8,451 18</u>
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PRIVATE SCHOOLS :

Number of private high schools in the county, 1; number of private elementary schools, 2.

LOCAL SCHOOL SYSTEMS :

Name of local school system, and where located, Dalton Local System, Dalton; name of superintendent, B. M. Thomas.

COLLEGES :

Name of colleges in county, and their location, Dalton Female College, Dalton, Ga.

TEACHERS' INSTITUTE :

Where held, Dalton; date, first week in July; name of conductor, C. H. Humphreys.

Number of school libraries, 1; value, \$20.

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WILCOX.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
18	15	33	7	4	11	25	19	44

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
13	2	15	16	3	19	4	6	10

Number of normal trained teachers—white, 6; colored, 1;
total

7

SCHOOLS.

Number of white schools, 30; colored, 12; total.....

42

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
634	692	1,236	266	286	552	900	978	1,878

WILCOX—CONTINUED.
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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
330	367	697	150	157	307	480	524	1,004

MONTHLY COST.

Average monthly cost per pupil	\$	1 30
Amount of average monthly cost paid by the State		97

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 26 00	\$ 24 00	\$ 22 00	\$ 21 00	\$ 16 50	\$ 15 50

Number of visits made by the commissioner during the year	80
Whole number of days schools were kept in operation during the year ...	105
Number of school houses in the county belonging to the county board of education—white, 10; colored, 2; total, 12; total value	\$ 2,200 00
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc	300 00
Number of school houses in county not belonging to county board, 11; total estimated value.....	1,200 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 4; total estimated value....	10,000 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	1,812 72
Amount treasurer's quarterly checks.....	\$ 4,853 61
Amount from any and all other sources, including supplemental checks	

Total receipts	<u>\$ 6,166 33</u>
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EXPENDITURES:

Salary of county school commissioner	\$ 500 00
Salary of members of board of education	168 00
Postage, printing, and other incidentals.....	195 72
Amount expended in the purchase of school supplies and buildings	
Amount paid to teachers	4,874 63

Total	<u>\$ 5,738 35</u>
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Balance remaining on hand	427 98
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>4,874 63</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS.

Name of local school system, and where located, Abbeville, Abbeville; name of superintendent, R. J. Prentess.

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Abbeville; date, opened June 29th, 1896; name of conductor, R. J. Prentess.

Number of school libraries, 0; value, 0.

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WILKES.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
24	28	52	9	5	14	33	33	66

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
36	...	36	9	10	19	6	5	11

Number of normal trained teachers—white, 0; colored, 0;
total

SCHOOLS.

Number of white schools, 48; colored, 14; total..... 62

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
646	612	1,258	290	330	620	936	942	1,878

WILKES—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
494	471	965	265	233	497	759	703	1,462

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 11
Amount of average monthly cost paid by the State.....		1 11

TEACHERS' SALARIES.

Average monthly salary paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 31 93	\$	\$ 26 89	\$ 19 36	\$ 12 14	\$ 12 00

Number of visits made by the commissioner during the year.....	40
Whole number of days schools were kept in operation during the year.....	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	\$
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	400 00
Number of school houses in county not belonging to county board, 39; total estimated value.....	\$ 2,000 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value.....	
Number of school houses in cities and towns not belonging to the county board, 3; total estimated value....	5,000 00

WILKES—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$
Amount treasurer's quarterly checks.....	10,752 00
Amount from any and all other sources, including supplemental checks.....	

Total receipts.....	\$ 10,752 00
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EXPENDITURES:

Salary of county school commissioner.....	\$ 585 00
Salary of members of board of education.....	74 00
Postage, printing, and other incidentals.....	80 00
Amount expended in the purchase of school supplies and buildings	206 50
Amount paid to teachers	9,806 50

Total.....	\$ 10,752 00
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Balance remaining on hand.....	\$
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Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 7,401 94
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PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school systems, and where located, Washington, Washington, Ga.; name of superintendent: T. L. Hollingsworth.

COLLEGES:

Name of colleges in county and their location:

TEACHERS' INSTITUTE:

Where held, Washington; date, July 6-10; name of conductor, B. T. Hunter.

Number of school libraries 0; value, \$

WILKINSON.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
19	24	43	10	17	27	29	41	70

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
23	2	25	11	13	24	9	12	21

Number of normal trained teachers—white, 3; colored, 1;
total..... 4

SCHOOLS.

Number of white schools, 35; colored, 25; total..... 60

ENROLLMENT.

Number of pupils admitted during the year :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
659	620	1,279	623	765	1,388	1,282	1,385	2,667

WILKINSON—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		698	.....	.....	849	.....	.....	1,547

MONTHLY COST.

Average monthly cost per pupil.....\$ 1 31
 Amount of average monthly cost paid by the State..... 80 4-5c

TEACHERS' SALARIES.

Average monthly salaries paid teachers:

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$	\$	\$	\$	\$	\$

Number of visits made by the commissioner during the year.....	47
Whole number of days schools were kept in operation during the year	100
Number of school houses in the county belonging to the county board of education—white, 0; colored, 0; total, 0; total value	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.....	\$ 175 00
Number of school houses in county not belonging to county board, 70; total estimated value.....	700 00
Number of school houses in cities and towns belonging to county board, 0; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 0; total estimated value....	500 00

FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 10 45
Amount treasurer's quarterly checks.....	6,464 23
Amount from any and all other sources, including supplemental checks.....	803 00
Total receipts.....	\$ 6,777 68

EXPENDITURES:

Salary of county school commissioner.....	400 00
Salary of members of board of education.....	72 00
Postage, printing, and other incidentals.....	24 37
Amount expended in the purchase of school supplies and buildings.....	
Amount paid to teachers.....	6,257 82
Total.....	\$ 6,754 19
Balance remaining on hand.....	23 49
Total amount of salaries credited to teachers during the year, as per itemized statements.....	\$ 6,257 82

PRIVATE SCHOOLS:

Number of private high schools in the county, 3; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system, and where located,
name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Irwinton; date, 2d week in June; name of conductor, Simeon W. Rogers.

Number of school libraries, 0; value, 0.

WORTH.

NUMBER OF TEACHERS.

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
40	13	53	11	13	24	51	26	77

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored.	Total.	White	Colored.	Total.	White	Colored.	Total.
41	4	45	15	2	17	.....	18	18

Number of normal trained teachers—white, 3; colored, 0;
total 3

SCHOOLS.

Number of white schools, 53; colored, 22; total 75

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
963	839	1,802	579	549	1,128	1,542	1,388	2,930

WORTH—CONTINUED:

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
.....		1,081	.....	.....	608	.....	.....	1,689

MONTHLY COST.

Average monthly cost per pupil.....	\$	1 50
Amount of average monthly cost paid by the State.....		1 50

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$	\$	\$	\$	\$	\$

Number of visits made by the commissioner during the year	75
Whole number of days schools were kept in operation during the year	110
Number of school houses in the county belonging to the county board of education—white, 0 ; colored, 0 ; total, 0 ; total value.....	
Estimated value of all other property, including school supplies of all kinds, charts, maps, desks, seats, school appliances, etc.	\$ 95 00
Number of school houses in county not belonging to county board, 50 ; total estimated value	2,500
Number of school houses in cities and towns belonging to county board, 0 ; total estimated value	
Number of school houses in cities and towns not belonging to the county board, 20 ; total estimated value.....	1,500 00

WORTH—CONTINUED.

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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1895.....	\$ 89 58
Amount treasurer's quarterly checks	6,078 00
Amount from any and all other sources, including supplemental checks.....	
Total receipts	<u>\$ 6,167 58</u>

EXPENDITURES:

Salary of county school commissioner	\$ 300 00
Salary of members of board of education	66 00
Postage, printing, and other incidentals	91 48
Amount expended in the purchase of school supplies and buildings	31 85
Amount paid to teachers.....	5,295 33
Total	<u>\$ 5,784 66</u>

Balance remaining on hand.....	\$ 382 92
Total amount of salaries credited to teachers during the year, as per itemized statements	<u>\$ 8,655 81</u>

PRIVATE SCHOOLS:

Number of private high schools in the county, 0; number of private elementary schools, 0.

LOCAL SCHOOL SYSTEMS:

Name of local school system and where located,
.....; name of superintendent,

COLLEGES:

Name of colleges in county, and their location,

TEACHERS' INSTITUTE:

Where held, Tifton; date,; name of conductors,
L. B. Ewing, E. C. Branson and others.

Number of school libraries, 0; value, 0.

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TOTAL.

NUMBER OF TEACHERS

WHITES.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
2,874	2,452	5,326	1,827	1,472	2,799	4,201	3,924	8,125

GRADES OF TEACHERS.

FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
White	Colored	Total.	White	Colored	Total.	White	Colored	Total.
2,660	527	3,187	1,641	913	2,554	968	1,376	2,344

Number of normal trained teachers—white, 678; colored,
259—total 937

SCHOOLS.

Number of white schools, 4,813; colored, 2,606—total..... 7,419

ENROLLMENT.

Number of pupils admitted during the year:

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
120116	112,291	232407	72,028	84,622	156650	192144	196,913	389,057

TOTAL—CONTINUED.

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ATTENDANCE.

Average number of pupils in daily attendance :

WHITE.			COLORED.			TOTAL.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Grand Total.
41,657	40,018	125517	23,168	25,844	70,550	64,825	65,862	205,782

MONTHLY COST.

Average monthly cost per pupil\$ 1 08
 Amount of average monthly cost paid by the State..... 83

TEACHERS' SALARIES.

Average monthly salary paid teachers :

FIRST GRADE.		SECOND GRADE.		THIRD GRADE.	
White.	Colored.	White.	Colored.	White.	Colored.
\$ 32 61	\$ 26 05	\$ 24 77	\$ 20 57	\$ 19 69	\$ 16 68

Number of visits made by the Commissioner during the year..... 10,615
 Number of school houses in the county belonging to the county board of education—white, 368; colored, 53; total, 421; total value.....\$ 78,977 00
 Estimated value of all other property, including school supplies of all kinds; charts, maps, desks, seats, school appliances, etc. 83,914 00
 Number of school houses in county not belonging to county board, 4,768. Total estimated value..... 728,657 00
 Number of school houses in cities and towns belonging to county board, 23. Total estimated value.. 27,400 00
 Number of school houses in cities and towns not belonging to county board, 345. Total estimated value..... 1,806,421 00

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TOTAL—CONTINUED.
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FINANCIAL STATEMENT—Receipts for the year:

Balance in hand from 1896.....	\$ 18,547 40
Amount treasurer's quarterly checks.....	1,024,664 11
Amount from any and all other sources, including supplemental checks.....	7,690 75
Total receipts.....	<u>\$ 1,050,902 26</u>

EXPENDITURES:

Salary of county school commissioners.....	\$ 54,952 58
Salary of members of boards of education.....	13,020 02
Postage, printing and other incidentals	12,357 85
Amount expended in the purchase of school sup- plies and buildings.....	19,029 92
Amount paid to teachers.....	935,906 43
Total.....	<u>\$ 1,035,266 80</u>
Balance remaining on hand.....	15,658 41
Total amount of salaries credited to teachers during the year, as per itemized statements....	<u>992,846 80</u>

PRIVATE SCHOOLS:

Number of private high schools in the State, 199; number
of private elementary schools, 431.

NUMBER OF SCHOOL LIBRARIES : 91; value, \$9,819.11.

TABLE No. 1.

Branches of Study Taught.

COUNTIES.	ORTHOGRAPHY.	READING.	WRITING.	ENG. GRAMMAR.	GEOGRAPHY.	ARITHMETIC.		HISTORY.	
	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.
Appling	2,281	2,260	2,076	653	898	1,643	556		
Baker	1,020	991	840	315	475	680	140		
Baldwin	2,459	2,259	2,165	841	978	1,783	438		
Banks	2,821	2,753	2,678	1,634	2,046	2,514	1,136		
Bartow	2,320	2,921	2,731	933	2,012	1,599	824		
Berrien	2,788	2,653	2,618	966	1,201	1,977	700		
Brooks	2,698	2,632	2,520	1,782	1,798	1,653	784		
Bryan	1,141	1,101	1,052	201	421	968	237		
Bulloch	3,614	2,966	3,004	1,136	1,422	2,464	1,050		
Burke	5,316	4,674	4,226	1,282	2,226	3,231	1,089		
Butts	8,149	2,993	2,748	885	1,201	2,312	594		
Calhoun	1,500	1,138	1,208	355	538	958	253		
Camden	1,367	1,290	1,188	415	603	1,069	297		
Campbell	1,616	1,570	1,231	493	495	1,200	200		
Carroll	6,181	5,508	4,285	1,825	2,187	4,175	1,481		
Catoosa	1,402	1,138	1,157	430	423	1,066	199		
Charlton	578	589	485	97	162	390	112		
Chattahoochee	961	1,020	925	238	407	692	152		
Chattooga	2,306	2,248	2,166	748	888	1,754	568		
Cherokee	4,387	3,550	3,014	1,221	1,321	2,516	976		

Clarke.....	1,565	1,329	1,415	415	567	1,070	246
Clay.....	1,344	1,306	1,970	385	564	1,974	335
Clayton.....	1,879	1,786	1,364	625	791	1,432	382
Clinch.....	1,552	1,445	1,407	480	634	1,142	377
Cobb.....	5,845	5,016	4,779	1,899	2,202	5,002	1,293
Coffee.....	2,466	2,295	2,014	831	1,013	1,625	467
Columbia.....	1,844	1,878	1,648	595	977	1,496	339
Colquitt.....	1,432	1,276	968	341	428	918	246
Coweta.....	3,582	3,578	3,389	1,848	2,256	3,693	964
Crawford.....	1,873	1,716	1,730	420	571	1,454	832
Dade.....	1,030	1,193	733	389	497	918	207
Dawson.....	1,488	1,180	671	324	400	767	183
Decatur.....	4,924	4,488	4,059	1,306	2,028	3,281	873
DeKalb.....	3,563	3,228	2,916	922	1,265	2,662	615
Dodge.....	2,412	2,403	2,268	534	878	1,766	296
Dooly.....	3,729	3,658	3,395	1,027	1,558	3,053	788
Dougherty.....	2,206	2,071	1,883	592	928	1,752	182
Douglas.....	2,401	1,863	1,561	1,304	1,426	1,571	921
Early.....	2,010	1,615	1,551	492	500	1,282	400
Echols.....	511	472	440	68	101	352	66
Effingham.....	1,391	1,165	1,130	400	534	980	305
Elbert.....	4,490	3,947	3,557	1,592	1,925	3,153	818
Emanuel.....	3,870	3,503	3,145	1,155	1,440	2,626	928
Fannin.....	2,518	1,646	826	304	450	868	126
Fayette.....	2,294	2,385	1,780	662	820	1,537	358
Forsyth.....	3,674	3,066	2,424	710	869	1,847	355
Franklin.....	4,967	4,031	2,376	1,291	1,205	3,284	672
Fulton.....	3,225	3,114	3,060	928	1,209	2,044	437
Gilmer.....	2,948	1,977	1,227	365	324	1,042	152
Glascock.....	1,130	803	728	297	416	692	242
Gordon.....	3,789	2,821	2,553	901	999	2,482	668
Greene.....	3,740	3,688	2,834	1,073	1,601	2,834	980
Gwinnett.....	5,856	5,218	4,498	1,718	1,638	3,724	984

TABLE No. 1—Continued.

Branches of Study Taught.

COUNTIES.	ORTHOGRAPHY.	READING.	WRITING.	ENG. GRAMMAR.	GEOGRAPHY.	ARITHMETIC.	HISTORY.
	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.
Hatfield	2,783	2,171	1,886	880	780	1,773	373
Hall	4,196	3,422	2,833	460	958	2,363	380
Hancock	2,864	2,854	2,588	878	1,398	2,259	484
Harrison	2,315	2,121	2,015	407	1,586	1,316	263
Harris	3,637	3,658	2,843	1,242	1,593	2,760	655
Hart	3,045	2,451	2,412	872	959	2,067	432
Heard	2,848	2,848	2,306	1,055	1,227	2,148	725
Henry	3,729	3,667	3,096	1,274	1,809	3,049	872
Houston	2,849	3,081	2,532	737	942	2,004	506
Irwin	2,050	1,933	1,854	79	1,162	1,542	800
Jackson	5,728	5,202	4,360	1,482	1,871	4,090	1,060
Jasper	2,426	2,499	2,306	725	1,004	2,081	427
Jefferson	2,827	2,705	2,745	841	1,287	2,438	562
Johnson	2,024	1,979	1,231	537	644	1,213	311
Jones	1,960	1,921	1,782	685	794	1,874	386
Laurens	4,719	3,268	3,001	1,627	1,707	1,503	1,707
Lee	1,889	1,507	1,039	323	498	970	117
Liberty	2,055	2,066	1,744	654	890	1,661	397
Lincoln	1,175	1,102	1,006	365	551	844	188
Lowndes	1,796	1,472	1,531	443	615	1,208	800
Lumpkin	1,591	1,050	682	283	303	758	101

Macon	2,612	2,436	2,256	873	1,076	1,967	517
Madison	3,117	2,550	2,412	699	923	2,097	515
Marion	2,446	2,068	1,834	691	923	1,067	510
McDuffie	1,986	1,835	1,458	591	944	1,448	395
McIntosh	1,223	1,124	1,011	221	531	873	176
Meriwether	3,930	3,847	3,366	1,419	2,019	2,987	1,009
Miller	1,000	800	600	452	382	670	600
Milton	1,701	1,584	1,283	443	576	1,210	271
Mitchell	2,464	2,342	2,064	742	1,030	1,861	606
Monroe	4,306	4,306	3,000	1,500	1,650	3,000	1,200
Montgomery	2,296	2,156	2,060	662	874	1,697	505
Morgan	2,473	2,518	2,121	633	1,018	1,976	424
Murray	840	1,112	781	914	719	1,318	619
Muscogee	1,714	1,751	1,512	498	776	1,364	344
Newton	3,150	3,150	3,000	1,200	1,800	3,000	350
Oconee	2,141	1,861	1,640	496	693	1,588	337
Oglethorpe	3,410	2,969	2,735	1,000	1,380	2,298	519
Paulding	4,073	2,721	1,867	940	859	1,667	671
Pickens	2,579	1,681	1,456	449	580	1,281	284
Pierce	1,200	1,400	1,477	600	735	1,252	600
Pike	3,849	3,977	3,457	1,664	2,091	3,121	1,240
Polk	2,770	2,640	2,282	745	924	1,837	576
Pulaski	2,428	2,371	2,112	544	914	1,774	304
Putnam	1,867	2,471	2,123	807	1,259	2,008	452
Quitman	779	782	648	212	293	507	90
Rabun	1,889	1,354	1,189	427	409	998	155
Randolph	3,112	3,269	2,767	1,220	1,513	1,791	812
Rockdale	1,787	1,534	1,603	492	736	1,437	362
Schley	1,261	1,136	960	415	523	994	253
Scriven	3,209	2,931	2,840	904	1,318	2,232	830
Spalding	1,966	1,708	1,524	796	1,418	1,418	801
Stewart	2,203	2,250	1,766	553	894	1,365	312
Sumter	3,902	3,281	3,225	1,280	1,401	2,735	799

TABLE No. 1—Continued.

Branches of Study Taught.

COUNTIES.	ORTHOGRAPHY.	READING.	WRITING.	ENG. GRAMMAR.	GEOGRAPHY.	ARITHMETIC.	HISTORY.
	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.	No. Pupils.
Talbot.....	2,648	2,719	2,389	1,045	1,203	1,745	604
Taliaferro	1,608	1,242	1,223	417	568	1,122	213
Tattal	3,010	2,978	2,900	1,527	2,464	2,884	1,941
Taylor	2,005	1,849	1,646	709	882	1,482	421
Telfair	1,387	1,422	1,275	413	572	1,211	204
Terrell	2,181	2,000	792	466	695	1,418	435
Thomas	5,632	4,927	4,119	1,923	2,311	3,876	1,050
Towns	1,363	927	1,002	302	296	752	175
Troup	4,521	4,240	3,582	1,370	1,813	3,245	724
Twiggs	1,265	1,410	1,138	230	343	866	178
Union	2,445	1,892	1,373	359	447	1,083	153
Upson	2,998	2,807	2,550	835	1,277	2,250	581
Walker	3,415	2,821	2,174	862	958	2,133	468
Walton	4,280	3,896	3,504	1,204	1,549	2,900	882
Warren	2,627	2,516	2,302	1,201	1,578	2,253	621
Washington	5,143	4,729	4,349	1,736	2,126	3,467	874
Wayne	2,061	1,988	1,696	617	726	1,282	372
Webster	1,181	1,068	1,021	270	883	789	234
White	1,903	1,018	795	805	850	663	129
Whitfield.....	2,884	2,463	2,292	785	985	2,091	464

Wilcox.....	1,752	1,687	1,683	552	699	1,348	376
Wilkes.....	1,763	1,680	1,642	685	980	1,867	1,091
Wilkinson.....	2,485	2,239	1,980	599	892	1,522	522
Worth.....	2,508	2,288	2,339	772	899	1,778	431
Total	342,309	317,145	275,394	103,767	134,198	237,805	149,776

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TABLE No. 2.
Superintendents' Reports of Public Schools Under Local Laws.
PART I.—STATISTICS OF SCHOOLS.

COUNTY OR CITY.	No. of Schools.			Number of Teachers.	NUMBER OF PUPILS ADMITTED.						Length of School Term in Months.	Average Attendance.	Average Monthly Cost of Tuition per Pupil.	
	Ungraded.	Graded.	High Schools.		White.		Colored.		Total.					
					Males.	Females.	Males.	Females.						
										White and Colored.				
Americus (city).....	.....	3	2	31	277	369	340	417	646	757	1,403	9	1,018	\$ 1 49
Athens (city).....	.....	6	2	31	405	448	306	375	853	681	1,534	9	1,041	1 13
Atlanta (city).....	.....	21	2	214	4,758	5,432	1,670	1,896	10,190	3,568	13,756	94	9,220	16 40
Bibb (county).....	14	37	4	145	1,831	1,814	1,522	1,880	3,645	3,402	7,047	9	5,200	1 32
Carrollton (city).....	.....	2	1	11	187	204	58	64	391	122	513	10	315	1 85
Cartersville (city).....	.....	3	1	12	.....	.....	.....	.....	355	243	598	9	418	1 13
Cedartown (city).....	.....	2	1	8	140	185	65	75	325	140	465	9	315	1 40
Chatham (county).....	37	11	1	167	2,237	2,180	1,789	2,112	4,417	3,901	8,318	9	5,729	1 77
Columbus (city).....	.....	1	7	57	707	675	479	626	1,382	1,105	2,487	9	1,851	1 55
Covington (city).....	1	1	1	8	98	135	120	140	233	280	493	9	270	80
Dalton (city).....	.....	2	.....	12	254	245	116	120	499	236	735	9	478	.....
Dawson (city).....	.....	2	1	11	141	151	50	65	292	115	407	10	332	1 23
Eatonton (city).....	1	2	2	8	83	89	75	137	172	212	384	9	297	1 62
Fort Valley (city).....	.....	2	.....	9	97	112	201	233	206	434	643	9	398	1 12
Gainesville (city).....	.....	1	1	13	250	232	64	80	482	144	626	10	270	82
Glynn (county).....	80	3	1	51	368	378	627	628	746	1,255	2,001	49	1,238	1 35
Griffin (city).....		2	1	13	188	193	68	117	381	185	566	9	390	1 60

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Hawkinsville City.....	2	2	10	140	160	65	85	300	150	450	10	350	1 40
Lumpkin (city).....	2	1	7	108	81	97	124	189	221	410	9	284	1 07
Marietta.....	2	1	15	201	208	143	174	409	317	726	9	590	1 19
Marshallville.....	2	.....	7	35	45	70	88	80	158	238	9	203	1 10
Montezuma (city).....	1	.....	7	40	68	55	75	108	130	238	10	199	1 50
Newnan (city).....	2	1	12	152	207	90	124	359	214	573	10	340	1 33
Perry (city).....	1	.....	4	66	78	.....	.....	144	.....	.....	8 1/2	116	1 48
Richmond (county).....	40	16	3	1,925	2,537	1,412	1,558	4,462	2,970	7,482	9	6,030	1 08
Richland.....	1	1	1	6	114	89	85	249	174	414	9	218	1 15
Rome (city).....	2	2	27	452	433	216	256	935	472	1,407	9	1,100	1 26
Sandersville (city).....	2	1	9	105	102	125	157	207	282	489	9	405	1 72
Tallapoosa (city).....	2	1	11	243	252	65	51	495	116	611	9	426	1 02
Toccoa.....	2	1	7	116	134	64	76	250	140	390	9	301	1 79
Valdosta.....	2	1	13	205	220	116	135	425	250	675	9	560	.....
Vienna.....	2	.....	4	66	76	31	29	142	60	202	9	138	50
Washington.....	1	2	1	135	131	238	238	266	476	742	10	338	1 13
Waycross (city).....	2	.....	12	216	219	60	85	485	145	580	9	400	.....
West Point (city).....	1	1	6	142	133	.....	.....	275	.....	.....	10	179	1 69
Total	127	171	39	1138	16,494	18,090	12,045	34,584	22,530	57,114	9 1/2	40,951	.....

* City.

TABLE No. 2.
Superintendents' Reports of Public Schools Under Local Laws.
PART II.—FINANCIAL STATEMENT.

COUNTY OR CITY.	Amount Paid to Superintendent.	Amount Paid to Teachers.	Other Expenses.	Total of Expenditures.	Amount of School Fund Received from State.	Amount of School Fund Raised by Local Taxation.	Am't Received from all other sources, including balance on hand from last year.	Total Amount of School Fund Received for the year.	Balance Remaining on hand.
Americus (city).....	\$ 1,500 00	\$ 13,670 00	875 00	\$ 16,045 00	\$ 3,589 00	\$ 11,413 00	\$ 1,818 00	\$ 16,820 00	\$ 775 00
Atlanta (city).....	1,800 00	15,862 50	1,232 28	16,814 78	5,357 10	9,977 33	1,480 35	16,814 78	.....
Atlanta (city).....	2,700 00	133,815 22	64,932 76	198,747 98	31,206 00	75,343 48	92,198 50	198,747 98	.....
Bibb (county).....	2,250 00	61,789 27	20,047 73	81,817 00	24,186 12	48,881 65	8,156 00	81,173 77	.....
Carrallton (city)...	1,000 00	4,275 00	449 20	4,724 20	1,706 50	4,264 24	458 96	6,429 72	1,705 52
Cartersville (city)...	1,000 00	3,240 00	486 86	4,726 86	1,831 76	2,009 49	745 80	4,577 05	113 18
Cedartown (city)...	1,380 00	2,528 00	611 73	4,519 73	1,140 00	2,000 00	1,303 77	4,443 77	.....
Chatham (county)...	2,500 00	91,524 90	42,317 91	133,842 81	31,439 52	75,040 00	31,963 69	138,403 21	4,560 40
Columbus (city)...	1,800 00	25,895 00	6,368 58	34,063 68	8,255 93	23,629 04	3,717 21	35,902 18	1,538 60
Covington (city)...	1,050 00	2,000 00	330 00	3,980 00	1,085 30	2,354 70	540 00	3,980 00	.....
Dalton (city).....	1,000 00	3,387 00	701 36	5,088 36	2,112 00	2,865 00	150 00	5,127 00	38 64
Dawson (city).....	1,350 00	4,095 00	270 00	5,715 00	1,200 00	3,015 00	1,500 00	5,715 00	.....
Eatonton (city).....	900 00	2,465 00	495 00	3,860 00	2,018 00	1,850 00	45 00	3,913 00	.....
Fort Valley (city)...	1,400 00	2,231 05	655 77	4,286 82	1,968 97	750 00	1,577 85	4,286 82	.....
Gainesville (city)...	900 00	3,480 00	763 79	5,143 79	1,708 75	3,544 46	39 02	5,275 21	131 42
Glynn (county).....	1,200 00	9,702 00	2,800 00	13,702 00	7,045 46	2,036 86	4,602 69	13,685 01	.....
Griffin (city).....	1,500 00	4,186 50	1,784 79	7,471 29	2,900 00	4,106 84	3,904 13	10,610 97	8,139 68

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Hawkinsville.....	1,500 00	3,100 00	200 00	4,800 00	\$	1,800 00	3,000 00	400 00	5,200 00		241 75
Lumpkin (city)....	1,000 00	1,750 00	300 00	3,050 00		1,576 52	350 00	1,365 23	3,291 75		
Marietta	1,350 00	6,125 75	1,473 80	8,949 55		2,522 48	4,093 39	1,203 04	7,818 81		
Marshallville .....	.....	2,000 00	100 00	2,100 00		850 00	600 00	650 00	2,100 00		
Montezuma (city)..	800 00	1,850 00	120 00	2,770 00		800 00	890 00	1,080 00	2,770 00		
Newnan (city)	1,250 00	4,553 00	1,281 85	7,084 35		2,255 72	2,900 00	2,647 19	7,803 91		678 56
Perry (city). ....	.....	1,657 50	216 85	1,874 25		952 20	922 15	834 17	2,708 52		
Richmond(county)	2,500 00	58,574 49	34,633 27	95,707 76		33,761 50	44,905 41	10,134 83	88,801 74		
Richland	900 00	1,217 00	149 00	2,268 00		1,229 44	973 56	63 00	2,268 00		
Rome (city).....	1,600 00	10,450 00	450 00	12,500 00		3,945 41	8,545 69	.....	12,491 10		
Sandersville (city)..	.....	2,445 00	175 46	2,620 46		1,483 10	.....	1,519 61	3,002 71		382 31
Tallahassee (city) ..	1,000 00	2,925 00	200 00	4,125 00		1,691 82	2,340 83	92 35	4,125 00		
Toccoa.....	.....	2,187 00	200 00	2,387 00		1,223 04	1,250 00	50 00	2,523 04		200 00
Valdosta.....	1,300 00	4,200 00	1,000 00	6,500 00		2,375 00	3,690 00	635 00	6,600 00		
Vienna.....	800 00	900 00	340 00	2,040 00		640 00	1,000 00	500 00	2,140 00		100 00
Washington	1,200 00	3,850 00	926 95	5,978 35		2,454 56	2,715 10	1,057 25	6,128 91		
Waycross (city)....	1,200 00	6,300 00	500 00	8,000 00		1,935 00	5,300 00	1,600 00	8,835 00		835 00
West Point (city)..	1,050 00	2,000 00	204 62	3,254 62		1,222 84	2,825 32	215 00	4,263 16		1,008 54
Total.....	\$ 42,680 00	\$500,481 18	\$187,544 56	\$730,705 74	\$	191,109 04	\$358,358 51	\$178,247 74	\$728,873 25	\$	16,448 45

TABLE No. 4.
Reports of Universities and Colleges.

COUNTY.	NAME OF COLLEGE.	POST OFFICE.	Number of Pupils Admitted.				Number of Instructors.	Value of all Property.				NAME OF PRESIDING OFFICER.		
			White.		Colored.			Total.	Value of Real Estate and other Unproductive Property.		Endowment—Including all Productive Property.			
			Males.	Females.	Males.	Females.								
									White and Colored.	Number of Months Taught.				
Baldwin ..	Ga. Normal and Industrial College	Milledgeville..	22	8	416	.....	423	.....	9	\$150,000 00	.....	J. Harris Chappell.		
Bibb	Ga. Academy for the Blind	Macon	12	50	44	14	7	94	21	115	10	3 74	W. D. Williams.	
Bibb	Wesleyan Female College	Macon	19	.....	199	.....	199	.....	199	8½	6 00	225,000 00	Rev. J. D. Hammond, D. D.	
Chatham ..	Ga. State Industrial College	College	7	.....	160	43	.....	203	8	203	8	25,000 00	R. R. Wright, A. M.	
Clarke	University of Georgia	Athens	19	311	.....	.....	311	.....	311	9	8 00	250,000 00	Wm. E. Bogs, D. D., LL. D.	
Clarke	State Normal School	Athens	10	121	197	.....	318	.....	318	10	Free	30,000 00	S. D. Bradwell.	
Clarke	Lucy Cobb Institute	Athens	16	133	.....	.....	133	.....	133	10	4 50	.....	Mrs. M. A. Lipscomb.	
Floyd	Ga. School for the Deaf	Cave Springs ..	9	50	45	22	20	95	42	137	9	80,000 00	Wesley O. Conner.	
Fulton	Atlanta Baptist College	Atlanta	15	146	.....	.....	146	.....	146	1 00	1 00	30,000 00	George Sale.	
Fulton	Atlanta University	Atlanta	20	175	225	.....	400	.....	400	9 00	250,000 00	33,000 00	Horace Bumstead.	
Fulton	Clark University	South Atlanta..	12	2	6	171	206	8	377	385	8	1 00	400,000 00	Rev. C. M. Melden.
Fulton	Ga. School of Technology	Atlanta	14	180	.....	.....	180	.....	180	9	2 22	.....	Lyman Hall.	
Fulton	Morris Brown College	Atlanta	13	.....	167	235	.....	422	422	9	1 00	75,000 00	Rev. James M. Henderson.	
Fulton	Spelman Seminary	Atlanta	40	.....	573	.....	573	.....	573	8	5 33	150,000 00	Miss Harriet E. Giles.	
Fulton	Southern Female College	College Park ..	30	.....	.....	.....	212	.....	212	9	.....	.....	Chas. C. Cox.	
Lumpkin ..	N. Ga. Agricultural College	Dahlonega	9	126	64	.....	190	.....	190	9	3 00	40,000 00	Jos. S. Stewart.	
Newton	Emory College	Oxford	16	281	.....	.....	281	.....	281	8½	3 00	100,000 00	W. A. Candler.	
Randolph ..	Andrew Female College	Cuthbert	13	163	.....	.....	163	.....	163	9	3 50	30,000 00	Rev. Homer Bush.	
Randolph ..	Bethel Male College	Cuthbert	3	101	.....	.....	101	.....	101	9	2 50	5,000 00	A. J. Clark.	
Troup	LaGrange Female College	LaGrange	18	.....	.....	.....	.....	.....	.....	9	3 00	100,000 00	Rufus W. Smith.	
Towns	LaGrange High School	Hiwassee	5	136	65	.....	201	.....	201	10	1 00	3,000 00	A. B. Greene.	
Towns	Young L. G. Harris College	Young Harris..	9	218	117	.....	335	.....	335	9	1 00	20,000 00	Rev. W. F. Robinson.	
Towns .....	.....	.....	330	1366	1,331	855	3,244	2,284	5,428	156	.....	.....	.....	

TABLE No. 5.

School Census of the State of Georgia—Enumeration of 1893.

COUNTIES.	Number of Children between the Ages of Six and Eighteen Years.					
	WHITE.			COLORED.		
	Males.	Females.	Total.	Males.	Females.	Total.
Appling.....	1,280	1,048	2,278	439	416	855
Baker.....	267	273	540	608	715	1,323
Baldwin.....	582	617	1,199	1,517	1,550	3,067
Banks.....	1,204	1,186	2,390	808	835	1,643
Bartow.....	2,227	2,024	4,251	787	767	1,554
Cartersville (city).....	237	240	477	233	259	492
Berrien.....	1,679	1,650	3,329	447	480	877
Bibb.....	2,624	2,547	5,171	3,586	3,837	7,423
Brooks.....	1,037	1,026	2,063	1,422	1,485	2,857
Bryan.....	438	420	858	538	469	1,007
Bulloch.....	1,618	1,492	3,110	799	800	1,599
Burke.....	907	829	1,786	3,789	3,719	7,508
Butts.....	828	793	1,621	983	982	1,965
Calhoun.....	337	308	645	983	976	1,969
Camden.....	349	313	662	724	734	1,458
						Total White and Colored.
						3,133
						1,863
						4,286
						3,033
						5,805
						959
						4,206
						12,594
						4,920
						1,865
						4,709
						9,244
						8,586
						2,614
						2,120

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Campbell.....	945	914	1,859	590	560	1,150	3,009
Carroll.....	3,017	2,833	5,850	661	648	1,309	7,159
Carrollton (city).....	170	175	345	74	83	157	502
Catoosa.....	818	754	1,572	112	96	208	1,780
Charlton.....	452	377	829	94	99	193	1,022
Chatham.....	3,234	3,144	6,323	4,523	4,629	9,152	15,530
Chattahoochee.....	264	264	528	521	520	1,051	1,579
Chattooga.....	1,627	1,649	3,276	340	326	666	3,942
Cherokee.....	2,231	2,122	4,353	250	238	488	4,841
Clarke.....	377	302	679	687	695	1,382	2,061
Athens (city).....	659	715	1,374	675	751	1,426	2,800
Clay.....	403	410	813	816	795	1,611	2,424
Clayton.....	832	836	1,668	540	557	1,097	2,765
Clinch.....	782	692	1,474	252	235	487	1,961
Cobb.....	2,281	2,076	4,357	999	923	1,922	6,279
Marietta (city).....	246	225	471	224	273	497	968
Coffee.....	1,160	1,133	2,293	588	567	1,100	3,393
Columbia.....	474	416	890	1,293	1,178	2,471	3,361
Colquitt.....	894	864	1,758	1,104	93	197	1,955
Coweta.....	1,295	1,159	2,454	2,018	1,911	3,929	6,383
Newnan (city).....	257	286	543	211	188	399	942
Crawford.....	703	592	1,295	874	872	1,746	3,041
Dade.....	664	654	1,318	67	68	135	1,453
Dawson.....	805	846	1,651	53	49	102	1,753
Decatur.....	1,690	1,719	3,409	2,112	2,145	4,257	7,696
DeKalb.....	1,948	1,823	3,771	991	900	1,891	5,662
Dodge.....	1,076	1,116	2,192	738	769	1,502	3,694
Dooly.....	1,672	1,526	3,198	1,517	1,438	2,945	6,143
Dougherty.....	289	288	572	1,555	1,508	3,043	8,615
Douglas.....	953	929	1,882	282	314	596	2,478
Early.....	724	666	1,390	1,136	1,053	2,189	3,579
Echols.....	373	317	690	1,136	126	262	952
Effingham.....	593	576	1,169	567	522	1,089	2,258

TABLE No. 5—Continued.

COUNTIES.	Number of Children between the Ages of Six and Eighteen Years.						
	WHITE.			COLORED.			Total White and Colored.
	Males.	Females.	Total.	Males.	Females.	Total.	
Elbert.....	1,257	1,270	2,527	1,337	1,341	2,698	5,225
Emanuel.....	1,692	1,546	3,238	965	941	1,906	5,144
Fannin.....	1,432	1,426	2,858	25	17	42	2,900
Fayette.....	875	859	1,734	535	588	1,123	2,857
Floyd.....	2,403	2,186	4,589	1,560	1,249	2,809	7,398
Rome (city).....	646	635	1,281	437	531	968	2,249
Forsyth.....	1,623	1,518	3,141	221	209	430	3,571
Franklin.....	2,065	1,823	3,888	576	582	1,158	5,046
Fulton.....	1,883	1,747	3,630	1,530	1,412	2,942	6,572
Atlanta (city).....	4,556	4,865	9,421	2,907	3,588	6,495	16,816
Gilmer.....	1,554	1,496	3,050	8	11	19	3,063
Glascok.....	434	426	860	233	219	452	1,312
Glynn.....	604	704	1,308	1,152	1,216	2,368	3,676
Gordon.....	2,153	1,998	4,151	332	281	613	4,764
Greene.....	861	777	1,638	2,218	2,073	4,291	5,929
Gwinnett.....	3,028	2,738	5,766	611	529	1,140	6,906
Habersham.....	1,635	1,454	3,089	207	192	399	3,488
Toccoa (city).....	146	138	284	85	91	176	460
Hall.....	2,461	2,334	4,795	408	384	792	5,587
Gainesville (city).....	378	380	758	120	137	257	1,015

Hancock	679	708	1,387	2,098	2,082	4,180	5,567
Haralson	1,406	1,407	2,813	132	118	250	3,063
Tallapoosa (city)	168	193	861	71	70	141	502
Harris	854	841	1,695	1,804	1,718	3,522	5,217
Hart	1,387	1,292	2,679	632	669	1,201	3,880
Heard	1,004	935	1,939	630	677	1,207	3,146
Henry	1,411	1,261	2,672	1,326	1,226	2,552	5,224
Houston	655	586	1,241	2,451	2,694	4,845	6,086
Fort Valley (city)	78	76	154	133	144	277	481
Perry (city)	42	64	106	38	27	65	171
Irwin	864	768	1,632	346	325	671	2,803
Jackson	2,410	2,447	4,857	1,061	1,056	2,117	6,974
Jasper	840	636	1,696	1,385	1,362	2,747	4,448
Jefferson	946	832	1,778	1,795	1,798	3,563	6,371
Johnson	934	985	1,869	457	585	992	2,861
Jones	586	564	1,150	1,361	1,327	2,688	3,838
Laurens	1,649	1,643	3,292	1,265	1,306	2,571	6,863
Lee	198	190	388	1,194	1,181	2,375	2,763
Liberty	710	647	1,857	1,455	1,445	2,900	4,257
Lincoln	406	389	795	567	582	1,149	1,944
Lowndes	1,194	1,053	1,247	1,384	1,350	2,734	4,981
Lumpkin	1,054	1,027	2,061	80	65	145	2,226
Macon	549	579	1,128	1,269	1,437	2,706	3,834
Madison	1,325	1,183	2,508	568	586	1,155	3,063
Marion	638	555	1,193	891	864	1,750	2,948
McDuffie	539	529	1,027	948	943	1,891	2,918
McIntosh	223	204	427	826	928	1,754	2,181
Meriwether	1,482	1,468	2,950	2,784	2,655	5,889	8,339
Miller	459	423	882	303	279	582	1,464
Milton	928	834	1,762	122	116	238	2,000
Mitchell	804	767	1,671	1,068	1,111	2,179	3,750
Monroe	920	946	1,866	2,289	2,243	4,532	6,398
Montgomery	1,134	987	2,121	742	652	1,894	8,515

TABLE No. 5--Continued.

COUNTIES.	Number of Children between the Ages of Six and Eighteen Years.					
	WHITE			COLORED.		
	Males.	Females.	Total.	Males.	Females.	Total.
Morgan	837	781	1,618	1,989	1,882	3,871
Murray	1,463	1,332	2,795	111	117	228
Muscogee	493	520	1,013	1,224	1,215	2,439
Columbus (city).....	1,143	1,155	2,298	916	1,101	2,017
Newton	1,016	1,027	2,043	1,113	1,087	2,200
Covington (city).....	120	127	247	173	187	360
Oconee	673	691	1,364	654	614	1,268
Oglethorpe.....	866	736	1,602	2,008	1,781	3,789
Paulding.....	1,801	1,790	3,681	197	185	382
Pickens.....	1,298	1,200	2,498	84	67	151
Pierce.....	842	779	1,621	241	240	481
Pike.....	1,432	1,394	2,726	1,503	1,345	2,848
Polk	1,427	1,300	2,726	618	612	1,230
Cedartown (city).....	207	201	408	96	98	194
Pulaski.....	884	876	1,760	1,545	1,556	3,101
Hawkinsville (city).....	94	105	199	178	169	347
Putnam.....	552	545	1,097	1,881	1,919	3,800
Quitman.....	183	170	353	465	469	934
Total White and Colored.						
	15,439	14,821	30,260	15,439	14,821	30,260

Rabun.....	904	858	1,762	28	25	53	1,815
Randolph	900	880	1,789	1,923	1,927	8,850	5,636
Richmond	3,733	4,092	7,825	4,234	4,632	8,866	16,691
Rockdale	608	585	1,193	585	491	1,016	2,219
Schley.....	817	288	605	546	508	1,054	1,659
Screven.....	1,292	1,117	2,409	1,531	1,433	2,964	5,373
Spalding.....	585	573	1,168	845	875	1,720	2,888
Griffin (city).....	321	311	632	359	412	771	1,403
Stewart.....	513	421	984	1,739	1,790	3,529	4,463
Lumpkin (city).....	58	54	112	117	97	214	326
Richland (city).....	65	56	121	31	29	60	181
Sumter.....	702	662	1,364	2,049	2,057	4,106	5,470
Americus (city).....	822	332	654	579	646	1,225	1,879
Talbot.....	577	570	1,147	1,570	1,612	3,182	4,329
Taliaferro	358	354	712	826	846	1,672	2,384
Tattnall.....	1,533	1,409	2,942	650	584	1,234	4,176
Taylor.....	732	657	1,389	686	650	1,336	2,725
Telfair.....	705	646	1,351	529	547	1,076	2,427
Terrell.....	679	635	1,314	1,495	1,401	2,696	4,210
Dawson (city).....	155	149	304	139	160	299	603
Thomas.....	1,838	1,642	3,480	2,436	2,454	4,890	8,370
Town.....	750	687	1,437	20	10	30	1,467
Troup.....	1,041	1,063	2,104	2,411	2,391	4,802	6,906
Twiggs.....	438	400	838	980	814	1,744	2,582
Union.....	1,263	1,237	2,500	34	29	63	2,563
Upson.....	985	857	1,852	1,236	1,146	2,382	4,234
Walker.....	1,978	1,777	3,755	327	290	617	4,372
Walton.....	1,648	1,583	3,231	1,228	1,198	2,426	5,657
Ware.....	694	628	1,322	253	295	548	1,870
Waycross (city).....	286	259	555	238	221	459	1,014
Warren.....	603	645	1,244	1,244	1,254	2,498	3,746
Washington.....	1,852	1,677	3,529	2,653	2,728	5,441	8,970
Wayne.....	1,069	987	2,056	837	338	675	2,731

TABLE No. 5—Continued.

COUNTIES.	Number of Children between the Ages of Six and Eighteen Years.					
	WHITE.			COLORED.		
	Males	Females.	Total.	Males.	Females.	Total.
Webster	398	357	745	595	542	1,137
White	889	817	1,706	96	116	212
Whitfield.	1,513	1,504	3,017	183	173	356
Dalton (city).	398	392	780	136	165	301
Wilcox.	889	809	1,648	431	446	877
Wilkes	725	678	1,403	1,821	1,686	3,507
Washington (city)	147	108	255	296	228	464
Wilkinson.	856	804	1,660	837	893	1,730
Worth	1,080	923	1,953	656	578	1,229
Grand total.	161,284	153,756	315,040	145,310	144,621	289,931
						404,971

CCCCXXII

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TABLE No. 6.

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DIRECTORY OF
COUNTY SCHOOL OFFICIALS OF GEORGIA.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Appling	Charles Banks Baxley.	April, 2, 1900.	Michael Branch Preston Grainger Leonard Miles S. M. Johnson Randall Johnson J. S. Adams J. E. Keaton J. M. Maynard N. H. Sanders R. E. McCollum J. W. Moore T. F. Newell B. H. Jones O. M. Cone W. H. Stenbridge V. D. Lockhart W. T. Anderson Garrison Duckett M. B. Carter A. L. Thompson G. A. Vesch T. F. Colbert J. G. M. Montomery J. T. Conyers A. M. Foute	March, 1898. " " 1900. " " " 1898. May, " " 1900 " " " April, 1898. " " " 1900. " " April, " " " " " " March, 1898. " " 1900. " " Next Session G. J.
Baker	J. J. Grant Newton.	June 4, 1900.		
Baldwin	R. N. Lamar Milledgeville.	May 7, 1900.		
Banks	H. W. Wooding Maysville.	May 7, 1900.		
Bartow	R. A. Clayton Cartersville.	April 2, 1900.		

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Berrien	T. E. Williams Afton.	April 2, 1900.	J. W. Futch L. L. Albritton W. H. Morris G. W. Moore W. S. Walker E. A. Jelks S. M. Young R. J. Denmark J. H. McCall W. R. Talley Thomas Southwell W. B. Smith I. H. Horn J. N. Dugear C. C. Maxwell W. P. Donaldson R. T. Miller Wm. N. Hall A. Trapnell J. C. Cromley Price Parmlee W. O. Wadley W. J. Herrington R. C. Neely Samuel W. Palmer W. M. Mallett I. H. Maddox	March, 1898. " " 1900 " " 1898. " " May, " " Nov., 1896. " 1898. " March, 1898. " " " " 1900. " 1898. May, " " 1900. " March, 1898. "
Brooks	S. S. Bennett Quitman.	June 4, 1900.		
Bryan	A. P. Smith Ellabell.	December 3, 1896.		
Bulloch	J. S. Hagin Belnap.	April 2, 1900.		
Burke	J. H. Roberts Waynesboro.	June 4, 1900.		
Butts	C. S. Maddox Jackson.	April 2, 1900.		

Calhoun	J. J. Beck Morgan.	April 2, 1900.	J. M. McMichael	March,	1898.
			T. S. Hammond	"	1900.
			D. N. Carmichael	March,	1898.
			C. L. Smith	"	"
			P. P. Griffin	"	"
			J. B. Lofton	"	1900
			W. M. Mount	"	"
			J. T. Stewart	"	"
Camden	Whitley Langston. St. Mary's.	May 7, 1900.	Thomas Casey	April,	1898.
			George Mizelle	"	"
			A. B. Brown	"	"
			D. P. Rose	"	1900.
			F. J. Hopkins	"	"
Campbell	F. J. Dodd Fairburn.	March 5, 1900.	John C. Smith	Feb.,	1898.
			John T. Thames	"	"
			R. C. Rhodes	"	"
			G. F. Longino	Aug.,	1898.
			J. L. McWilliams	Feb.,	1900.
Carroll	M. R. Russell Carrollton.	May 7, 1900.	E. G. Kramer	April,	1898.
			W. B. Candler	"	"
			W. G. McDaniel	"	"
			W. M. Meadows	"	1900.
			W. F. Brown	"	"
Catoosa	I. L. Magill Tunnell Hill.	March 5, 1900.	E. H. Rood	Feb.,	1898.
			D. W. Williams	"	"
			C. A. Cooper	"	"
			A. J. Caruthers	"	1900.
			M. M. Church	"	"
Charlton	N. N. Mizelle Folkston.	November 5, 1900.	Felder Lang	Oct.,	1900.
			M. Price	"	1898.
			A. G. Gowen	"	"
			John E. Rodgers	"	"
			J. S. Mizelle	"	"

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Chattahoochee	C. N. Howard Cusseta.	April 2, 1900.	J. C. F. McCook W. T. Cooke J. N. Lighner G. G. Gordy R. N. Chastain J. A. Branner A. R. Steel J. P. Holland G. W. Martin D. T. Fapy T. E. Owens John G. Heard P. P. DuPre Charles S. Steele J. M. McAfee W. H. Morton George T. Murrell J. T. Pittard F. W. Lucas G. F. Hunnicutt H. M. Shaw J. H. Ingram C. P. Norton W. A. Graham A. L. Foster W. P. Dixon D. F. Melson	March, 1898. " " " " 1900. " " " " March, 1898. " " " " Nov., 1900. " " " " 1898. " " " " Feb., 1898. " " " " 1900. " " March, 1898. " " " " " " 1900. " " " " 1898. " "
Chattooga	S. E. Jones Gore.	April 2, 1900		
Cherokee	John D. Attaway Canton.	December 3, 1900.		
Clarke	T. H. Dozier Athens.	March 5, 1900.		
Clay	S. E. Lewis Fort Gaines.	April 2, 1900.		
Clayton	P. E. Duffy Jonesboro.	April 2, 1900.		

Clinch	C. H. Smith Homerville.	May 7, 1900.	J. R. Nesbitt	March, 1898.
			Z. C. Fort	1900.
			J. H. Estes	"
			J. A. Osteen	April, 1898.
			D. C. Fender	"
			Benjamin Smith	"
			J. R. Booth	1900.
Cobb	W. R. Power Marietta.	April 2, 1900.	W. B. North	"
			Wm. E. Gilbert	March, 1898.
			B. J. Hamby	"
			J. H. Cantrell	March, 1900.
			J. N. Johnson	"
Coffee	Jeff Kirkland Pearson.	May 7, 1900.	Geo. L. Hendrick	March, 1898.
			Daniel Lotz, Jr.	"
			S. D. Phillips	April, 1898.
			Daniel S. Ware	"
			Henry Girtman	"
			J. H. Neal	1900.
Columbia	H. A. Merry Berzelia.	June 4, 1900.	J. L. Clatt	May, 1898.
			G. L. Reville	"
			H. D. Ramsey	"
			A. M. Lozenby	"
			G. S. Nelson	1898.
Colquitt	N. N. Marchant Felix.	June 4, 1900.	J. A. Milsap	"
			G. F. Clark	"
			J. W. Walters	"
			J. H. Scarborough	1900.
Coweta	V. A. Ham Newnan.	April 2, 1900.	W. A. Post	"
			G. P. Sanders	March, 1900.
			W. J. Whatley	March, 1898.
			J. H. Wynn	"
			G. D. Pollock	"

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Crawford	J. D. Smith Roberta.	April 2, 1900.	J. F. Hartley T. J. Martin A. H. Clarke T. A. Hendrick S. B. Causey G. A. R. Bible M. A. B. Tatum W. G. Morrison K. D. Davis W. L. Allison J. P. Lily Matthew Cox R. N. McClure Charles J. Harbin E. L. Whitmore A. J. Trulock R. D. Carr John B. Bethea C. H. Wells M. A. Candler H. C. Pendleton G. W. Johnson G. T. Hopkins L. M. Peacock C. J. Jones Quitman Cook B. H. Ha old	March, 1898. " " March, 1900. " April, 1898. " " April, 1900. " April, 1898. " " April, 1900. " March, 1898. " " " March, 1898. " March, 1900. " " April, 1898. " " April, 1900.
Dade	J. P. Jacoway Trenton.	May 7, 1900.		
Dawson	A. W. Vandiviere Dawsonville.	May 7, 1900.		
Decatur	J. S. Bradwell Bainbridge.	May 7, 1900.		
DeKalb	J. W. Kirkpatrick Decatur.	April 2, 1900.		
Dodge	James Bishop, Sr Eastman.	May 7, 1900.		

Dooly	E. G. Greene Vienna.	April 2, 1900.	D. A. Burch	April, 1900.
			A. C. Bullington	March, 1898.
			J. D. Pate	" "
			D. L. Ivey	" "
			T. N. Baker	March, 1900.
Dougherty	L. E. Welch Albany.	April 2, 1900.	W. V. Harvard	" "
			T. N. Tichnor	March, 1898.
			J. A. Johnson	" "
			A. W. Muse	" "
			H. M. McIntosh	March, 1900.
			John A. Davis	" "
Douglas	J. E. Phillips Douglasville.	May 7, 1900.	C. C. Garrett	April, 1900.
			James J. Henley	" "
			E. M. Banks	April, 1898.
			S. A. Griffith	" "
			W. H. Poole	" "
Early	T. F. Jones Blakely.	May 7, 1900.	John S. Moseley	" "
			L. M. Free	" "
			R. W. Davis	" "
			J. P. Lane	" "
			G. A. Cole	April, 1900.
Echols	Wm. A. Ham Statenville.	November 5, 1900.	Henry Parish	" "
			T. C. Ham	" "
			John C. McKennon	Oct., 1896.
			W. J. McKennon	1898.
			H. H. Wester	" 1900.
Effingham	D. E. Reiser Clyo.	December 3, 1900.	J. J. Heit	Nov., 1900.
			S. T. Metzger	" "
			Wm. Connet	" "
			W. A. Nease	" "
			C. V. Neidinger	" "
Elbert	J. N. Wall Elberton.	October, 1900.	W. B. Henry	Sept., 1898.
			A. J. Cleveland	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Emmanuel	Edward Warren Swainsboro.	May 7, 1900.	Clarke Mattox M. H. Wyche A. S. Johnson W. L. Durden E. J. Coleman A. J. Youngblood Mike Brown J. R. Rountree Burton Dickey E. W. Shelton A. J. Odom J. D. Galloway A. H. Morris J. R. Murphey J. H. Farr J. S. Thornton John McDermid J. G. Posey I. D. Gilliard C. P. Morton R. A. Denny A. B. S. Mosely E. J. Whatley	Sept., 1898. " 1900. " " April, 1898. " " " " " 1900. " " May, 1898. " " " " " " " " April, 1898. " " " " " " Next session G. J. March, 1898. " " " "
Fannin	J. M. Clement Mineral Bluff.	June 4, 1900.	W. E. Boyd G. L. Heard G. W. Stovall W. W. Jones W. R. Orwell	April, 1898. " " " " " 1900. " "
Fayette	C. R. Woolsey Woolsey.	May 7, 1900.		
Floyd	J. D. Gwaltney Rome.	April 2, 1900.		
Forsyth	H. L. Patterson Cumming.	May 7, 1900.		

Franklin	J. A. Neese Carneville.	May 7, 1900.	N. J. Holbrook	April, 1898.
			T. C. Hayes	" "
			D. M. McConnell	" "
			J. F. Tabor	1900.
			S. P. Rampley	" "
Fulton	R. J. Guinn Atlanta.	May 7, 1900.	J. M. Liddell	1898.
			T. T. Thomason	" "
			W. J. Northen	1900.
			W. P. Patillo	" "
			I. S. Hopkins	1898.
Gilmer	L. M. Simmons Ellijay.	June 4, 1900.	J. S. Hudson	1898.
			W. H. Petit	" "
			R. J. Gable	" "
			G. G. Penlord	1900.
			J. P. Cobb, Jr.	May, 1900.
Glascock	E. B. Rogers Gibson.	March 5, 1900.	N. S. Hodges	Feb., 1898.
			N. T. Boston	" "
			John C. Kitchens	" "
			I. S. Peebles	1900.
			T. R. Williams	" "
Gordon	W. J. McDaniel Calhoun.	March 5, 1900.	J. W. Swain	1898.
			Wm. Trimmier	" "
			M. J. Dudley	" "
			H. C. Irwin	1900.
			George W. Wells	" "
Greene	R. B. Smith Woodville.	April 2, 1900.	J. V. Thomas	March, 1898.
			J. L. Smith	" "
			T. A. Branch	" "
			C. C. Davison	1900.
			H. W. Jernigan	" "
Gwinnett	W. T. Tanner Lawrenceville.	April 2, 1900.	J. B. Whitworth	1898.
			M. E. Ewing	" "
			S. T. McElroy	" "

TABLE No. 6.

School Statistics of the United States.

STATE OR TERRITORY.	Total expenditures for Common Schools.	FROM WHAT SOURCES DERIVED.		AVERAGE AMOUNT RAISED PER TAXPAYER.		Estimated School Population.	Average Expenditure per Pupil for the School Year.	Amount Expended per cap- ita of Population.	Literates—Per Cent.
		From State Taxes.	From Local Taxes.	From State Taxes.	From Local Taxes.				
<i>North Atlantic.</i>									
Maine.....	\$ 1,819,059	\$ 516,698	\$ 1,265,000	\$ 2 61	\$ 6 39	159,900	\$18 98	\$ 2 80	5.5
New Hampshire.....	920,808	86,817	729,176	71	5 97	86,700	21 92	2 37	6.8
Vermont.....	975,258	93,556	680,580	92	6 69	81,970	22 82	2 93	6.7
Massachusetts.....	10,661,356	.....	10,469,368	.....	14 25	565,600	33 98	4 31	6.2
Rhode Island.....	1,363,084	118,834	1,163,720	1 02	10 01	97,940	33 20	3 89	9.8
Connecticut.....	2,585,110	255,883	1,850,316	1 07	7 71	188,160	26 87	3 23	5.3
New York.....	20,946,129	3,858,804	13,865,890	2 05	7 35	1,570,000	27 65	8 28	5.5
New Jersey.....	4,561,631	2,119,460	2,261,513	4 54	4 84	424,959	26 46	2 80	6.5
Pennsylvania.....	18,992,651	5,484,316	11,858,061	3 39	7 32	1,626,000	24 37	3 26	6.8
<i>South Atlantic.</i>									
Delaware.....	275,000	6,000	209,000	13	4 39	48,830	13 99	1 68	14.3
Maryland.....	2,315,570	588,974	1,454,051	2 04	5 09	822,800	19 04	2 10	15.7
District of Columbia.....	950,530	.....	953,155	.....	12 59	68,670	28 09	3 51	13.2
Virginia.....	1,807,692	930,548	805,025	2 41	2 08	577,320	8 92	1 07	30.2
West Virginia.....	1,631,005	318,506	1,089,197	1 62	5 54	278,600	11 62	1 97	14.4
North Carolina.....	783,405	640,543	13,323	1 78	04	607,740	3 40	46	35.7
South Carolina.....	523,028	437,143	75,918	1 73	30	459,709	3 29	42	45.
Georgia.....	1,683,006	1,008,752	380,702	2 88	92	693,700	6 42	86	89.8

Florida	647,175	100,874	455,967	90	3 99	151,000	10 09	1 42	27.8
<i>South Central</i>									
Kentucky.....	3,483,524	1,707,438	1,537,854	3 57	3 22	645,200	12 78	1 77	21.6
Tennessee.....	1,599,107	1,252,233	.....	3 40	.....	624,500	4 65	88	26.6
Alabama.....	663,359	518,674	141,361	1 40	39	603,000	3 58	89	41.
Mississippi.....	1,272,500	923,500	176,256	3 08	59	522,500	6 28	89	40.
Louisiana.....	1,086,046	213,550	582,077	77	2 11	420,100	9 93	88	45.8
Texas.....	3,675,501	764,474	2 05	2 05	1 24	906,300	8 79	1 42	19.7
Arkansas.....	1,201,108	396,308	860,000	1 30	3 01	445,600	7 38	1 03	26.6
Oklahoma.....	284,285	56,025	91,000	74	1 17	80,070	9 41	1 07	5.4
<i>North Central</i>									
Ohio.....	12,496,215	1,740,228	9,682,324	1 66	9 24	1,074,700	21 06	3 30	5.2
Indiana.....	7,919,195	1,915,240	3,623,096	3 06	5 81	671,300	20 16	3 44	6.3
Illinois.....	15,866,802	1 000,000	12,649,780	81	11 10	1,240,000	25 40	3 62	5.2
Michigan.....	6,092,040	702,384	4,831,515	1 07	6 60	618,500	19 30	2 73	5.9
Wisconsin.....	5,533,224	584,145	3,510,056	1 13	6 77	578,700	21 20	2 88	6.7
Minnesota.....	4,936,402	733,543	2,804,450	1 56	6 16	470,500	29 97	3 04	6
Iowa.....	7,796,944	.....	7,280,107	.....	12 96	622,600	22 98	3 78	3.6
Missouri.....	5,682,945	685,174	4,785,498	88	6 10	917,100	13 32	1 93	9.1
North Dakota.....	1,081,609	152,867	630,431	1 86	7 66	73,360	33 48	4 02	6.
South Dakota.....	1,687,918	.....	1,006,968	.....	8 53	117,500	31 03	4 21	4.2
Nebraska.....	3,766,217	105,037	2,303,970	33	7 22	337,700	21 91	3 36	3.1
Kansas.....	5,022,712	.....	4,357,902	.....	11 67	439,200	19 46	3 61	4.
<i>Western</i>									
Montana.....	655,579	.....	524,789	.....	5 44	35,220	36 32	3 36	5.05
Wyoming.....	189,600	.....	181,766	.....	4 29	20,300	26 80	1 99	3.4
Colorado.....	2,337,607	.....	1,462,109	.....	7 95	114,400	38 42	4 49	5.2
New Mexico.....	173,920	.....	119,673	.....	2 34	49,290	10 89	99	44.5
Arizona.....	205,611	156,400	43,400	5 25	46	19,060	29 71	2 74	23.4
Utah.....	904,468	276,195	504,304	3 98	2 27	85,960	22 56	3 41	5.6
Nevada.....	203,140	11,941	83,770	61	4 25	9,406	40 25	4 72	12.8
Idaho.....	346,332	.....	303,641	.....	6 97	31,500	21 61	2 97	5.1
Washington.....	1,170,401	.....	924,715	.....	4 63	107,800	18 98	2 47	4.3
Oregon.....	1,238,111	.....	744,397	.....	5 56	107,900	20 99	3 17	4.1
California.....	6,109,082	2,292,672	4,681,081	4 44	4 63	329,700	34 80	4 89	7.7
Total.....	\$ 178,215,556	\$38,252,941	\$ 119,019,984			2,052,147			

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DIRECTORY OF
COUNTY SCHOOL OFFICIALS OF GEORGIA.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Appling	Charles Banks Baxley.	April, 2, 1900.	Michael Branch Preston Grainger Leonard Miles S. M. Johnson Randall Johnson L. S. Adams J. E. Keaton J. M. Maynard N. H. Sanders R. E. McCollum J. W. Moore T. F. Newell B. H. Jones O. M. Cone W. H. Stembridge V. D. Lockhart W. T. Anderson Garrison Duckett M. B. Carter A. L. Thompson G. A. Veach T. F. Colbert J. G. M. Montgomery J. T. Conyers A. M. Foute	March, 1898. " " " " May, 1898. " " " " April, 1898. " " " " April, 1898. " " " " March, 1898. " " " Next Session G. J.
Baker	J. J. Grant Newton.	June 4, 1900.		
Baldwin	R. N. Lamar Milledgeville.	May 7, 1900.		
Banks	H. W. Wooding Maysville.	May 7, 1900.		
Bartow	R. A. Clayton Cartersville.	April 2, 1900.		

Calhoun	J. J. Beck Morgan.	April 2, 1900.	J. M. McMichael	March, 1898.
			T. S. Hammond	1900.
			D. N. Carmichael	
Camden	Whitley Langston. St. Mary's.	May 7, 1900.	C. L. Smith	March, 1898.
			P. F. Griffin	" "
			J. B. Lofton	" "
			W. M. Mount	1900
			J. T. Stewart	" "
			Thomas Casey	1898.
			George Mizelle	" "
			A. B. Brown	" "
			D. P. Rose	1900
Campbell	F. J. Dodd Fairburn.	March 5, 1900.	F. J. Hopkins	" "
			John C. Smith	1898.
			John T. Thames	" "
			R. C. Rhodes	" "
			G. F. Longino	Aug., 1898.
Carroll	M. R. Russell Carrollton.	May 7, 1900.	J. L. McWilliams	1900
			E. G. Kramer	Feb., 1898.
			W. B. Candler	" "
			W. G. McDaniel	" "
			W. M. Meadows	1900.
Catoosa	I. L. Magill Tunnell Hill.	March 5, 1900.	W. F. Brown	" "
			E. H. Rood	1898.
			D. W. Williams	" "
			C. A. Cooper	" "
			A. J. Caruthers	1900.
			M. M. Church	" "
Charlton	N. N. Mizelle Folkston.	November 5, 1900.	Felder Lang	1900.
			M. Price	1898.
			A. G. Gowen	" "
			John E. Rodgers	" "
			J. S. Mizelle	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Chattahoochee	C. N. Howard Cusseta.	April 2, 1900.	J. C. F. McCook W. T. Cooke J. N. Lighner G. G. Gordy R. N. Chastain J. A. Branner A. R. Steel J. P. Holland G. W. Martin D. T. Epy T. E. Owens John G. Heard P. P. DuPre Charles S. Steele J. M. McAfee W. H. Morton George T. Murrell J. T. Pittard F. W. Lucas G. F. Hunnicutt H. M. Shaw J. H. Ingram C. P. Norton W. A. Graham A. L. Foster W. P. Dixon D. P. Melson	March, 1898. " " 1900. " " March, 1898. " " " Nov., 1900. " 1898. " " 1898. " " 1900. " 1898. " " 1900. " 1898. "
Chattooga	S. E. Jones Gore.	April 2, 1900		
Cherokee	John D. Attaway Canton.	December 3, 1900.		
Clarke	T. H. Dozier Athens.	March 5, 1900.		
Clay	S. E. Lewis Fort Gaines.	April 2, 1900.		
Clayton	P. E. Duffy Jonesboro.	April 2, 1900.		

Clinch	C. H. Smith Houernville.	May 7, 1900.	J. R. Nesbitt	March, 1898.
			Z. C. Fort	" 1900.
			J. H. Estes	" "
			J. A. Osteen	April, 1898.
			D. C. Fender	" "
			Benjamin Smith	" "
			J. E. Booth	" 1900.
Cobb	W. R. Power Marietta.	April 2, 1900.	W. B. North	" "
			Wm. E. Gilbert	March, 1898.
			B. J. Hamby	" "
			J. H. Cantrell	March, 1900.
			J. N. Johnson	" "
Coffee	Jeff Kirkland Pearson.	May 7, 1900.	Geo. L. Hendrick	March, 1898.
			Daniel Lott, Jr.	" "
			S. D. Phillips	April, 1898.
			Daniel S. Ware	" "
			Daniel Gaskin, Sr	" 1900.
Columbia	H. A. Merry Berzella.	June 4, 1900.	Henry Girtman	" "
			J. H. Neal	May, 1898.
			J. L. Cliatt	" "
			G. L. Reville	" 1900.
			H. D. Ramsey	" "
			A. M. Lozenby	" "
Colquitt	N. N. Marchant Felix.	June 4, 1900.	G. S. Nelson	" 1898.
			J. A. Mileap	" "
			G. F. Clark	" "
			J. W. Walters	" "
			J. H. Scarborough	" 1900.
Coweta	V. A. Ham Newnan.	April 2, 1900.	W. A. Post	" "
			G. P. Sanders	March, 1898.
			W. J. Whatley	" "
			J. H. Wynn	" "
			G. D. Pollock	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Crawford	J. D. Smith Roberta.	April 2, 1900.	J. F. Hartley T. J. Martin A. H. Clarke T. A. Hendrick S. B. Causey G. A. R. Bible M. A. B. Tatum W. G. Morrison K. D. Davis W. L. Allison J. P. Lily Matthew Cox R. N. McClure Charles J. Harbin E. L. Whitmore A. J. Trulock R. D. Carr John B. Bethea C. H. Wells M. A. Candler H. C. Pendleton G. W. Johnson G. T. Hopkins L. M. Peacock C. J. Jones Quitman Cook B. H. Ha old	March, 1898. " " March, 1900. " April, 1898. " " April, 1900. " April, 1898. " " April, 1900. " April, 1898. " " March, 1898. " March, 1900. " April, 1898. " " April, 1900.
Dade	J. P. Jacoway Trenton.	May 7, 1900.		
Dawson	A. W. Vandiviere Dawsonville.	May 7, 1900.		
Decatur	J. S. Bradwell Bainbridge.	May 7, 1900.		
DeKalb	J. W. Kirkpatrick Decatur.	April 2, 1900.		
Dodge	James Bishop, Sr Eastman.	May 7, 1900.		

Dooly	E. G. Greene Vienna.	April 2, 1900.	D. A. Burch	April, 1900.
			A. C. Bullington	March, 1898.
			J. D. Pate	" "
			D. L. Ivey	" "
			T. N. Baker	March, 1900.
Dougherty	L. E. Welch Albany.	April 2, 1900-	W. V. Harvard	" "
			T. N. Tichnor	March, 1898.
			J. A. Johnson	" "
			A. W. Muse	" "
			H. M. McIntosh	March, 1900.
			John A. Davis	" "
Douglas	J. E. Phillips Douglasville.	May 7, 1900.	C. C. Garrett	April, 1900.
			James J. Henley	" "
			E. M. Banks	April, 1898.
			S. A. Griffith	" "
			W. H. Poole	" "
Early	T. F. Jones Blakely.	May 7, 1900.	John S. Moseley	" "
			L. M. Free	" "
			R. W. Davis	" "
			J. P. Lane	" "
			G. A. Cole	April, 1900.
			Henry Parish	" "
Echols	Wm. A. Ham Statenville.	November 5, 1900.	T. C. Ham	" "
			John C. McKennon	Oct., 1896.
			W. J. McKennon	1898.
			H. H. Wester	" 1900.
Effingham	D. E. Reiser Clyo.	December 3, 1900.	J. J. Heit	Nov., 1900.
			S. T. Metzger	" "
			Wm. Connet	" 1898.
			W. A. Nease	" "
			C. V. Neidlinger	" "
Elbert	J. N. Wall Elberton.	October, 1900.	W. B. Henry	Sept., 1898.
			A. J. Cleveland	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Emunuel	Edward Warren Swainsboro.	May 7, 1900.	Clarke Mattox M. H. Wyche A. S. Johnson W. L. Durden E. J. Coleman A. J. Youngblood Mike Brown J. R. Rountree Burton Dickey E. W. Shelton A. J. Odom J. D. Galloway A. H. Morris J. R. Murphey J. H. Farr J. S. Thornton John McDermid J. G. Posey I. D. Gilliard C. P. Morton R. A. Denny A. B. S. Mosely E. J. Whatley W. E. Boyd G. L. Heard G. W. Stovall W. W. Jones W. R. Otwell	Sept., 1898. " 1900. " " April, 1898. " " " " " 1900. " " May, 1898. " " " " " " " " April, 1898. " " " " " " " " Next session G. J. March, 1898. " " " " April, 1898. " " " " " 1900. " "
Fannin	J. M. Clement Mineral Bluff.	June 4, 1900.		
Fayette.	C. R. Woolsey Woolsey.	May 7, 1900.		
Floyd	J. D. Gwaltney Rome.	April 2, 1900.		
Forsyth	H. L. Patterson Cumming.	May 7, 1900.		

Franklin	J. A. Neese Carnesville.	May 7, 1900.	N. J. Holbrook	April, 1898.
			T. C. Hayes	" "
			D. M. McConnell	" "
			J. F. Tabor	1900.
			S. P. Rampley	" "
Fulton	R. J. Guinn Atlanta.	May 7, 1900.	J. M. Taddell	1898.
			T. T. Thomason	" "
			W. J. Northen	1900.
			W. P. Pattillo	" "
			I. S. Hopkins	1898.
Gilmer	L. M. Simmons Ellijay.	June 4, 1900.	J. S. Hudson	1898.
			W. H. Pettit	" "
			R. J. Gable	" "
			G. G. Penlord	1900.
			J. P. Cobb, Jr.	May,
			N. S. Hodges	Feb.,
Glascok	E. B. Rogers Gibson.	March 5, 1900.	N. T. Boston	" "
			John C. Kitchens	" "
			I. S. Peebles	1900.
			T. R. Williams	" "
Gordon	W. J. McDaniel Calhoun.	March 5, 1900.	J. W. Swain	1898.
			Wm. Trimmier	" "
			M. J. Dudley	" "
			H. C. Irwin	1900.
			George W. Wells	" "
Greene	R. B. Smith Woodville.	April 2, 1900.	J. V. Thomas	March, 1898.
			J. L. Smith	" "
			T. A. Branch	" "
			C. C. Davison	1900.
			H. W. Jernigan	" "
Gwinnett	W. T. Tanner Lawrenceville.	April 2, 1900.	J. B. Whitworth	1898.
			M. E. Ewing	" "
			S. T. McElroy	" "

DIRECTORY — Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Habersham	L. L. Lyons Clarkesville.	May 7, 1900.	A. M. Winn B. L. Patterson William Berry W. A. McClain T. S. Willbanks W. J. Ramsey J. M. Martin, Jr I. T. Duncan D. T. Quillian J. B. Estes W. R. Canning J. R. Mason F. A. Butts J. T. Whaley G. E. Bell H. L. Middlebrooks S. N. Chapman W. A. Smith R. H. Parker J. B. Weaver H. C. Head Robt. M. Strickland M. B. Roberts C. I. Hudson J. F. Jenkins T. H. Kimbrough W. F. Nunnelee	March, 1900. " April, 1898. " April, 1900. " March, 1898. " " " " Next Session G. J. April, 1898. " " " " Jan, 1899. 1900, 1898, 1900, " " April, 1898. " May, 1900. " April, 1900,
Hall	T. H. Robertson Gainesville.	April 2, 1900.		
Hancock	M. L. Duggan Sparta.	May 7, 1900.		
Haralson	G. D. Griffith Buchanan.	October 28, 1900.		
Harris	W. A. Farley Hamilton.	May 7, 1900.		

Hart	J. R. Stephens Hartwell.	March 5, 1900.	L. W. Stephens.	Feb.	1898.
			J. N. Thornton	"	"
			S. W. Peek	"	"
			E. N. Mason	"	1900.
Heard	Frank S. Loftin. Franklin.	June 1, 1900.	J. F. Burton	"	"
			A. W. Powers	March, 1898.	
			W. H. Suttles.	"	"
			J. B. Saunders	"	"
			J. F. Bevis.	"	1900.
			J. W. Cook	"	"
Henry	J. C. Daniel McDonough.		W. T. Stroud.	April,	1898.
			T. A. Ward	"	"
			J. F. M. Fields.	"	"
			A. G. Combs.	"	1900.
			J. Arnold.	"	"
Houston	E. S. Wellons. Perry.	June 4, 1900.	R. N. Holtzclaw.	May,	1898.
			T. H. Willingham.	"	"
			J. F. Houser	"	"
			J. M. Heard	"	1900.
			G. M. T. Fagin	"	"
Irwin	Marion Dixon Dorminey's Mill.	April 2, 1900.	Wiley Whitley, Sr.	March,	1898.
			Lott Warren	"	"
			John Clements.	"	1900.
			Lucius Paulk	"	"
			Green C. Ball.	"	1898.
Jackson	G. J. N. Wilson. Jefferson.	March 5, 1900.	W. B. Hardeman.	Feb'y,	1898.
			H. J. Cox	"	"
			H. M. Appleby.	"	"
			John N. Holder	"	1900.
			T. W. Webb	"	"
Jasper	W. A. Reid. Monticello.	March 5, 1900.	L. D. Ezell.	"	1898.
			D. L. Conwell	"	"
			B. H. Jordan.	"	"

DIRECTORY—Continued.

COUNTY.	County School Commis- sioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Jefferson	H. E. Smith Bartow.	June 4, 1900.	C. F. Thompson. W. H. Middlebrooks. J. F. Brown Thomas Hardeman. W. J. Rogers W. C. Houser. Pierce Hubert. A. F. Duly J. W. Brinson A. T. Clark Z. T. Prescott. J. M. Smith J. W. Anderson J. W. Barron. Jas. R. Van Buren S. A. Hodge R. H. Bomer A. B. Clarke. T. J. Blackshear. J. F. Fuller John Burch. G. W. Warwick W. H. Newsome S. J. Powell F. M. Heath J. S. Kitchens.	Feb'y, 1900. " " May, 1898. " " " " " " " " " " Aug., 1898. " " Sept., 1900. May, 1898. " " Aug., 1898. " " April, 1898. " " " " " " " " " " Oct., 1898. " " April, 1900. March, 1898. " " " " " " " "
Johnson	J. H. Rowland Wrightsville.	June 4, 1900.		
Jones	A. H. S. McKay Plenitude.	May 7, 1900.		
Laurens	W. S. Ramsey Dublin.	May 7, 1900.		
Lee	J. R. Long Leesburg.	April 2, 1900.		

Liberty	J. B. Martin Flemington.	May 7, 1900.	R. Q. Casels	April, 1898.
			J. M. Caswell, Sr	" "
			I. L. Bird	" "
			Joshua Lang	1900.
Lincoln	N. A Crawford Lincolnton.	May 7, 1900.	J. H. Parker	" "
			J. N. Zellers	1898.
			A. E. Strother	" "
			G. S. Sims	" "
			James R. Hogan	1900.
			J. O. Caldwell	" "
Lowndes	J. H. Zant Lake Park.	July 2, 1900.	J. R. Burton	June, 1898.
			A. McLeod	" "
			J. O. Varnadoe	Aug., 1898.
			E. P. S. Denmark	" "
Lumpkin	J. J. Seabolt Dahlonega.	May 7, 1900.	J. H. Smith	" "
			Charles H. Jones	1898.
			John K. Bearden	" "
			J. K. P. Lance	" "
			W. P. Price	" "
			R. L. London	April, 1900.
Macon	H. M. Kaigler Oglethorpe.	April 2, 1900.	A. J. Cheves	" "
			C. A. Greer	March, 1898.
			W. D. Harp	" "
			T. S. Brooks	" "
			F. J. Frederick	1900.
Madison	B. N. White Danielsville.	April 2, 1900.	J. H. Rice	" "
			J. F. White	1898.
			Geo. C. Saunders	" "
			David N. Patton	1900.
			I. B. Burroughs	" "
Marion	W. J. Reese Buena Vista.	May 7, 1900.	W. A. McMichael	" "
			W. M. Williams	1898.
			Vincent Montgomery	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
McDuffie	M. W. Gross Thomson.	April 2, 1900.	W. L. Kinnard Henry Lancaster E. C. Hawes R. R. Reeves M. W. Dunn C. H. Ellington J. H. Aldred	April, 1900. " " Oct., 1898 " " " " March, 1900. " "
McIntosh	J. B. Bond Darien.	December 3, 1900.	S. J. McDonald W. McW. Young James Lachlison O. Hopkins W. H. Atwood	Nov., 1898 " " " " " " " "
Meriwether	R. M. McCalin Greenville.	March 5, 1900.	J. H. Meacham G. J. Martin J. M. Barnes J. W. Park	Feb'y, 1898. " " " " " "
Miller	John R. Williams Colquitt.	May 7, 1900.	W. S. Howell Artie Strickland John Phillips, Jr. James Cook A. T. Davis S. C. Debarry	April, 1898. " " " " " " " " " "
Milton	G. M. Hook Alpharetta.	April 2, 1900.	D. W. DeVore R. R. Treadwell J. N. McLure J. B. Kimbell John Rucker	March, 1898. " " " " " " " "

Mitchell	J. H. Powell Camilla.	June 4, 1900.	T. J. Cross	May, 1898.
			W. E. Davie	" "
			W. C. Withington	" "
			J. P. Heath	1900.
Monroe	D. P. Hill Forsyth.	March 5, 1900.	Nathaniel Bradford	" "
			J. R. Shannon	1898.
			A. C. Jackson	" "
			T. E. Walton	1900.
			T. H. Plinaze	" "
			Thos. R. Talmadge	1898.
Montgomery	Simeon Sikes Lumber City.	May 7, 1900.	S. B. Meadows	ay, "
			J. N. Miller	M "
			A. F. Clarke	" "
			J. M. McGregor	April, "
			S. R. Sykes	" "
Morgan	J. A. Saye Rutledge.	April 2, 1900.	J. F. Stovall	March, "
			T. F. Hollis	" "
			F. B. Barrow	" "
			John Bostwick	1900.
Murray	S. H. Henry Sumach.	April 2, 1900.	E. L. Newton	" "
			J. A. McKamy	" "
			J. A. Patterson	" "
			C. D. Gilbert	" "
			C. V. King	1900.
Muscogee	F. J. Johnson Columbus.	June 4, 1900.	J. A. Langston	" "
			J. B. David	Oct. 1898.
			J. M. Wooldridge	" "
			A. B. Lynch	" "
			J. W. Jackson	May, 1900.
			W. T. Kendrick	" "
Newton	W. C. Wright Covington.	April 2, 1900.	H. H. Stone	March, 1898.
			A. C. Heard	" "
			L. F. Stephenson	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Oconee	W. C. Carter India.	June 7, 1897.	R. B. Tuck J. F. Lunsford R. B. Harris E. S. Dobbins D. D. Stinchcomb J. N. Mayne A. D. Few J. W. Howard J. F. Dillard W. J. Fleeman R. M. Bacon J. McBryan W. R. House W. F. Walker John C. Kendall R. W. Russom John A. Camp E. Wofford E. Holt J. G. Faulkner David Anderson Stephen L. Tate Michael Henderson J. P. Jones A. N. Smith J. E. Griner Jackson Walker	March, 1900. " " 1898. 1900. " 1898. 1900. April, 1898. " " " 1900. Aug., 1898. " " 1900. " April, 1898. " " " " March, 1898. " " " May, 1900. "
Oglethorpe	J. F. Cheney Crawford.	May 7, 1900.		
Paulding	W. Z. Spinks Dallas.	Sept. 7, 1900.		
Pickens	John W. Henley Jasper.	May 7, 1900.		
Pierce	J. A. Harper Blackshear.	April 2, 1900.		

Pike	Edward Elder Barnesville.	May 7, 1900.	J. C. Beauchamp	April, 1898.
			H. H. Strickland	" "
			B. M. Turner	" "
			R. D. Adams	1900.
Polk	J. F. Houseal Cedartown.	March 5, 1900.	J. H. Howell	" "
			Arthur McBride	Feb'y, 1898.
			M. V. B. Ake	" "
			A. D. Hogg	" "
			J. K. Davis	1900.
			W. G. England	1898.
Pulaski	A. T. Fountain Hawkinsville.	May 7, 1900.	T. J. Holder	April, "
			C. R. Warren	" "
			G. W. Jordan, Jr.	" "
			W. J. Mullis	1900.
			J. F. Sparrow	" "
Putnam	M. B. Dennis Eatonton.	April 2, 1900.	R. B. Nisbett	March, 1898.
			H. R. DeJarnette	" "
			N. S. Walker	" "
			D. R. Adams	1900.
Quitman	H. M. Kaigler Georgetown.	June 4, 1900.	W. B. Wingfield	" "
			H. H. Teel	May, 1898.
			J. A. Avara	" "
			J. J. Castellow	" "
			I. L. Balc m	1900.
			M. N. Phillips	" "
Rabun	W. J. Neville Rabun Gap.	January 1, 1901.	W. J. Green	April, 1898.
			Z. B. Dillard	" "
			A. A. Beck	" "
			M. W. Swafford	" "
			Cicero Blalock	" "
Randolph	W. S. Dudley Cuthbert.	June 4, 1900.	G. D. Webb	May, 1898.
			J. B. Watson	" "

Sumter	W. S. Moore Americus.	May 7, 1900.	C. C. Sheppard	Aug., 1900.
			J. A. McDonald	" "
			J. R. Battle	" "
			Z. F. Markett	April, "
			Wm. A. Wilson	" "
Talbot	O. D. Gorman Talbotton.	April 6, 1900.	D. F. Woodall	Next session G. J.
			H. F. Dickson	March, 1900.
			R. Leonard	" "
			Thos. H. McDowell	" "
Taliaferro	W. T. Flynt Sharon.	June 4, 1900.	Thomas W. Morris	May, 1898.
			John Johnson	" "
			W. O. Holden	" "
			David A. Perkins	" 1900.
			A. G. Beazeley	" "
Tattall	John Hughey Rignton.	May 7, 1900.	R. A. Giles	" "
			J. F. Coleman	" "
			D. V. Coleman	" "
			Wm. F. Barnett	April, 1898.
Taylor	W. E. Steed Butler.	May 7, 1900.	I. J. DeLoach	" "
			E. Aultman	" "
			A. Shirah	" "
			F. E. Glover	" 1900.
			G. T. Ruffin	" "
Telfair	T. P. Windsor McRae.	May 7, 1900.	A. H. Graham	" "
			D. M. McRae	" "
			A. A. Graham	April, 1898,
			G. W. Browning	" "
			J. N. Powell	" "
			B. L. Hill	May, "
			E. S. Pinkston	" "
Terrell	J. H. Whitcard Dawson.	June 4, 1900.	L. C. Gourtee	" "
			J. J. Hill	" 1900.
			C. M. Harris	" "

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Thomas	K. T. Maclean Thomasville.	April 2, 1900.	Robert Alexander W. P. Clower Chas. P. Hansell D. T. Forest J. T. Chastain	March, 1900. March, 1898. " " " " June, 1898.
Towns	J. N. Gilson Hiwassee	July 2, 1900.	B. A. Woodring Jack Berry W. A. Swanson M. V. England W. R. McConnell	" " " " " " " " 1900.
Troup	O. A. Bull LaGrange.	June 4, 1900.	J. F. Mobley W. R. Bradfield W. V. Gray R. L. Gilham H. W. Miller	May, 1898. " " " " " " " "
Twiggs	B. S. Fitzpatrick Fitzpatrick.	May 7, 1900.	J. T. McCoy Linton Hatcher J. S. Crosby S. I. Denny J. W. Vaughn	1898. April, 1898. " " " " 1900.
Union	A. Y. Clements Blairsville.	June 4, 1900.	W. Y. Curtis D. A. Byers Thomas Christopher J. B. Reece J. H. Nelson	May, 1898. " " " " " " " "
Upson	R. D. Shuptrine Thomaston.	June 4, 1900.	J. W. Pilkinton Geo. A. Weaver	August, 1898. May, "

Walker	L. C. Rosser LaFayette.	March 5, 1900.	D. W. Lewis H. H. Howell J. M. Middlebrooks. J. P. Shattuck J. T. Little C. M. Conley T. W. Hasberry J. L. Rowland J. M. Gresham J. P. Rockmore George M. Napier T. W. Powell W. A. Cannon H. H. Gibson H. P. Brewer W. S. Booth J. L. Wolf J. A. Cason A. P. Swain J. L. Reese George W. Baker W. H. Pilcher M. R. Hall	May, " " " " Feb'y, " " " " " " " " " " " " " " " " " " March, " " " " " " " " " " April, " " " " " " " " " "	1898. 1900. " " 1898. 1900. " " 1898. " " " " 1900. " " 1898. " " " " " " " " " " 1898. " " " " " " " " " "
Walton	W. S. Walker Monroe.	March 5, 1900.	Macon Warthen S. M. Glimore J. C. Harman Stanley Kittrell A. W. J. Wood G. W. Williams R. J. Madry J. C. Hatcher J. P. Mizelle W. T. E. Butler	March, " " " " " " " " " " Oct., " " " " " " " "	1898. " " " " 1900. " " " " " " 1898. " " 1900. " "
Ware	J. D. Smith Waycross.	April 2, 1900.			
Warren	A. S. Morgan Warrenton.	May 7, 1900.			
Washington	J. N. Rodgers Sandersville.	April 2, 1900.			
Wayne	J. R. Bennett Mount Pleasant	May 7, 1900			

DIRECTORY—Continued.

COUNTY.	County School Commissioner and Post-office.	Term Expires.	Members Board Education.	Term Expires.
Webster	S. R. Stephens Preston.	April 2, 1900.	T. E. Lansford J. B. Nicholson A. G. Lowry C. C. Pearson A. P. Passmore Newton Miller B. W. Allison H. A. Jarrard J. B. Henderson, Jr J. B. Westmoreland I. E. Shumate C. A. Hunt W. H. Crawford W. G. Liddell J. W. Bowie J. W. Armstrong J. Y. H. Smith D. M. Howey J. R. Monroe H. P. Stone W. R. Calloway J. R. Adams J. C. Dyson O. S. Barnett C. Granade	Aug., 1898. " " " " March, 1900. Aug., " May, 1898. " " " " " " " " April, 1898. " " " " " " " " March, 1898. " " " " " " " " May, 1898. " " " " " " " "
White	George H. Kyle Cleveland.	June 4, 1900.		
Whitfield	M. P. Berry Dalton.	May 7, 1900.		
Wilcox	E. Y. Bowen Abbeville.	April 2, 1900.		
Wilkes	F. T. Simpson Aonia.	June 4, 1900.		

Wilkinson	W. S. Baker Irwin ton.	May 7, 1900.	J. M. Shepherd	April,	1893.
			B. F. Ryle, Sr.	"	"
			Ira S. King	"	"
			J. R. Rawls	"	1900.
			J. W. Lindsay	"	"
			J. E. Knight	"	"
Worth.	J. G. Polhill Isabella.	May 7, 1900.	J. T. Hall	April,	1898.
			C. A. Alford	"	"
			J. F. Kikard	"	"
			J. M. Sumner	"	1900.

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