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BIENNIAL REPORT  
OF THE  
SUPERINTENDENT PUBLIC INSTRUCTION,  
FOR THE  
SCHOOL YEARS 1876-7 AND 1878.

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## Biennial Report of the Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION,  
Tallahassee, Fla., Dec. 31st, 1878. }

*To His Excellency Geo. F. Drew, Governor of Florida:*

SIR—I have the honor to transmit through you to the Legislature in accordance with the provisions of the VII. Article and 9th Section of the Constitution, the Biennial Report of the Superintendent of Public Instruction for the period beginning Oct. 1st, 1876 and ending Sept. 30th, 1878.

Very respectfully your obedient servant,

W. P. HAISLEY,  
*Superintendent of Public Instruction.*

The friends of education and those who desire the success of our common school system, can but feel gratified at the progress that has been made during the past two years. The statistical tables below given, show that nearly one thousand schools have been organized up to this time in our State, an increase of several hundred in the period referred to, the highest number ever before reported being something less than six hundred. The improvement in this particular may be easily seen and is most encouraging, but it is not the only feature which has marked a forward movement. A longer school term has been given, a larger percentage of the school population has been enrolled, and better qualified and more efficient teachers have been employed. Besides this the financial condition of many of the counties has been very greatly improved. At the beginning of the time embraced in my report, a number of the county Boards were sadly embarrassed with debts which had accumulated from year to year, and which as a matter of course exercised a depreciating influence upon warrants. By judicious and economical management, however, these obligations have now nearly all been cancelled, and in hardly any county at this time is school scrip to be had at less than par.

These facts not only speak well for the officers who have been connected with the Department, but they also exhibit an appreciation of education on the part of the people which is quite as desirable, and without which it would be impossible to accomplish but little. I believe that all classes throughout the State are now more fully alive to the importance of maintaining the common school system than ever before at any period since its inauguration, and that we may hope for still higher and better results in the future.

## REORGANIZATION OF THE BOARDS.

It was early determined by the present Board of Education to reduce the Boards of Public Instruction, except in a few of the most populous counties, from five to three members each. This plan has been found to work well, and besides has been a saving to the State of nearly fifteen hundred dollars per annum from the time of its adoption. In addition to this a thorough reorganization of every county was made, and each School Board required to place on file with the head of the Department the certificate of organization required by law something which had never been done before, or if so there was no evidence to that effect among the records of the office.

## OFFICIAL CANVASS OF THE STATE BY THE SUPERINTENDENT.

Believing that an official visit to each of the counties in the State would enable the Superintendent to perform more intelligently the duties of his position, and be of benefit in other respects to the success of the public schools, the Board of Education decided to apply the five hundred dollars per annum which had hitherto been appropriated as a contingent fund to this office, in defraying the traveling and other expenses which a tour of the State would involve. After a thorough reorganization of the department therefore, I entered upon this canvass, starting out first in July, 1877. My plan was to take in a certain section of the State or a certain number of counties in each visit. Remaining out one or two months at a time, I would return to the office, and after working up such business as required my personal attention, would again resume my visits, thus continuing until September, 1878, when every county had been visited.

This work consumed between five and six months of actual travel, and, as any one who has ever made a thorough canvass of the State is aware, was attended with many difficulties and much inconvenience. I feel assured however that my visits have resulted in benefit to the cause in which I am engaged, and do not therefore regret the many hardships which from the nature of the task, I was forced to endure.

In these visits the Superintendent met each Board of Public Instruction in the State, and endeavored to inform them as to a proper construction of the law and their duties under the same. In this way he has become personally acquainted with every school officer, thus strengthening the bond of those engaged in a common work, and awakening an interest, and in some cases an enthusiasm which could have been effected by no other means. He has also met and conversed with many bearing no official relation to the common schools, from whom he has gained information as to the interests, inclinations and wants of

the people, which could not otherwise have been obtained, and which has been of great benefit to him in the proper discharge of his duties. He feels justified in saying therefore that many and good results have followed from this official canvass.

## SCHOOL POPULATION.

Below will be found a statement of the school census for 1876, which has never before been published. On comparing the returns here given with those of 1873, it will be seen that there was an increase in our school population between the years 1873 and 1876 of nearly thirteen thousand, the total number reported in the previous census between the ages of 4 and 21 being only 74,828. From two counties there are no returns; from two they are inaccurate, from one deficient:

TABLE No. 1.  
School Census for 1876.

COUNTIES.	No. of youth between ages of 4 and 21.	No. of youth between ages of 6 and 21.	No. males between ages of 4 and 21.	No. females between ages of 4 and 21.	No. colored youth between ages of 4 and 21.	No. white youth between ages of 4 and 21.
Alachua.....	7806	6751	3971	8835	5585	2218
Baker.....	532	448	256	276	105	427
Bradford.....	1795	1499	923	872	324	1471
Brevard.....	197	174	101	96	4	193
Calhoun.....	493	395	278	215	131	362
Clay.....	670	574	348	322	115	555
Columbia.....	1506	1303	810	696	486	1030
Dade*.....						
Duval.....	6277	5333	3342	2935	4128	2149
Escambia.....	3496	2775	1681	1815	1561	1935
Franklin.....	440	373	214	226	157	283
Gadsden.....	4588	3857	2259	2330	2983	1605
Hamilton.....	2200	1912	1084	1116	1394	806
Hernando.....	1341	1120	734	607	340	1001
Hillsborough.....	1588	1398	843	745	214	1374
Holmes.....	840	678	392	412	54	750
Jackson.....	3705	2963	1844	1761	1956	1749
Jefferson.....	6347	5353	3041	3306	5245	1102
Lafayette.....	674	598	376	298	56	618
Leon.....	8157	5756	4127	4030	7088	1069
Levy.....	925	792	502	423	146	779
Liberty.....	334	292	173	161	95	239
Madison.....	6061	5045	3067	2994	3856	2205
Manatee.....	1242	1051	774	568	36	1206
Marion†.....	5107	4230				
Monroe.....	4088	3480	2019	2069	924	3164
Nassau.....	2172	1835	1126	1046	1143	1029
Orange.....	1559	1373	859	720	105	1454
Polk.....	990	905	562	473	37	962
Putnam.....	2128	1786	1080	1048	825	1303
Santa Rosa.....	2826	3378	1468	1358	773	2053
St. Johns.....	813	690	423	385	353	480
Sumter*.....						
Suwannee.....	2129	1825	1121	1008	948	1181
Taylor.....	655	504	359	296	46	609
Volusia.....	997	830	554	443	124	873
Wakulla.....	935	877	478	457	320	615
Walton.....	1012	889	543	469	141	871
Washington.....	1116	954	621	495	220	896
Total.....	87,750	72,976	42,438	39,306	42,001	40,606

\*No returns from these counties. †Evidently incorrect. ‡Returns incomplete.

STATISTICS FOR THE SCHOLASTIC YEAR OF 1876-7.

Below will be found the statistics of school operations for the first scholastic year embraced in my report. From these it will be seen that a large percentage of the additional schools

referred to in my opening remarks were organized and taught during the year; that a greater number of pupils were enrolled; that the daily average attendance was larger, and the average length of term longer, than had ever before been reported:

TABLE No. 2.

Exhibiting number of schools, total attendance, assessed value of property, amount assessed in each county for educational purposes, average cost of each pupil, &c., &c., &c., for the scholastic year commencing October 1, 1876, and ending September 30, 1877.

COUNTIES.	Number of schools.	No. children of school age.	Total school attendance.	Average daily attendance.	Assessed valuation of the property of the county for 1877.	Amount of county assessment for school purposes.	Per cent. of assessment for 1877.	Total amount expended for school purposes.	Average cost of each pupil.
Alachua.....	32	6751	1799	1222	\$1,491,050	\$ 6,099 57	.004	\$ 4,796 16	\$2 66
Baker.....	14	448	355	355	161,102	322 23	.002	510 31	1 43
Bradford.....	17	1499	601	422	667,054	1,333 76	.002	1,192 65	1 98
Brevard.....	11	174			113,380	605 00	.005	682 10	...
Calhoun.....	7	395	105	105	110,170	330 53	.003	381 50	3 63
Clay.....	21	574	571	465	499,389	1,997 55	.004	1,844 02	3 22
Columbia.....	24	1303	998	658	917,533	3,670 26	.004	3,016 64	3 12
Dade.....									
Duval.....	50	5333	2158	1535	4,899,924	24,498 40	.005	25,801 74	11 95
Escambia.....	24	2775	807	572	2,232,800	11,200 52	.005	9,103 00	11 28
Franklin.....	4	373	213	151	201,301	1,007 13	.005	861 06	4 04
Gadsden.....	37	3857	1190	1190	918,828	3,675 31	.004	7,245 74	6 14
Hamilton.....	10	1912	190	146	572,071	1,716 01	.003	611 50	3 21
Hernando.....	26	1120	550	550	383,925	1,919 59	.005	2,419 04	4 39
Hillsborough.....	29	1398	896	741	581,016	2,655 45	.005	2,395 32	2 05
Holmes.....	12	678	396	198	80,088	160 22	.002	233 00	5 9
Jackson.....	40	2963	1582	1014	1,022,645	5,095 15	.005	4,102 33	2 59
Jefferson.....	12	5353	555	406	1,485,018	2,970 03	.002	4,430 00	7 98
Lafayette.....	24	598	548	319	217,953	1,091 98	.005	1,431 00	2 61
Leon.....	46	5756	1978	1389	1,834,466	5,520 26	.003	6,690 97	3 37
Levy.....	29	792	753	673	637,149	3,184 43	.005	2,491 50	3 30
Liberty.....	11	292	135	135	195,346	486 34	.002½	397 48	3 94
Madison.....	39	5045	1773	1388	985,884	4,929 72	.005	4,950 41	2 79
Manatee.....	19	1050	473	378	555,071	1,030 14	.002	1,217 70	2 57
Marion.....	51	4230	2320	1615	1,165,960	5,829 80	.005	8,560 23	3 69
Monroe.....	4	3480	1187	758	1,399,239	6,996 19	.005	11,348 18	9 56
Nassau.....	27	1835	906	696	1,133,332	3,400 00	.003	5,162 30	5 73
Orange.....	43	1373	903	741	1,114,930	5,574 65	.005	3,777 20	4 18
Polk.....	11	905	248	181	315,019	630 03	.002	644 29	2 59
Putnam.....	23	1786	1280	640	1,046,448	5,307 96	.005	3,519 89	2 90
Santa Rosa.....	34	2378	903		739,760	1,849 18	.002½	2,687 00	2 97
St. Johns.....	14	690	600	351	917,043	5,502 26	.005	5,302 60	3 64
Sumter.....	16		405	317	481,750	963 50	.002	1,169 00	2 88
Suwannee.....	34	1825	1315	829	400,913	1,204 10	.003	3,250 00	2 47
Taylor.....	8	504	202	134	116,246	466 05	.004	666 48	3 29
Volusia.....	19	830	492	366	667,051	1,936 49	.003	1,709 05	3 47
Wakulla.....	15	877	479	338	279,246	338 16	.001	1,245 00	2 59
Walton.....	22	839	823	494	231,037	346 58	.001½	1,947 50	2 36
Washington.....	18	954	450	310	183,377	199 74	.005	1,546 50	3 42
Total.....	887	72,985	31,133	21,783	830,393,247	\$126,659 03		\$139,349 19	

TABLE No. 3.

Exhibiting number of schools, number of pupils enrolled, and number pursuing the different studies, for the scholastic year of 1876-7.

COUNTIES.	Number of schools.	Number of pupils enrolled.	Number in Primary Department.	Number in Reading classes.	Number in Writing classes.	Number in Arithmetic.	Number in Geography.	Number in Grammar.	Number in History and higher branches.
Alachua.....	32	1799	274	1037	592	504	276	144	
Baker.....	14	355	20		280	150	70	60	25
Bradford.....	17	601	91	445	260	210	81	80	114
Brevard.....	11								
Calhoun.....	7	105							
Clay.....	21	571							
Columbia.....	24	998	99	484	278	193	106	59	62
Dade.....									
Duval.....	50	2158	187	1594	1123	1147	781	341	172
Escambia.....	24	807	69	551	248	572	304	278	11
Franklin.....	4	213	15	134	156	147	82	88	42
Gadsden.....	37	1190	229	776	865	781	374	351	273
Hamilton.....	10	190	25	157	100	50	50	15	
Hernando.....	26	550							
Hillsborough.....	29	896							
Holmes.....	12	396	227	201	139	59	5	10	1
Jackson.....	40	1582	200	826	549	458	223	125	77
Jefferson.....	12	555	93	318	281	266	160	119	103
Lafayette.....	24	548	41	182	139	72	19	20	2
Leon.....	46	1978							
Levy.....	29	753	102	443	408	371	199	100	129
Liberty.....	11	135	35	119	76	57	42	21	5
Madison.....	39	1773							
Manatee.....	19	473							
Marion.....	51	2320	228	1203	828	848	443	263	317
Monroe.....	4	1187	228	897	548	617	413	324	50
Nassau.....	27	900	129	881	600	530	475	252	250
Orange.....	48	903							
Polk.....	11	248	12	216	216	182	101	62	10
Putnam.....	28	1280							
Santa Rosa.....	34	903	208	530	496	165	72	35	
St. Johns.....	14	600							
Sumter.....	16	405	103	282	237	145	93	34	46
Suwannee.....	34	1315	408	1102	340	204	115	35	35
Taylor.....	8	202	55	147	147	117	86	43	39
Volusia.....	19	492	53	302	217	175	107	57	
Wakulla.....	15	479	25	263	197	129	62	30	6
Walton.....	22	823	43	426	253	186	119	63	14
Washington.....	18	450	40	410	400	320	170	236	80
Total.....	887	31,133	3,239	13,926	9,973	8,655	5,030	3,345	1,833

TABLE No. 4.

Exhibiting average length of term, number of teachers employed, salaries, certificates, &c., for the scholastic year of 1876-7.

COUNTIES.	Average length of term in days.	Number of teachers employed.		Salaries for month of 22 days.			Certificates.		
		Male.	Female.	Highest.	Lowest.	Average.	1st class.	2nd class.	3d class.
Alachua.....	73	24	9	\$75 00	\$8 55	\$27 12			
Baker.....	66	14		17 00	10 00	10 50		6	8
Bradford.....	58	13	4	58 33	13 33	23 35			
Brevard.....	66	11							11
Calhoun.....	66	6	1	15 00	15 00	15 00			7
Clay.....	64	15	6	50 00	10 00	23 17	2	9	10
Columbia.....	66	15	9	60 00	16 66	26 09	1	10	13
Dade.....									
Duval.....	101	25	40	171 45	30 00	47 94	7	12	37
Escambia.....	121	14	14	125 00	20 00	36 66	1	2	25
Franklin.....	69	4	2	50 00	10 00	32 00		4	2
Gadsden.....	100	32	8	70 00	15 00	33 50	2	24	14
Hamilton.....	65	5	4	18 33	6 66	16 66		1	8
Hernando.....	66	22	3	40 00	20 00	23 60	1	25	
Hillsborough.....	65	22	9	123 33	7 00	25 55		12	18
Holmes.....	88	11	1	41 00	10 00	21 91			12
Jackson.....	75	24	14	40 00	15 00	22 04		2	36
Jefferson.....	130	11	3	125 00	10 00	25 43			11
Lafayette.....	56	20	2	25 00	12 00	22 04		8	14
Levy.....	64	21	19	50 00	15 00	27 00		11	16
Leon.....	67	30	20	50 00	25 00	31 75	1	14	35
Liberty.....	64	7	4	13 33	6 66	8 48		2	9
Madison.....	81	20	13	100 00	8 00	30 14		19	20
Manatee.....	59	15	4	30 00	10 00	19 71		2	17
Marion.....	99	33	21	50 00	15 00	29 25	5	10	39
Monroe.....	190	3	10	125 00	50 00	63 35		2	11
Nassau.....	110	15	13	70 00	20 00	30 71	6	22	
Orange.....	59	31	18	57 03	11 84	24 77		42	2
Polk.....	66	8	3	30 00	6 50	15 33		9	2
Putnam.....	66	20	8	75 00	16 66				
Santa Rosa.....	66	13	8	25 00	25 00	25 00		18	3
St. Johns.....	116	7	12	100 00	25 00	62 90	1	2	16
Sumter.....	68	11	5	39 33	7 00	21 00		10	5
Suwannee.....	65	21	13	25 00	20 00	22 50		24	10
Taylor.....	69	6	4	23 10	7 26	11 05		2	8
Volusia.....	63	10	9	35 00	20 00	23 69			19
Wakulla.....	69	12	3	34 34	15 00	19 96		10	5
Walton.....	66	19	3	75 00	8 00	27 50		9	13
Washington.....	65	15	3	20 00	10 00	13 57		2	16
Total.....	3,025	511	317				27	324	472

## STATISTICS FOR THE SCHOLASTIC YEAR OF 1877-8.

The tables below, from No. 5 to No. 9 inclusive, reveal some interesting facts as to still further progress for the scholastic year just ended. The increase in the number of schools alone for this year, was one hundred and four, making the total number operated during the year nine hundred and ninety-two. These figures also exhibit a considerable increase—something over a month—in the average length of school term, a feature which deserves to be noticed, and which should be looked upon as encouraging. It will besides be observed that about one-half of the youth of school age were enrolled, with more than one-fourth in daily attendance, and that a less amount of money was expended for school purposes. These statistics are significant from the fact that they refer to the only scholastic year which has been entirely under the present management:

TABLE No. 5.

*Exhibiting Number of Schools, Total Attendance, Assessed Valuation of Property, Amount Assessed in each county for Educational purposes, Average Cost of each Pupil, &c., &c., for the Scholastic Year commencing October 1st, 1877, and ending September 30th, 1878.*

COUNTIES.	Number of schools.	Number children of school age.	Total school attendance.	Average daily attendance.	Assessed valuation of the property of the county for 1878.	Amount of county assessment for school purposes.	Per cent. of assessment on property valuation of 1878.	Total amount expended for school purposes.	Average cost of each pupil.
Alachua.....	42	6751	3144	1340	\$1500,250	\$7501.25	.005	\$6312.50	\$2.01
Baker.....	14	418	278	278	174,654	436.70	.002 $\frac{1}{2}$	485.00	1.74
Bradford.....	27	1499	1164	856	649,457	1624.05	.002 $\frac{1}{2}$	1710.00	1.47
Brevard.....	8	174	.....	.....	238,111	952.44	.004	.....	.....
Calhoun.....	6	395	.....	.....	114,130	114.13	.001	.....	.....
Clay.....	21	574	562	426	530,658	2122.63	.004	1659.07	2.85
Columbia.....	42	1303	1760	1058	821,912	2466.79	.003	3728.12	2.12
Dade.....	.....	.....	.....	.....	29,293	.....	.....	.....	.....
Deval.....	46	5323	2414	1539	4502,404	22,513.54	.005	19,240.99	7.97
Escambia.....	26	2775	1206	763	1964,733	8644.73	.004 $\frac{1}{2}$	9641.31	7.99
Franklin.....	2	373	181	126	197,650	938.25	.005	986.07	5.45
Gadsden.....	28	3857	1375	932	710,553	2842.21	.004	5592.88	4.08
Hamilton.....	36	1912	1143	897	549,572	1650.17	.003	2882.40	2.10
Hernando.....	25	1120	502	502	383,750	1918.75	.005	1813.33	3.61
Hillsborough.....	32	1398	1037	847	622,889	3068.19	.005	5225.80	4.81
Holmes.....	10	678	405	135	82,319	164.78	.002	381.00	.94
Jackson.....	47	2963	1751	961	874,458	4372.29	.005	2455.00	1.97
Jefferson.....	33	5353	1355	812	1424,475	2137.20	.001 $\frac{1}{2}$	4481.50	3.31
Lafayette.....	19	598	402	296	217,953	1365.65	.005	1344.60	3.35
Leon.....	52	5756	2213	1517	1675,003	6697.29	.004	6857.92	3.98
Levy.....	27	792	758	556	603,339	3041.69	.005	2504.48	3.30
Liberty.....	11	292	229	212	167,814	503.44	.003	738.92	3.49
Madison.....	56	5045	2211	1614	985,884	2312.22	.002 $\frac{1}{2}$	6321.24	2.86
Manatee.....	27	1050	920	449	515,071	1252.74	.002 $\frac{1}{2}$	819.33	.85
Marion.....	47	4230	1852	1274	1031,680	5158.40	.005	7361.00	3.98
Monroe.....	6	3480	1365	776	1399,339	6976.45	.005	9764.00	7.15
Nassau.....	31	1835	918	740	1074,884	5374.12	.005	5026.48	5.46
Orange.....	45	1373	1090	788	1135,456	5680.55	.005	4182.21	3.85
Folk.....	20	905	.....	.....	308,731	463.15	.001 $\frac{1}{2}$	.....	.....
Putnam.....	32	1786	1030	637	1038,950	3116.76	.003	4487.34	4.36
Santa Rosa.....	17	2378	629	464	661,329	1653.32	.002 $\frac{1}{2}$	1620.00	3.59
St. Johns.....	20	690	671	432	794,932	3983.66	.005	5630.57	8.39
Sumter.....	24	.....	520	385	486,620	1459.86	.003	1651.70	3.18
Swannee.....	33	1825	1208	747	424,380	2121.90	.005	1695.23	1.40
Taylor.....	9	504	272	200	108,207	542.35	.005	600.00	2.21
Volusia.....	24	830	599	399	538,710	2166.00	.004	2675.21	4.46
Wakulla.....	16	877	525	333	271,178	813.77	.003	1250.00	2.38
Walton.....	19	889	802	401	220,171	220.12	.001	1370.32	1.71
Washington..	11	954	423	251	178,056	891.60	.005	1379.50	3.21
Total.....	992	72,985	36,961	23,933	\$29,213,855	\$114,512.94	.....	\$134,879.52	.....

TABLE No. 6.

Exhibiting number of schools, number of pupils enrolled, number in Primary Department and number pursuing the different branches, for the scholastic year beginning October 1, 1877, and ending September 30, 1878.

COUNTIES.	Number of schools.	Number of pupils enrolled.	Number in Primary Department.	Number in reading classes.	Number in writing classes.	Number in Arithmetic.	Number in Geography.	Number in Grammar.	Number in History and higher grades.
Alachua.....	42	3144	178	2504	813	1063	357	290	313
Baker.....	14	278							
Bradford.....	27	1164	35	440	483	409	91	142	238
Brevard.....	8								
Calhoun.....	6								
Clay.....	21	562	71	394	265	211	121	81	35
Columbia.....	42	1760	65	1072	737	603	244	220	162
Dade.....									
Duval.....	46	2414	320	1920	1236	1402	914	428	234
Escambia.....	26	1206	63	692	550	549	281	188	47
Franklin.....	3	181	22	151	139	134	75	89	8
Gadsden.....	28	1375	153	815	599	575	282	227	116
Hamilton.....	36	1143	326		817	584	125	382	
Hernando.....	25	502	16	368	288	157	126	103	50
Hillsborough.....	32	1087	31	716	587	506	245	212	157
Holmes.....	10	405	85	207	82	36			
Jackson.....	47	1751	200	967	376	376	188	98	100
Jefferson.....	33	1355	142	661	467	468	207	136	183
Lafayette.....	19	402	33	163	150	91	19	18	
Levy.....	27	758	58		244	200	122	57	31
Leon.....	52	2213	245	1321	855	914	556	232	16
Liberty.....	11	229	43	186	138	114	60	46	
Madison.....	56	2211							
Manatee.....	27	920							
Marion.....	47	1852	170	987	662	699	297	170	215
Monroe.....	6	1365	258	1285	730	766	497	146	75
Nassau.....	31	918	91	405	472	382	264	130	317
Orange.....	45	1090	66	654	427	477	284	166	136
Polk.....	20								
Putnam.....	32	1030	70	569	385	367	147	91	124
Santa Rosa.....	17	629	70	249	196	150	69	23	5
St. Johns.....	20	671	64	448	386	381	276	75	99
Sumter.....	24	520	50	375	260	200	150	101	56
Suwannee.....	33	1208	194	568	364	300	100	160	190
Taylor.....	9	272	48	188	150	245	95	63	40
Volusia.....	24	599	32	394	308	302	168	63	80
Wakulla.....	16	525	146	250	190	151	82	29	29
Walton.....	19	802	54	343	163	193	46	43	
Washington.....	11	423	18		261	186	114	280	109
Total.....	992	36,964	3,417	19,287	13,780	13,141	6,702	4,487	3,165

TABLE No. 7.

Exhibiting average length of term in days, number of teachers employed, salaries, certificates, &c., for the scholastic year commencing October 1, 1877, and ending September 30, 1878.

COUNTIES.	Average length of term in days.	Number Teachers employed.		Salaries per month of 23 days.			Certificates.		
		Male.	Female.	Highest.	Lowest.	Average.	1st class.	2nd class.	3rd class.
Alachua.....	76	29	13	\$75 00	\$20 00	\$33 00			
Baker.....	74	8	6	13 33	10 00	11 90			
Bradford.....	66	22	9	53 33	10 00	16 18	3	16	12
Brevard.....									
Calhoun.....									
Clay.....	61	16	5	60 33	6 00	20 93		11	10
Columbia.....	64	27	12	100 00	10 00	25 55	8	20	11
Dade.....									
Duval.....	81	26	41	150 00	25 00	44 65	6	19	38
Escambia.....	90	15	15	125 00	15 00	37 63	1	2	25
Franklin.....	75	4	1	40 00	22 00	32 50		3	2
Gadsden.....	66	23	7	75 00	16 33	31 75	3	15	12
Hamilton.....	64	19	16	41 46	7 00	20 22	1	23	11
Hernando.....	59	18	7	49 43	8 33	20 10		8	17
Hillsborough.....	68	15	10	75 00	6 00	27 12		15	10
Holmes.....	55	6	4	33 00	6 33	31 60			10
Jackson.....	61	28	4	30 00	15 00	18 52		10	22
Jefferson.....	195	28	10	55 55	10 00	11 98	6	4	23
Lafayette.....	57	14	1	30 00	20 00	15 00		4	11
Levy.....	65	22	5	50 00	15 00	23 30		5	22
Leon.....	67	29	22	50 00	10 00	27 96		21	30
Liberty.....	61	7	2	34 00	10 00	19 50			9
Madison.....	80	41	6	100 00	9 00	28 00		20	27
Manatee.....	51	23	4	30 00	9 00	18 54		3	24
Marion.....	71	32	17	50 00	35 00	37 65		27	22
Monroe.....	150	4	15	125 00	25 00	47 00	4		
Nassau.....	99	24	9	80 60	20 00	28 75	2	1	20
Orange.....	63	23	21	70 84	20 00	28 39		38	6
Polk.....									
Putnam.....	86	23	7	75 00	12 00	31 63	4	3	25
Santa Rosa.....	66	11	6	35 00	25 00	28 82			17
St. Johns.....	132	7	18	60 00	12 50	25 03	3	9	13
Sumter.....	51	15	8	30 00	10 00	19 83	4	10	9
Suwannee.....	55	22	11	30 00	11 99	20 95		17	16
Taylor.....	80	6	3	20 00	10 00	15 00		3	6
Volusia.....	77	12	10	39 00	15 00	28 00		2	20
Wakulla.....	80	10	6	30 00	16 66	20 90		1	15
Walton.....	66	15	4	52 00	6 00	19 42		13	6
Washington.....	100	11		40 00	12 50	19 95		5	6
Total.....	3,706	635	335				45	328	527



TABLE No. 9.

*Exhibiting salaries of teachers and Superintendent, compensation of Treasurer, contingent expenses, value of school property, number of acres of land, etc.*

COUNTIES.	School expenditures for the year 1877-8.				Number of school houses.	Total school property.	
	Teachers' salaries.	Salary and expenses of Superintendent.	Compensation of Treasurer.	Contingent expenses.		Total value of school property.	Number acres of unsold school lands in county.
Alachua....	\$5,062 50	\$ 800 00	\$ 155 00				12,442.20
Baker.....	918 00	50 00	25 00				9,253.44
Bradford....	1,505 00	150 00	25 00				4,949.22
Brevard.....					33	\$ 6,022 50	58,589
Calhoun.....							15,857.64
Clay.....	12,059 00	300 00	43 82	\$ 6 25	24	2,500 00	5,892.86
Columbia....	3,099 63	450 00	37 70	18 79			7,184.85
Dade.....							
Duval.....	13,512 30	1,208 60	389 00	1,341 40	35	47,585 00	4,920.97
Escambia....	6,927 00	693 60	197 82	300 10	23	3,750 00	6,585.57
Franklin....	766 00	67 00	21 79	118 22	3	610 00	None.
Gadsden....	4,941 00	500 00	100 00	16 00	31	6,000 00	1,356.97
Hamilton...	733 13	201 90	55 00				7,511.67
Hernando....	1,449 11	270 00	55 96	38 26	25	300 00	30,673.76
Hillsboro'..	3,220 35	125 00	70 00	30 00	26	2,500 00	19,248.96
Holmes.....	617 50	60 00	5 00		10	250 00	10,211.92
Jackson....	2,750 00	600 00	100 00	5 00	2	75 00	7,514.78
Jefferson...	4,072 50	300 00	45 00		4	1,000 00	4,583.84
Lafayette...	1,200 00	100 00	35 00		25	510 00	19,738.51
Leon.....	5,479 23	666 53	176 60	712 66	10	6,600 00	1,046.19
Levy.....	1,999 48	290 00	45 00	8 00	11	1,722 00	16,095.85
Liberty.....	616 61	100 00	22 31		10	200 00	None.
Madison....	5,687 00	475 00	117 89		37	2,700 00	6,298.43
Manatee....	1,323 66	150 00	35 00				87,751.30
Marion.....	6,455 00	747 00	159 00		50	2,000 00	19,852.63
Monroe*....	8,545 00	400 00	219 86		6	162 00	None.
Nassau.....	3,938 77	377 00	115 00	191 87	31	3,130 00	5,326.23
Orange.....	3,745 90	315 30	121 01	121 81	49	5,510 00	25,410.64
Polk.....							31,042.25
Putnam....	4,009 00	400 00	65 00	13 34	32	1,390 00	7,611.79
Santa Rosa..	1,479 00	100 00	35 00				19,639.17
St. Johns...	4,276 72	562 50	135 02	42 40	19	500 00	12,105.70
Sumter....	1,376 19	150 00	37 50		20	2,200 00	18,505.36
Suwannee...	1,319 79	306 00	38 90		34		4,300 01
Taylor.....	1,320 00	85 00	20 00				20,671 45
Volusia....	2,372 91	233 75	58 50		23	1,350 00	2,099.19
Wakulla....	1,075 00	150 00	26 50		16	300 00	883
Walton....	1,303 32	61 00	10 00	2 50	23		23,744.25
Washington	1,169 50	150 00	45 00		23	1,530 00	27,254.82
Total...	\$85,360 86	\$11,595 23	\$2,894 19	\$2,966 60	634	\$116,934 50	566,656.15

\*Not surveyed.

SCHOOL LANDS.

In the last table is given the number of acres of unsold school lands in the several counties, with the exception of Monroe and Brevard. Statistics bearing upon this subject have not hitherto been published, and will doubtless prove interesting to many of our citizens. The statement would have been complete, but for the reason that the records were in such condition that the Commissioner of Lands and Immigration found it impossible to give sufficient time to the work to make a complete revision. I may also state, in this connection, that large sales of lands belonging to the Common School Fund have been made in different sections of the State during the past year, and especially in those counties bordering on Tampa Bay.

SCHOOL PROPERTY.

In table No. 9 will also be found a statement of the amount of school property in each of the counties, as reported for the last scholastic year. Since the inauguration of the system, but a small amount has been expended by the Boards of Public Instruction in erecting buildings, so that we have but few good school-houses except in the larger towns. The patrons of the schools in most of the counties furnish the school-houses and board the teachers, which is generally done cheerfully, and which must be continued until our school revenue is larger than at present. The fact that a majority of the buildings used, are furnished and owned by individuals or neighborhoods, accounts for the small amount reported under the head of School Property.

THE COMMON SCHOOL FUND.

In table No. 8 will be found a statement of the amounts received by each of the counties from the Common School Fund, for the years 1877 and 1878. As will be observed, the amount apportioned for the last year is nearly four thousand dollars in excess of the previous year. This difference is partly due to an increase in the fund from the sale of lands, and partly to the fact that a portion of the amount held as a reserve fund by the former Board of Education, was included in the interest apportioned.

The census of 1876 furnished the basis of apportionment for the last year, and gives to each youth between the ages of four and twenty-one years, nineteen cents and five mills per annum.

The bonded principal of this Fund on the 10th of January, 1877, when the present incumbent took charge of the Treasurer's office, was \$229,900. For that year there was an increase of \$5,300, and during the present year an additional accession of

\$8,300, making the total amount at this date, as shown by the Treasurer's Report, \$243,500.

THE PEABODY FUND.

A statement of the donation received from the Peabody Fund, and of the application to be made of the same, for the scholastic year 1876-7 was given in the former Superintendent's report. In table No 8 above, have been inserted the amounts received by several of the counties for the scholastic year just closed. The application of this sum was as follows: Union Academy, Gainesville, \$450; The Peabody, Lake City, \$300; Pensacola Academy, Pensacola, \$600; Tampa Institute, Tampa, \$300; Waukeelah High School, Waukeelah, \$300; Lincoln Academy, Tallahassee, \$450; Howard Academy, Ocala, \$300; The Sears, Key West, \$500; and two scholarships in Nashville University, one to Jackson, the other to Leon county of \$200 each, making in all 3,600 dollars. In addition to this, the sum of three hundred dollars was promised to the High School at Fort Reed, but said school failing to comply with the requirements, the amount was forfeited.

On comparing the above statement with the last report, it will be found that the amount allowed us for the past year is considerably less than for the preceding year. This is not due, however, to any want of confidence in our schools by the trustees of the fund, or from any neglect on the part of the Superintendent, but is explained by the following communication from the General Agent:

STAUNTON, VA., Oct. 12, 1877.

HON. W. P. HAISLEY,

*Superintendent of Public Instruction:*

DEAR SIR—I regret to say that our income this year is reduced forty per cent. Under the circumstances, and in view of the fact that Florida has heretofore received much more than its share of the Fund, I wish you could get through the year without aid. If it is *very* important, we might be able to give one or two thousand dollars, but not without great difficulty. This is just the year when those States that have received but little aid, need it most. Please let me hear from you.

Yours respectfully,

B. SEARS,

*General Agent, Peabody Educational Fund.*

In reply to this, I wrote making an urgent appeal in behalf of certain schools which had before received little or no aid from this source, and in answer received the promise of three thousand dollars besides the scholarships, which was afterwards

supplemented on petition of the citizens of Key West, making the amount as above stated.

A letter from Dr. Sears, answering my application for aid for the ensuing year, states that the trustees have changed their plan of action, and withdrawn all aid from the smaller schools, and that they contemplate using their Fund hereafter more for the education and training of teachers, by means of normal schools and teachers' institutes. For the present year, however, we have been allowed a small amount, but the disposition to be made of it has not yet been determined.

UNIFORMITY IN TEXT BOOKS.

The subject of uniformity in our school text books, was one which commanded the early attention of the present Board of Education. Some efforts had previously been made in this direction, a series had been selected and to some extent adopted, but in a large majority of the schools, great diversity still prevailed. The Board would have preferred the adoption of a common series throughout the State, but we did not feel disposed, since the law does not make it our duty, to take the responsibility of deciding this question, and of making a selection without first consulting the officers and teachers in the several counties. A circular, therefore, was issued, in which the following questions were propounded:

1. Do you favor a uniform series for the whole State, or would you prefer that each Board of Public Instruction select a series for its own county?
2. Are you partial to any particular series? If so indicate your preference.

In response to this circular, a majority of the counties declared in favor of county adoptions, and in accordance with this decision the Board of Education directed the authorities of each county to select a series of books, and to take the necessary steps to have them introduced into their schools. I have no definite information as to the particular series adopted by each county, but so far as my knowledge extends, about two-thirds selected the National series, published by A. S. Barnes & Co. Of the remaining third, some selected the American, others the University, and a few the Eclectic series.

As indicated above, the Board of Education would have preferred State uniformity for several reasons, one of which is that quite a large floating population is always passing from one county to another, with whom a change of school books would be a matter of inconvenience and expense. The arrangement made, however, is perhaps more satisfactory to the people than any other that could have been effected, and is, withal, a very great improvement upon the condition of things as they before existed.

## NORMAL SCHOOLS.

Normal schools, or schools for the training of teachers, have long been considered in the older States as most important adjuncts of the common school system, and claim among their early advocates in this country, such distinguished characters as Horace Mann the well-known educator, and Governor DeWitt Clinton of New York, the latter of whom in his annual message to the General Assembly of 1826, recommended the establishment of such an institution in that State.

That a want of efficient teachers is one most deeply felt in our State, is well known to every one who has ever in any way been connected with the management of our public schools. We have sufficient talent among us if cultivated and developed, to fill our schools with a most excellent class of teachers, yet from every county come expressions of regret that we have so few who are fully qualified to perform the duties of the school-room. For while it is true that there has been some improvement in this respect during the last two years, it is nevertheless a lamentable fact that many are still employed who are sadly wanting in competency. As a means of correcting this evil, I know of nothing which would be more effectual, or which would result in more advantage to the commonwealth, than the establishment of a school for the instruction and training of those who expect to make teaching a profession. An institution of this character, with a department devoted to the instruction of those who are deficient in a knowledge of the branches to be taught, and another to the training of such as have this knowledge, in the methods and practice of teaching and in the management of schools, would soon give to many sections, well qualified and accomplished teachers, and at the same time stimulate effort and application on the part of others now engaged in this work.

## TEACHERS' INSTITUTES.

Among the most potent agencies for promoting the success of the common schools, are teacher's institutes—meetings in which the teachers of an entire district or county are brought together, and opportunity afforded for an interchange of views upon the principles of teaching, and the most approved methods of instruction. It is the purpose of the normal school to prepare teachers for work to be entered upon in the future; that of the institute, to improve the efficiency and correct the defects, of those who are already in the ranks of the profession. And, while it is true, as stated in my remarks above, there is nothing to supply the place of the normal school, yet as supplementary to this, the teachers' institute deserves to be first considered. Hitherto, my time has been so fully engrossed

with other business connected with the office, that I have not been able to give to this subject the attention which it justly deserves. I have determined, however, for the next two years, to endeavor to interest the County Superintendents in establishing these institutes, and so far as the duties of my position will permit, to assist in person in organizing and directing them.

## HIGH SCHOOLS.

Of the twelve high schools reported by the former Superintendent, two have ceased to exist altogether as schools of this class, while to the list have been added five others, namely: The Peabody High School, at Lake City; the Tampa Institute, at Tampa; the Fort Reed High School, in Orange county; the Union Academy, at Gainesville, and the Graded High School, at Milton.

All of these schools are graded, and offer instruction in the studies usually taught in high schools, though some of them have never had pupils advanced beyond the common school branches. Others again will compare favorably with institutions of this class in the older States.

## SPECIAL REPORTS FROM THE COUNTIES.

In the appendix will be found special reports from some of the County Superintendents. It is gratifying to notice that in all of the counties from which these reports come, progress is being made, and that the financial condition of such as were burdened with debts at the beginning of the present management, is much more encouraging. In meeting with the Boards, I have advised them to conduct their operations, if possible, on a cash basis, confining themselves strictly within the means at command. I would remark in this connection, however, that the disposition to operate the schools economically, and to have money in the treasury, left over from year to year, may be carried too far. It is important to be free from debt, and to be able to meet all demands promptly; but the questions of good and efficient teachers, of a school term long enough to be profitable, and of mental improvement in the pupils, are of equal or greater consideration. The desire to operate the schools on a small amount of revenue should not lead school officers to lose sight of the fact that the purpose of public schools is to educate the youth of the country, and that this cannot be done by teachers who are willing to work for salaries merely nominal. The remarks of the Superintendent of Duval county upon this subject are to the point, and deserve consideration. The object of every school officer should be to afford better and increased facilities; not to be satisfied, as seems to be the case in some of the counties, by giving only a three-

months' term, but to go farther, and give at least a five months' session. It should be borne in mind, however, that real educational progress is to be measured by the efficiency of the teachers, the length of the term, and the number of pupils in daily attendance upon the schools, taken together, and not by any one of them alone.

As to the report recommending compulsory education, I would say that the time may come in the history of our State when this may be expedient, but our system is far from being fully developed, and until this is done, and school facilities afforded for every child in the State, it would be impossible, even if such a law existed, to enforce it.

The change recommended in that portion of the law in which the duties of the Superintendents, the Boards of Public Instruction and School Trustees, seem to conflict, may be worthy of attention. It is but proper that the duties of each officer and department be so clearly defined and limited, that there can be no conflict between them.

The suggestion as to the adoption of a uniform series of text books, and a law prohibiting a change in the same within a period of twelve years, may be a good one; but as this subject has been disposed of as already stated, I do not think it necessary to take any further action upon it.

The plans for increasing our school revenue by means of the Moffett bell punch, and the per capita tax provided for in the Constitution, it may be well to consider, and I would respectfully invite attention to the same.

The other recommendations made by the Superintendents are already met by the law, as will be seen on a careful review of the same.

As this report will reach the eyes of all the county Superintendents, I would here impress upon them the importance of taking care of all blanks and books committed to their charge, provided at the public expense. Of these, the registers are the most expensive, and in order that proper care may be taken of them, I would recommend that the Boards make their return by the teachers a prerequisite to final payment. I would add, however, in compliment to these officers, that for the year ending September 30, 1877, reports from all the counties were received at this Department—something which had never before been done since the organization of the system. In nearly every former report, some complaints were made against the Superintendents on account of failure to perform their duty in this respect, and it is gratifying to be spared the unpleasant task of repeating them.

#### RECOMMENDATIONS.

At the last session of the Legislature, I did not feel safe in recommending but one change in the school law, namely: that making County Treasurers, the Treasurers of the School Funds in their respective counties. This law has fully met my expectations, and been a saving of at least twenty-five per cent. to the School Fund, as compared to the amount paid Treasurers under the old law. Other changes have since been suggested by my observation and experience, which I think would conduce to the efficiency of our schools, and I therefore respectfully recommend, that in every public, free school, the common school branches only, be taught, to-wit: orthography, reading, writing, arithmetic, geography, and grammar; and that no other branches be introduced except in the cities and larger towns, where special charters have been granted to allow the citizens to tax themselves in order to support schools of higher grades.

In recommending this, I do not wish to be understood as being opposed to our upper schools. The change suggested of using the funds in aid of the common schools, leaving the high schools to private enterprise, will not have the effect, as at first view may be supposed, of closing or weakening those of the latter class; but will on the contrary, as I believe, strengthen and encourage them. The small salaries which we are compelled to offer on account of our limited means, are forcing from the profession much of the best talent, but the plan of limiting to elementary branches, schools supported at the public expense, will enable the competent and enterprising teacher to increase his compensation, and by this means will retain in the schools those possessed of the best qualifications, and contribute to build up a greater number and a better class of high schools.

I would also recommend that County Treasurers and Sheriffs be required to make quarterly reports to the President of the Board of Education, of the fines and forfeitures collected in the several counties. Moneys arising from these sources are made by the Constitution a part of the Common School Fund, and should be forwarded to the State Treasurer, but in some instances they have been expended as a part of the School Fund of the counties in which they were collected. In view of this, therefore, I think that a law should be enacted holding these officers to some accountability, and as the Board of Education has the management of this fund, it would seem that its President is the proper officer to whom reports should be made.

I would further recommend, that such provision be made to enforce the collection of the per capita tax provided for in the Constitution, as may be necessary; and that the funds arising from such tax be applied to the maintenance and support of the common schools.

## SEMINARIES.

By section 11 of Chapter 337 of the Laws of Florida, it is made the duty of the State Superintendent to make to the Governor, and to be by him laid before the Legislature at each regular session, a full and detailed report of the doings of the Boards of Trustees of the two State Seminaries, provided for in said act. In obedience to this law, I respectfully submit, that of the four townships of land, amounting in all to 85,714 acres, donated to the State by act of Congress for the establishment of these institutions, 47,360 acres have been sold, from which a fund of \$97,902.07 has been realized, leaving unsold 38,354 acres. As to the income derived from this fund, and the disposition made of the same, I would refer to the appendix to this report.

In the organic act of the Legislature, the object of these Seminaries is defined as follows: "That two Seminaries of learning shall be established, one upon the east and the other upon the west side of the Suwannee river, the *first purpose* of which shall be the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common school education; and next to give instruction in the mechanic arts, in husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens."

As to whether or not the purpose of the General Government has been carried out, and the law of the State complied with, I do not think there can be any question. It was not the design, as appears from the act quoted, to give instruction in the branches usually taught in primary schools or colleges. The leading purpose is distinctly stated to be training in the art of teaching, yet this has not been done, and no effort seems to have ever been made to establish a normal department in either school. Besides this, the proceeds of the fund, which is the property of the whole State, and which is more than one-third as large as the entire common school fund, are controlled by local boards who are held to no accountability, and are expended for local benefit. According to the law, each county is entitled to send pupils in the ratio to which it is allowed representatives to the Legislature, free of all charge, yet we find from the accompanying reports, that for the present term there are no pupils in attendance on the West Florida Seminary outside of the county in which it is located, and in the East Florida Seminary only ten from five other counties. And thus the fund has been applied for a number of years, with the benefit scarcely felt by any portions of the State, except Tallahassee and Gainesville, and their vicinities. Failing to receive pupils from all portions

of the State as provided for in the law, the Boards of Trustees who manage these institutions have converted them into ordinary high schools, and opened them to all who could conveniently attend them. There are two reasons why pupils have not been received from the different parts of the State. First, these institutions are not sufficiently endowed, and do not offer such advantages as will induce those living at a distance to pay the cost of board in order to allow their children an opportunity of attending them; and secondly, even if they were thus endowed, the people of our State are too poor, as stated in the report from the East Florida Seminary, to avail themselves of the privilege.

In view of these facts, it would seem that the best disposition of this fund would be to adopt the plan embodied in the joint resolution passed at the last session of the Legislature, asking Congress to allow this and the Agricultural College Fund to be merged into the Common School Fund, which would allow every class and every locality its due proportion of these donations. But if the Legislature is now convinced that this cannot be legally done, as some in our State believe, I would suggest that these Seminaries be reorganized so as to carry out the first purpose as above, and that a number of scholarships equal to the representation of each county in the General Assembly (namely, seventy-six,) be endowed sufficiently to pay the board of the pupils, and that all others who enter be required to pay for tuition. An endowment fund will, of course, have to be provided to meet the expense of such scholarships, and as one of the means of raising this fund, the amount charged for tuition could be applied.

While the purpose of the law has not been carried out, as above shown, in reference to either of the institutions, it will be seen from the following that in addition to this, one of the conditions upon which the West Florida Seminary was located at Tallahassee has been overlooked. The act reads: "The Seminary to be located west of the Suwannee river be and the same is hereby located at the city of Tallahassee, in the county of Leon, on condition that proper and authorized conveyance of said lot and college edifice thereon, be made by the city of Tallahassee to the Board of Education hereinafter provided for, and their successors in office; and on further condition that the said city, by its proper authorities, do guarantee to said Board of Education the payment of the sum of two thousand dollars per annum forever, to be expended in the education of the youth of said city, in such manner and on such terms as shall be agreed between the corporate authorities of said city and the Board of Education, and shall pay to the Board of Education as much money in cash as shall be found necessary, after a valuation of

the lot and college edifice aforesaid to complete the sum of ten thousand dollars."

So far as there are any records to show, this law has never been enforced. Indeed, we find from the accompanying report, that instead of the Trustees demanding from the city the two thousand dollars in behalf of the Seminary, for the present year they have required the expenses of two teachers to be borne by the Board of Public Instruction, which will have to be paid from the county school fund.

#### AGRICULTURAL COLLEGE.

In the appendix will be found an account of what has been done in reference to the State Agricultural College. Whether it is advisable to attempt to put this institution in operation with the small annual income derived from the fund, is a question which it is proper in this connection to consider.

Agricultural colleges, as such, even when supported by endowments of from three to nine hundred thousand dollars, as is the case in some of the leading States in the Union, have proved to be failures. Any amount of testimony from the most distinguished educators could be presented, to prove that but few students have been induced to attend these institutions, either in this country or in Europe, and but a small per cent. of these have devoted themselves to agricultural pursuits. The general verdict in regard to them, is that their benefit to agriculture is not commensurate with the large sums of money expended upon them. President McCosh, of Princeton College, says: "I could show that in no country in the world has agriculture been much benefited from mere Agricultural Schools.

When we take into consideration, therefore, our limited fund, the principal of which is but little more than the annual interest on the endowments in some of the States, it seems unreasonable to entertain the idea of operating with it an Agricultural College.

The application of the fund to the establishment of a normal school, by combining it with the Seminary and the common school funds, as contemplated in the joint resolution before mentioned, would unquestionably result in more advantage to the State. But if this cannot be done with the Seminary fund, I would suggest that the interest on this fund be made a part of the endowment for maintaining the scholarships in the two Seminaries which I have above referred to. In this way the people in all parts of the State would receive from both of these funds the benefits to which they are entitled, and at the same time the great want of trained teachers for the common schools would be met. But if this plan is thought to be impracticable and cannot be endorsed, I would then recommend that the interest on both the Agricultural College and Seminary Funds be

held and invested until they are sufficiently large to enable us to establish a State University, with Normal and Agricultural Departments, and in this way carry out the object of the law in regard to both institutions.

#### CONCLUSION.

It will be seen from the foregoing as stated in the beginning, that in almost every particular have our public schools been progressive. The system has not only grown into public favor, but the scope of its usefulness has increased and extended. The doubts and apprehensions once entertained by the colored portion of our population have been dispelled: Their schools have everywhere been in proportion to their numbers, and they express themselves as fully satisfied that justice has been accorded them.

But while our progress in the past may be viewed as gratifying, yet if this is to continue we should allow no abatement of our interest and zeal, but should rather feel stimulated and inspired by the importance of the task before us. Let great care be exercised in the selection of officers and teachers, and allow no one to be connected with the system who cannot feel sympathy for the cause, and who does not possess fitness for the duties that may devolve upon him. The money paid to those who are incompetent is thrown away, no matter how small the amount. The best policy, therefore, is to be careful in making selections, and then, paying a fair compensation, to demand good work.

It is time that the public school be no longer considered with us as eleemosynary. If it is the most efficient means of educating the masses, and fitting them for the duties and responsibilities of citizenship, it should be esteemed as an institution which it is the duty of the State to support. The last census of the United States reveals the fact that over fifty per cent. of our voting population are illiterate—a statement which should claim the attention of every thoughtful man, and which should commend to us any means that may be offered of enlightening the popular mind. I am aware that many condemn the public school system as of alien birth, but it is not true, as is generally supposed, that the doctrine of educating the people at the expense of the government is an importation into the South. Mr. Jefferson was one of its first advocates in our country, and claimed that it is the right and the duty of a State to tax itself for the support of elementary schools. It is not a question, however, as to where the institution had its birth, or as to whom or what party has been its exponent, that should concern us. If our circumstances and the condition of our country demand its maintenance, we should cheerfully give it our support, and endeavor by every means in our power to advance its usefulness.

We cannot expect prosperity in our country, or security to life and property, if ignorance and passion are to control. It becomes them, a matter of self interest, to say nothing of a sentiment of Christian duty, that we give due attention to this important adjunct of our government.

W. P. HAISLEY,  
*Superintendent of Public Instruction.*

## APPENDIX.

## BOARD OF EDUCATION.

W. P. HAISLEY, Superintendent Public Instruction, President, Tallahassee, Florida.

W. D. BLOXHAM, Secretary of State, Tallahassee, Florida.

GEO. P. RANEY, Attorney-General, Tallahassee, Florida.

HENRY N. FELKEL, Secretary, Tallahassee, Florida.

*List of County Superintendents of schools, with county and post-office address of each. Appointed for two years—1877 and 1878.*

Counties.	Names of Superintendents.	Post-office addresses.
Alachua.....	Oscar A. Myers.	Gainesville.
Baker.....	A. J. W. Cobb.	Sanderson.
Bradford.....	C. E. Harrison.	Starke.
Brevard.....	John M. Lee.	Lake View.
Calhoun.....	Jesse C. Wood.	Abe Springs.
Clay.....	Marion F. Geiger.	Green Cove Springs.
Columbia.....	W. R. Moore.	Lake City.
Dade.....		
Duval.....	Fredrick Pasco.	Jacksonville.
Escambia.....	W. B. Dennis.	Pensacola.
Franklin.....	A. M. Harris.	Apalachicola.
Gadsden.....	Jesse Wood.	Mount Pleasant.
Hamilton.....	J. H. Roberts.	Jasper.
Hernando.....	S. Stringer.	Brooksville.
Hillsborough.....	J. P. Wall.	Tampa.
Holmes.....	Whitmill Curry.	Cerro Gordo.
Jackson.....	S. J. Erwin.	Marianna.
Jefferson.....	R. Turnbull.	Monticello.
Lafayette.....	J. C. Ramsey.	New Troy.
Leon.....	H. N. Felkel.	Tallahassee.
Levy.....	S. S. Moore.	Bronson.
Liberty.....	T. J. Gregory.	Coe's Mill.
Madison.....	J. L. Brooks.	Madison.
Manatee.....	A. A. Robinson.	Manatee.
Marion.....	H. C. Martin.	Ocala.
Monroe.....	J. V. Harris.	Key West.
Nassau.....	L. Dozier.	Fernandina.
Orange.....	J. M. Burrall.	Fort Reed.
Polk.....	W. T. Carpenter.	Bartow.
Putnam.....	Geo. W. Pratt.	Palatka.
Santa Rosa.....	D. H. Golsen.	Milton.
Sumter.....	A. P. Roberts.	Leesburg.
St. Johns.....	T. T. Russell.	St. Augustine.
Suwannee.....	Geo. C. White.	Live Oak.
Taylor.....	T. J. Faulkner.	Perry.
Volusia.....	Jas. Wilkinson.	Daytona.
Wakulla.....	J. L. Crawford.	Crawfordville.
Walton.....	C. B. McFarland.	Eucheanna.
Washington.....	Daniel H. Horn.	Orange Hill.

## SPECIAL REPORTS OF SUPERINTENDENTS OF SCHOOLS.

## ALACHUA COUNTY.

GAINESVILLE, ALACHUA Co., November 26, 1878.

HON. W. P. HAISLEY, *Superintendent of Public Instruction.*

SIR: Perhaps the tabulated report of the educational interests of this county, heretofore forwarded to your office, will be less satisfactory than a more liberal and general statement. If so, I will attempt to present our progress in this great field of effort in another form.

The common school system is new to our people, and while many think it the best, others submit to it without dissent, and a few antagonize it outright, I take it that the system is a fixture for all time in our educational machinery. Being but in a formative state, results are not all that the sanguine have counted on seeing or realizing.

Under the management of the County Boards preceding the one having had charge of public education in this county since February 17, 1877, little is known of the progress and the expenditures. Generally I can state that many children, of both colors, were somewhat advanced—a few so far as to enable them to obtain employment as teachers from the present Board.

The Union Academy in this place, erected and conveyed to colored trustees by the Freedmen's Bureau, has enjoyed the largest advantages of any public school under the management of the Boards from the beginning. It has been carried on for full terms each year under the instruction of well-educated teachers. But results have fallen far short of what the friends of education had grounds to hope for.

The last term of ten months was fruitful of a better issue. The County Board and yourself, as agent of the Peabody Fund, united, carried on this Academy for the last scholastic year under three efficient teachers, with more success than has heretofore been attained.

Several prominent and educated gentlemen attended the examination, and expressed great gratification at the advancement made by the scholars. It encourages us to hope that this central and well-sustained school will realize our main purpose—to make it yield competent teachers to supply all the schools of the freedmen in this county. This is the only school for this purpose in our bounds which has adopted a uniform catalogue of text books and been graded. On this account the regular daily attendants have been advanced with comparative ease by the three teachers employed.

The Board spares no effort to induce all the schools to adopt uniform text books and the graded system.

Throughout the county there is a growing interest in education. In the advancing towns and enlarging neighborhoods we have the best teachers we can secure; and in these, happily, there is a general awakening to the necessity of carrying on their schools for a school year. Our Board encourages this disposition by every available means. In such places there can be greater uniformity of attendance; and by the union of the Board with the patrons in providing the means, a large number of our children can get a thorough English education.

For the purpose of securing full terms, the Board favors the union of two or more small schools into a central one. This has been effected at some points, and will be adopted at others. These larger and more permanent schools are adopting uniform text books, and reducing numbers to the order of grades.

The Superintendent has been highly gratified with the marked advancement of the pupils in the schools he has had the pleasure of visiting.

The school operations up to March, 1877, accumulated a floating debt of some \$2,500, so far as can be ascertained. This was not required to be taken up last year, and although school revenues were much reduced, the income and outlay were pretty nearly equal.

For the present scholastic year more liberal things have been devised by our tax assessor, and the Board are satisfied that the debt spoken of will make no material impression on the value of school warrants.

Respectfully submitted.

O. A. MYERS,  
*Superintendent of County Schools.*

## DUVAL COUNTY.

JACKSONVILLE, FLA., November 20, 1878.

HON. W. P. HAISLEY,  
Tallahassee, Fla.,

DEAR SIR—In compliance with your request made in a letter dated Nov. 7, 1878, I present a statement of the progress of schools etc., since the date of my appointment, Jan. 25, 1877.

Upon entering on the duties of my office, I found 50 schools in operation in the county. These were continued in operation until April 1, 1877, the Duval High and Jacksonville and Stanton until May 1.

At the beginning of the next scholastic year Oct. 1877, it was deemed advisable to consolidate several schools, so that during the year ending Sept. 30, 1878, there were 45 schools taught in

the county. The Board found that the consolidation had worked injustice in some localities, some of the old schools were re-opened and the present scholastic year beginning Oct. 1, 1878, the number of schools was 49.

I found upon visiting the schools that little attention had been paid to a proper grading and classification of the pupils in the larger schools, which I considered very essential to their progress.

I prepared a course of study for graded schools, at the request of the Board of Public Instruction, after the matter had been brought to their attention, and in the beginning of the last scholastic year Oct. 1, 1877, it was introduced into the Jacksonville and Stanton Schools of the city of Jacksonville and six other schools of the county, eight in all, four white and four colored.

The course of study contemplated a term of nine months. The shortening of the term the reasons for which will be given further on, interfered with the workings of it during the past year, but upon the re-opening of the schools, I found to my great satisfaction that the work of grading the pupils was accomplished with comparative ease, and the schools are to-day in a better condition than they have ever been before.

At the beginning of the present scholastic year, every teacher in the employ of the Board of Public Instruction was required to pass an examination.

Great good resulted therefrom not alone from the examination. but the study and application of the teachers in preparing themselves therefor, made them much better qualified for their work.

We have as fine a corps of teachers as can be found anywhere. I think their improvement has been marked during the past two years.

At the beginning of the scholastic year Oct. 1, 1877, the Board found itself encumbered with a debt of about \$4000.00.

In order to liquidate this the Board decided to close all the schools at the end of four months. An exception was afterwards made in favor of the Jacksonville and Stanton Schools. By an arrangement with the teachers a reduction of 25 per cent. was made on their salaries and two months longer given to these schools, and the opening of them this year delayed until Nov. 1.

It gives me pleasure to state that every warrant issued prior to Oct. 1, 1877, covering the period of the old debt is marked paid in the Warrant Book except one for \$2.21 which has never been called for.

Of the warrants issued the past year the amount outstanding

Sept. 30, 1878, was \$1418.78 which will be about met by the shortening of the term of the two city schools one month.

Reductions have been made in salaries in some instances in order to a more equitable adjustment of the same so that there may be equal justice done to all.

We pay more than a great many counties do for the services of teachers but I am convinced that it is cheaper in the end.

The amount of tax assessed for school purposes for the present scholastic year 1878-9 is \$22513.54.

The Board asked for a 5 mill tax.

There are several changes in the law that would be advantageous for us in this county, but could not be made to work well in the State at large.

I think in the description of the duties of the Superintendent of Schools, Board of Public Instruction and Trustees, that they are not distinct enough as in several cases it is made the duty of all three to attend to the same thing.

If it were possible it would be a great advantage, if the Boards of Public Instruction could be allowed to district the counties wherever practicable letting the general law remain the same, *viz.* the whole county be a school district, it would help us here.

I think that the certificates of teachers of the second class should run two years.

If I have not touched upon all the points necessary please let me know.

Respectfully yours,

F. PASCO,  
*Superintendent of Schools.*

#### ESCAMBIA COUNTY.

##### *Statement of Progress, present Condition, and prospect of Public Schools in the County of Escambia.*

1. During the past two years there has been a noted improvement in all the public schools of the county. School operations have been reduced to a much better system, new schools have been eorganized, more competent teachers have been employed, and the attendance of pupils has been increased nearly 100 per cent. Public schools and the public school system command a respect from all classes which they never enjoyed before. The more intelligent and wealthy have stood aloof from public schools, and have paid school tax more as a matter of compulsion than of duty and pleasure. These are now the patrons of public schools, and the friends of free public instruction. The schools in the county at this time are progressing very favor-

ably under competent teachers, and with a good average attendance.

We have in the city of Pensacola a thoroughly graded school, and a student who passes successfully through its curriculum is creditably educated for all practicable purposes at least. In this school we have an average daily attendance of 225 scholars.

2. The prospect for public schools in the future, I think, is encouraging. Public schools are a public necessity as well as a public blessing.

In many places children must grow up in profound ignorance if the State does not provide free public instruction for them.

Several new school-houses have been erected recently, and many more are needed, and will doubtless be built gradually as the means are provided. The Board of Public Instruction is out of debt, no warrants outstanding which the treasury is not able to meet.

3. In regard to legislation I would suggest the following, viz: 1. That the same teachers (already holding certificates) be not required to undergo annual examination, at the discretion of Boards of Public Instruction. 2. That more discretion be allowed, or if already allowed be made mandatory in favor of small schools in sparsely settled neighborhoods by Boards of Public Instruction in making out annual appropriations. The reason for this is that in many instances the appropriations is so small that a competent teacher cannot be obtained. 3. That some provision be made to purchase text-books for the poor and indigent.

Respectfully, &c.,

W. B. DENNIS,

*County Superintendent Schools.*

#### GADSDEN COUNTY.

HON. W. P. HAISLEY, *Superintendent Public Instruction, Tallahassee, Fla.:*

SIR: The public schools of this county are growing more and more in favor with the people notwithstanding the Board of Public Instruction, owing to indebtedness, have been compelled to run the schools only three months instead of six as formerly. The patrons in many places, although sorely pressed by the stringency of the times, and their inability to employ labor to fill the places of their children on their farms, are co-operating with the Board of Public Instruction and extending the time by private aid. Even the colored people are appropriating a portion of their scanty means for this purpose. While

this is true, and while it may also be stated that our people are more alive to the importance of education than they were two or three years ago, yet I am fully convinced that our public school system will never succeed so well on the present plan until our population becomes more dense than it promises to be for a long time to come, as it would on the plan started in the town of Quincy last year, but was decided to be in conflict with the present school law and had to be abandoned in consequence.

Our population is not sufficient to separate the common schools proper from those of higher grade. Our school fund is not sufficient to give any more than a common school education, yet our people are prone to depend solely on the public school fund. We are, it is true, running the schools on a sort of a combination plan, but there is a want of system, too much uncertainty, it is too much dependent on the particular mood of individuals or communities to build up permanent flourishing schools. But if the law was so modified as to allow establishing a common school class free to all and admit of charging extra all who enter higher classes, I am satisfied there will be but little difficulty in building up permanent schools with better salaries for teachers and as a natural sequence a better class of teachers, both of which are important factors to build up good schools. We have some teachers in this county who are an ornament to the profession. We have others wholly unfit for teaching. Trustees are not always good judges of necessary qualification for a good teacher. Among the colored people they seldom are competent to select. A teacher may pass examination before the Board of Public Instruction so as to obtain a certificate and yet be altogether unfit for an instructor of youth. But if a teacher duly recommended by the trustees is rejected by the Board of Public Instruction, the trustees, and perhaps the patrons, feel aggrieved. Perhaps the difficulty in supplying the schools with proper teachers might be remedied to a very great extent by requiring teachers to produce a certificate from the Teacher's Institute in those counties where Teachers' Institutes can be established, or giving those the preference who hold such certificates. At all events I feel assured that owing to your zeal in the cause of education that you will spare no pains to perfect our public school system as far as possible, and I consider that your ability and experience as an educator eminently qualify you for the task. And if I can at this time or on any other occasion make any suggestion that will aid you in the least, I will be glad to contribute my mite in furtherance of an undertaking of so much importance to the people of Florida.

Respectfully submitted,

JESSE WOOD,

*County Superintendent Schools.*

## JACKSON COUNTY.

OFFICE CO. SUP'T. SCHOOLS, MARIANNA, FLA., NOV. 18, 1878.

HON. W. P. HAISLEY, *Superintendent of Public Instruction, Tallahassee, Florida.*

SIR: Your favor of the 7th inst. was received some days ago, but being engaged in visiting the schools of this county, I have delayed answering that I might reply more understandingly regarding their general condition. You will observe by my annual report an increase, both in the number of schools and attendance, notwithstanding the sickness and large increase of crops in the county, both of which tend to diminish the attendance.

I will now give you my observations of the present condition of the schools. Eight schools are making *very good* progress, eight good, twelve fair, five tolerable, a few moderate and the remainder poor, making twenty-eight schools above an average. The slow progress of the others can readily be accounted for, when the qualifications of the teachers are considered. We have sometimes been compelled to employ inferior teachers or let the schools go untaught. The propriety of this course may be doubtful, yet our Board have seen fit to adopt it under all the circumstances which you no doubt can appreciate.

The University series of text books was adopted by our Board and I have used every effort to introduce them into our schools with tolerable success. The teachers using them are highly pleased and inform me that the classes using them advance more rapidly than those using the old works, this however, is probably owing to the fact that there are so many editions of the old ones that it is almost impossible to have more than two or three alike, consequently more classes are necessary. A few colored teachers have refused to use them and a few whites have neglected them, but upon the whole I have no reason to complain of the success.

I am fully satisfied that further success awaits the efforts of this department as our people generally favor Public Schools, though at the same time I am aware that there is opposition to the levying of taxes on property to raise the necessary funds. As regards a change in the School Law, I must confess that I see no reason to alter the present, unless it be in the manner of raising funds, and I do not feel competent to make any suggestions knowing the difficulties in the way of important changes. I will however, suggest one alteration—that is in making a census of the children of the county. This duty I think should be required of the County Superintendent. During the three

years preceding 1877, there was paid by the School Board of this county more than six hundred dollars for this work, performed by the Tax Assessor which was not worth one farthing to the schools no record having been filed in the office and even had there been a record it was worthless, because the children were not located. I had to make a reckoning of them myself; and every Superintendent will have to do the same for his own use if he expects to act intelligently.

The foregoing embraces I believe all the points in your letter but should there be anything omitted, please notify me and I will endeavor to make my statement more clear.

Very respectfully your obedient servant.

[Signed] SAMUEL J. ERWIN,  
*County Superintendent of Schools, Jackson County.*

## JEFFERSON COUNTY.

OFFICE BOARD PUBLIC INSTRUCTION, }  
Jefferson County, Dec. 4, 1878. }

HON. W. P. HAISLEY,

*Superintendent Public Instruction:*

SIR—I have already given the school statistics of this county in my annual report now on file in your office. In addition, in compliance with your request, I will offer some further reflections on the progress of the public schools in this county for the past two [years, their present condition, and promise of future success.

I do not hesitate to say, and I think the facts will bear me out, that public interest has increased, and is growing in favor of popular education in this county within the last two years. It will be noted in my annual report that the number of schools has been increased one hundred per cent., while the school terms have been advanced from three to nine months, while at the same time a considerable debt, bearing twenty-five per cent. interest, has been liquidated, and the burden of taxation materially lessened.

There were high hopes entertained by the Board, at the beginning, of effecting a much needed reform in another important feature of the free school system; namely, the enforcement of a higher standard of qualification in respect to the teachers. But alas! experience soon taught that in many instances the standard would have to be lowered or very many schools would be without teachers. In these instances great pains were taken to impress upon them that careful study and decided improvement would be required of them, else they would be discon-

tinued. In some of these cases improvement has been manifest, while in others none whatever has been noted.

There are quite a number of faithful and competent teachers, both in the white and colored schools, who are doing much to advance the cause of a thorough education in this county. Among these are several colored teachers, graduates of Colleges, who are engaged in teaching the higher branches and teaching them well and successfully.

The colored school at Waukeedah, taught by W. H. Slater, a colored man, the only school in the county promised aid from the Peabody fund, and which has met the conditions needful to obtain said aid, is in many creditable respects a model school, as to good order, system and neatness.

The establishment of a normal school, for the uniform and thorough training of teachers, should the time ever come when such an enterprise would be feasible, would meet a manifest deficiency in the system of education.

My experience and observation for the two years now nearly completed, have confirmed me in the following opinions, namely: that the free school system, conducted with skill and judgment, combines in an eminent degree every element needful to a meet successfully the wants of popular education.

As a compact systematic organization, is infinitely superior to the old desultory methods known as private or pay schools.

The limits of this letter will not allow of elaboration on this point.

Another observation is, that while it has grown in popular favor, its place in popular confidence is not yet fully established. Its advocates and friends, together with those who conduct its operations have every incentive to be active and aggressive in establishing upon a permanent and enduring basis an enterprise upon the success of which the future prosperity not only of our county but of our common country so largely depends.

The fact that it was the offspring of a political party not in favor in this section of our country, did not commend it to the favor of the so-called Bourbon element among us. Then there were others who regarded its organization, the Board of Public Instruction with its Superintendent, as a useless expense, the duties of which could just as well be attended to by the Board of County Commissioners. Others were opposed to the whole system straight out, on general principles, while not a few were profoundly indifferent upon the question of free schools.

I think I have stated correctly popular sentiment on this question when the present Board began its operation.

Time and the logic of events have brought changes in public

sentiment, and much of this prejudice and opposition is slowly but surely passing away. The manifest benefit it has brought to many communities who heretofore had never enjoyed educational advantages, have caused them to regard with less disfavor the system because of its paternity; while the rigid economy, which has been practiced in its operation, has silenced opposition to a machinery indispensable to its successful workings.

Another fruitful source of dissatisfaction and opposition, is that another class of citizens, than those who bear the largest share of the burden of taxation, reap the greatest benefit from the public school fund.

I would respectfully suggest that this difficulty might be removed by changing the Constitution so as to raise the greater portion of the school revenue by means of a per capita tax, thus equalizing the burden of taxation. The tax levied in this county for school purposes is \$2,100.00. There are about 2,500 legal voters in the county. It is manifest that a pole tax of \$1.00 on each voter would give a larger revenue than is now received by the present mode. It would be wise, however, to impose a mere nominal *ad valorem* tax to make good any deficit under the per capita method.

There are about 38 school houses in the county, including a few church buildings used for this purpose. Four of these belong to the Board of Public Instruction. A small per centage are comfortable for winter, and well equipped with school furniture, writing desks, black-boards, &c., while very many are log buildings, which are by no means suitable for use during the winter months. \* \* \* \*

The deep interest manifested by the colored people at their emancipation in the cause of education, as was predicted, has not abated, but grows, and on the part of many, has become an all absorbing passion to have their children educated. And in the few exceptional cases (pity there are so few!) where they have good competent teachers, are making commendable progress towards a thorough education.

The South owes it to her Christian civilization to do what she can to lift these people to a higher plane of manhood, in doing which in my opinion, it will be a long stride towards the solution of many of the political evils which at present afflict her. The thoughtful mind can contemplate no greater menace to popular liberty than ignorance among the masses. The words of Plato are as true to-day, as when in the centuries back, he gave utterance to them: "Man cannot propose a higher and holier object for his study than education and all that appertains to it."

Very respectfully,

R. TURNBULL,  
County Superintendent.

## LEON COUNTY.

TALLAHASSEE, FLA., Oct. 1st., 1878.

HON. W. P. HAYSLEY, *Superintendent of Public Instruction, Tallahassee, Florida:*

DEAR SIR—In submitting my statistical report for the scholastic year ending September the 30th, 1878, I add in accordance with your request a statement in reference to the school operations in this county under the present management.

Among the difficulties with which the Board of Public Instruction has had to contend during the past two years, was that of having to carry a debt amounting to nearly ten thousand dollars which had been contracted under the former administration. It was impossible to pay the whole of this at once, without discontinuing our schools altogether, and as we were unwilling to do this our first object was to control the claims in such manner as to prevent them from exercising a depreciating influence upon our warrants. This we succeeded in doing by agreeing to pay by installments. In this way we have managed to keep scrip very nearly at par and at the same time by strict economy have reduced the old indebtedness until there is now only one claim of \$2900.00 left unpaid.

This debt as a matter of course has had the effect of shortening our school term.

With the exception of the Lincoln Academy, for the first term a few of our schools were allowed four months, and the others but three, and for the second term all, with the exception named, were limited to three months.

With terms so short it was impossible to do all that was desired, but we have not on this account given less attention or felt less interest in the cause in which we are engaged. It was believed that reforms and improvements could be made even if we were seriously embarrassed, and we set earnestly to work endeavoring to effect them. There is a great deal that we have not yet been able to accomplish, but on carefully reviewing the past, I do not hesitate to say that we have been to some extent successful in our efforts.

Our financial condition, as shown, is much more encouraging, the number of our schools has been increased, and a sum amounting to more than five hundred dollars expended for the purchase of furniture and the construction of buildings. In addition to this, better and more efficient teachers have been employed, and the current expenses of the department reduced more than thirty per cent.

The Lincoln Academy is the only high school in the county under the control of the Board of Public Instruction. This institution we have succeeded in operating, by aid of the Peabody Fund, for nine months during each of the past two years. It has a total attendance at this time of over two hundred and fifty pupils and is provided with an efficient corps of teachers, consisting of one principal and four assistants. The school is now in a more prosperous condition than at any time since its commencement, and is justly an object of pride to the colored people of our county.

As to our prospects of success in the future, I will state that for the present scholastic year, we propose to give a term of six months to every school in the county.

The great want of success in operating our schools has been that of a longer scholastic term. In being able to give six months, therefore, we feel that much has been accomplished, and that the prospect of success is much more encouraging than at any time in the past. I will also remark in this connection that the time could have been made longer, had it been thought necessary, by levying the maximum tax, but my experience teaches that during the season when the crops are being cultivated and harvested, the schools are not attended except by the smaller children who are too young to derive much benefit from them. I therefore suggested to the Board when the time was being fixed that it would be well not to extend it beyond six months.

As regards the changes in the school law which in my opinion should be made, I would suggest: First, as a means of increasing our school revenue without adding to the tax upon property, that the Legislature pass an act requiring the per capita tax contemplated by the Constitution to be devoted to the support of the public schools, and that such penalties be prescribed as may be necessary to enforce the collection of the same. Secondly, that clause 4th of section 20 which requires Boards of Public Instruction to employ such teachers as may be satisfactory to the trustees be repealed, and that an act making the duty of selecting teachers to rest entirely with the Board of Public Instruction be substituted for it.

I would further recommend as a change in the regulations that the scholastic year be made to date from the 1st of September to the 31st of August, instead of from the 1st of October to the 30th of September as is now the case.

In conclusion I would state that popular sentiment in this county is much stronger now in favor of public schools than at any time since the organization of the system. There are a few who oppose them from principle, and others who object to them on account of the property tax necessary to their maintenance,

but the majority of the people do not hesitate to endorse them, and cheerfully lend them their support.

In consequence of the heavy debt left us by the old Board, our work up to the present year has been almost entirely of a negative character, but as we are now comparatively untrammelled it is our purpose in the future to endeavor by every means to make real educational progress. We believe this to be possible and no effort on our part will be spared to accomplish it.

Respectfully yours,

H. N. FELKEL,

*Superintendent of Public Schools, Leon County,*

### MONROE COUNTY.

HON. WM. P. HAISLEY, *Superintendent of Public Instruction.*

SIR: I herewith enclose the annual tabular report of the public schools for the scholastic year beginning October 1, 1877, and ending September 30, 1878; but in order to understand the report of the progress of education in this county, and the difficulties we have to overcome in operating our schools, one must know something of the location of the county. For this information I would call attention to the map of the State, where it will be seen that our county embraces a series of keys, or islands, many of them remote from the mainland.

The population of the county consists of about fifteen thousand souls. Of these, about fourteen thousand reside upon the island and in the city of Key West; about five hundred live in the northern portion of the county, along the Caloosahatchie river, a distance of more than one hundred and fifty miles from Key West; and the remainder upon Key Lago and other islands.

There are at present in operation in this county, six public schools: Douglass School, No. 1 (colored), at Key West, under Mr. James Dean and three female assistants (all colored), with an attendance of three hundred and fifty; Sears School, No. 2, at Key West, under Mr. L. D. Barnes and eight female assistants, with an attendance of about five hundred; San Carlos School, No. 3, at Key West, under Mr. J. G. Toledo, with one male and two female assistants, with an attendance of three hundred; Fort Myers School, No. 4, at Fort Myers upon the Caloosahatchie river, taught by Mr. John Funck and sister, with an attendance of about fifty; Key Largo School, No. 5, at Key Largo, under instruction of Mrs. M. Johnson, with an attendance of twenty-two; and New Prospect School, No. 6,

at New Prospect, on the Caloosahatchie river, under Miss Andrews, with an attendance of twenty-two.

The report of the grand jury at the last term of the circuit court, fully expresses the condition of the schools. I quote as follows: "We find the public schools well attended, and in a flourishing condition, the system giving satisfaction to both white and colored."

Owing to the employment of a large number of children in the cigar factories, there will be a large falling off in the attendance in the schools for the next year. Most of the children, however, attend night schools, of which there are quite a number on the island, two of which are taught in the public school buildings, the Board of Public Instruction affording all facilities possible.

The school at Key Largo, although in a fair condition, will probably not receive any increase of numbers during the coming term; and although there are a sufficient number of children upon the island to justify the establishment of another school, the want of harmony among the people is so great, and the traveling so difficult, owing to the rocky nature of the island, that the Board, in their present cramped state, have not deemed it advisable to risk another school.

The schools at Fort Myers and New Prospect, upon the Caloosahatchie river, will, I believe, receive considerable accessions, and the Board contemplate the establishment of another school at Twelve Mile Creek, as soon as the patrons take the initiatory step of building a school house.

Besides the public schools in the county, there are quite a number of most excellent private schools, all well attended and in a flourishing condition, among which are: Mrs. Coppick's, for boys; Misses Bethel and Lightburne's, for girls; a school for colored girls, taught by the sisters of the Mary Immaculate convent; and the school of the Convent of Mary Immaculate, one of the best boarding schools in the South, for girls. This last school affords a rare chance to persons living in a northern latitude having children in delicate health, for placing them at school in a climate celebrated for its mildness and salubrity.

I have been much embarrassed as to the proper course to be pursued toward the children of a large number of foreigners, who in my opinion are not entitled to the benefit of our school system. I have permitted their attendance, however, believing it to be better and cheaper for the State to educate them than to allow them to grow up in ignorance.

The plan of separate schools for white and colored gives satisfaction to all, and I find that it works well with the colored

schools to employ colored teachers only; that is, when it is possible to do so.

My experience would suggest the enactment of a compulsory school and vagrant law, providing that all children over a certain age be compelled either to attend some school or to work at a trade. This measure would force thousands of children into our schools and workshops, who are now growing up in idleness and ignorance, and would do much toward the prevention of crime, as its annals show but a small proportion committed by those constantly engaged, either in mental or physical labor.

I would earnestly recommend that you appoint a small committee, say three, of superintendents to correspond with the different publishers and thoroughly examine the different series of school books, and from the whole form a combination series to be adopted by every school in the State, and the enactment of a law preventing any change of text books except at the end of every twelve years. This course would in all probability furnish our schools with the best books published, and prevent the constant expense and annoyance of changing books.

I would also call the attention of the State Superintendent to the fact that the fines collected in the different counties are not turned over to the school fund of the counties where such fines are collected, as I believe was the intention of the law, but are sent to Tallahassee, and turned into the general fund. I think this should be changed.

Our people have been much depressed by the general financial distress which pervades the entire country, and in many instances have not been able to meet their taxes, all of which has tended much to embarrass the operation of the schools, yet I think we have ample reason to be thankful to the Giver of all good that we have thus far been enabled to run our schools for the full term.

I am, very respectfully, etc.,

J. V. HARRIS,

*Superintendent of Schools.*

#### NASSAU COUNTY.

OFFICE CO. SUP'T. SCHOOLS, FERNANDINA, FLA., NOV. 23, '78.

HON. W. P. HAYSLEY, *Superintendent of Public Instruction,*  
*Tallahassee, Florida:*

DEAR SIR: I have the honor to submit to you my second annual report of the Public Schools of this county, the concluding one of my present official appointment. In doing so I

take pleasure in stating that since my connection with the Common School System, I notice a marked improvement in the educational interest of the people. Yet, this interest is not so general nor so absorbing as it should be to insure complete success. Several reasons might be assigned for this apparent apathy, chief of which is perhaps attributable to the sparsely populated school districts and the consequent impracticability of securing competent teachers for the small pay offered. To obviate this difficulty in a measure I would respectfully suggest a change in the ages of receivable pupils from what the statute now prescribes to that of from *eight to sixteen* years. This would diminish the number of pupils, but this very decrease would result in furnishing better instruction, and to those more capable of appreciating its advantages.

In my first visiting tour through the schools I found truly a heterogeneous mass of books—no two alike on the same branch of study—and was at once impressed with the importance of securing if possible, a uniform series of text books. By diligent effort I prevailed upon our Board of Public Instruction to adopt the "American Series" the best I knew of at the time, and also to authorize their Superintendent to keep a supply on hand to be furnished to the pupils at publishers prices, freight added. This arrangement greatly facilitated their introduction, yet there were worthy pupils here and there too poor to purchase books even at their reduced rates, and I induced the Board to permit me to supply all such indigent pupils gratuitously due care being taken to guard against imposition. The actual cost of their timely beneficence was inconsiderable, but the Board thought otherwise and refused to continue it longer than one session or term.

In this county the school revenue is inadequate to the work that should be done, and yet under our present system there can be no increase of property taxation without its becoming burdensome to our people. I would therefore suggest the imposition of an uniform poll tax of *two dollars* on every voter in the State with an enforcing penalty annexed to be applied to the public schools of each county, and earnestly solicit your aid in securing from the Legislature an act to this effect. The State of Virginia as you well know, has derived material financial benefit from what is known as the "Moffet punch act" the revenue of which is appropriated to the payment of interest on her public debt. Georgia our sister State will make, as is believed a successful effort based upon similar principles to introduce a law for the benefit of Common Schools. Virginia receives nearly \$600,000 from the operation of the Moffet Punch, and a pro rata estimate would give us about \$50,000. Could this sum of money much of which is wrested from suffering

poverty, be returned to uncared for children in the form of so lasting a benefit as a good education it would be a blessing indeed. I am dear sir, very respectfully and truly,

[Signed]

L. DOZIER.

County Superintendent of Schools.

## ORANGE COUNTY.

PROF. W. P. HAISLEY, *Superintendent of Public Instruction:*

SIR: I have the honor to submit the following report of the "progress of the public schools in Orange county for the past two years, their present condition, and the prospect and promise of future success." The following figures will furnish a basis for such a report:

SCHOOL YEAR.	1875-6	1876-7	1877-8
Total number of schools.....	42	15	51
Total number of schools taught.....	30	48	45
Length of term allowed.....	132 days.	66 days.	66 days.
Average length of time.....	\$9 29-30 "	58 3-4 "	62 5 9 "
Total number of days taught.....	2,699 "	2,815 "	2,815 "
Total attendance.....	585	908	1,090
Average attendance.....	464	747	788 35
Salaries of teachers.....	\$3,945.10	\$3,202.12	\$3,745.90

October 1, 1876.—Amount of indebtedness of Board of Public Instruction in unpaid warrants, say..... \$600 00  
 October 1, 1877.—Amount of indebtedness of Board of Public Instruction in unpaid warrants, say..... 1,635 74  
 October 1, 1878.—Amount of balance in hand by Board of Public Instruction... 1,068 98

In the year 1875-6 5-7 of the schools were in operation.

In the year 1876-7 12-13 of the schools were in operation.

In the year 1877-8 15-17 of the schools were in operation.

In the year 1878-9 25-27 of the schools were in operation.

The total attendance has increased in the two years from 585 to 1,090, but the average attendance which in 1876-7 was larger in proportion to the total attendance than in 1875-6 was in 1877-8 a trifle less in proportion than in 1875-6.

The increase in the number of schools taught from 30 in 1875-6 to 45 in 1877-8 should be borne in mind, and also the facts that in 1875-6 an average of 464 were taught 2,699 days at a cost for tuition of \$3,945.10, while in 1876-7 an average of 747 were taught 2,815 days at a cost for tuition of \$3,202.12, and in 1877-8 an average of 788.35 were taught 2,815 days at a cost of \$3,745.90. I deduce from these figures that there is an increased desire on the part of a majority of the parents for schools shown by the increase in the number of the old schools taught, the establishment of 13 new schools, and the mainten-

ance of private schools in continuation of the public school term to a greater extent each year. That the average attendance does not keep pace with the increase in total attendance arises in part from the lamentable fact that some parents will allow their children to absent themselves from school on slight and wholly insufficient reasons.

There seems no remedy for this beyond the gradual education of the parents to the importance and the value of school privileges for their children, except in compulsory education, for which perhaps the people of this State are not ready.

Two serious obstacles have confronted me in the way of success: First. The want of uniform text-books, and in a great degree the want of any books. This is overcome by the purchase of books for the present year, which are loaned to scholars unable to buy, so that all are, or soon will be, supplied. Second. The sparsity of the population necessitating the establishment of small schools in new settlements. Our rule is to establish new schools within not less than three miles of any existing school upon a guarantee of an average of 10 scholars. This difficulty will continue till the whole habitable area of the county is supplied with schools, but this is already nearly accomplished, and I look now rather for increase in attendance upon schools already established by increase of population than for a demand for new schools. In addition to greater interest on the part of parents, I find the children more ambitious and consequently more earnest in application to their studies.

I have endeavored to elevate the standard of qualifications among the teachers, and to that end for the present year, I have secured the adoption of a series of examination papers, which, while wholly within the requirements of the law, are yet much more rigid than examinations as heretofore conducted, securing also uniformity in the requirements.

I have urged upon the teachers the necessity of firm though not harsh discipline, as essential not only to the greatest progress of the children in their studies, but also to the formation of character, an object as earnestly to be desired and striven after as the training of the mind.

We have three schools which will rank with the high schools in this or any other State.

I have had occasion to thank the Board of Public Instruction for their cordial and hearty co-operation in my efforts to advance the interests of education. The gratifying financial exhibit above at the beginning of the current school year is due in great measure to the collection of taxes due on previous years to the amount of over \$1,000.

I had the satisfaction of congratulating the people of the county, in a report to the Board of Public Instruction at the

close of the past school year, upon the improvement in the condition of the schools, as shown by the above figures and facts, and the inferences I feel justified in deducing therefrom.

I have no suggestions as to changes in the school law, which I regard as generally well adapted to its uses.

I beg respectfully and most earnestly to urge upon the Board of Education and the Legislature the importance of devising some scheme for increasing the school fund to such an extent as to put Florida upon an equality with her sister States in the matter of educational facilities.

Respectfully,  
J. M. BURRALL,  
*Superintendent of Schools.*

## REPORTS OF EAST AND WEST FLORIDA SEMINARIES.

### THE EAST FLORIDA SEMINARY.

The East Florida Seminary, organized under act of Congress, and sustained principally by sales of donated Seminary lands, and located at Gainesville by act of the Legislature, deserves special mention in connection with education in the county. The youth of this section, and many from distant counties, are indebted to it for nearly or quite all the educational advantages they ever enjoyed. Men and women around us are now sending sons and daughters to their young *alma mater*. Previous to the war, quite a number of youths attended from the counties east of the Suwannee, entitled to fill the institution with beneficiaries equal in number to the members of the lower house of the Legislature from the same territory. The poverty of the people has prevented those from securing the superior advantages of our Seminary, who would have gladly availed themselves of them. Last term several youths from neighboring counties entered and are continuing in the institution, and others have recently entered it, so that there are now in attendance ten pupils from the following counties: Two from Levy, two from Marion, one from Putnam, one from Columbia, and four from Sumter. As the circumstances of the people improve, the Seminary will fill up to the measure of its capacity.

Five educated teachers are employed in the Seminary. The experience of the Principal, Prof. E. P. Cater, and his assistants, Prof. W. N. Sheats, and the Misses Porter and Matheson, all of whom are graduates and professional instructors, has worked highly beneficial improvement in each department. The range of text-books is from the alphabet, under Miss McCall, to the end of a collegiate course, if desired, including French and German, under the two Professors. The text-books are of the most approved series. The grading is reduced as near to exactitude as possible. Regularity, order and studiousness are firmly enforced.

It is to this institution that the people of this, and the more southern section of the State must look for educating their children. The capability of making it meet this grand end cannot be questioned; nor can it be doubted that it will furnish to the State a large proportion of her future educators. The rapid and solid advancement of all the grades for the past few years, is a

prophecy of the early qualification of a large corps of teachers to enter the field of common school education, and sow and reap the harvest. The wise generosity of the Trustees of the Seminary has placed it on the free school basis. None who attend from abroad or elsewhere are required to pay tuition. The opportunity and the blessing here presented are enjoyed by but few people throughout the Union.

The past scholastic year, the daily attendance was 109 pupils; total registered, 208.

I have the honor to enclose tabular reports of the Principal, which will show at a glance what I have attempted to present at large. Respectfully your obedient servant,

O. A. MYERS,

*County Superintendent of Schools.*

### THE WEST FLORIDA SEMINARY.

TALLAHASSEE, FLA., 26th November, 1878.

HON. W. P. HAISLEY, *Superintendent of Public Instruction:*

SIR: I herewith submit a report of the operations of the West Florida Seminary, for the sessions of 1877-8 and 1878-9 to the present time.

The sessions begin 1st Monday in October, and end last Friday in June. The attendance has been as follows: For 1877-8—males, 56; females, 64; total, 120. For 1878-9—males, 46; females, 69; total, 115. As this is the early part of the term, it is possible that the largest attendance will reach one hundred and fifty.

To instruct the above number our Principal, with a salary of \$1,000, and three assistants, with a salary of \$600 each, have been employed, until the present year, when but two teachers, a Principal with a salary of \$1,000, and an assistant with a salary of \$600, were engaged, the County Board of Public Instruction employing the other two. As tuition is free, and the Seminary has no other income but the one-half of the Seminary Interest Fund, (about \$2,800) and failure to receive any of the Peabody Fund during the past year, and as our incidental expenses had been unusually heavy, the last scholastic year found us considerably in debt, and the aid of the county board was invoked, hence the present arrangement. The grade of this institution is lower than it should be, but as more advanced scholarship is now required of those seeking admission, it is hoped that by a strict adherence to this rule of rigidly excluding all who do not come up to its requirements, the standard of excellence will be raised.

### CO-EDUCATION OF THE SEXES.

Notwithstanding the prejudices that had to a certain extent existed against this now almost universal plan, it has been partially adopted, and so far with success. Situated as the buildings are, it is impossible to carry out this plan fully, as the male and female departments are fully a quarter of a mile apart. If it were possible to have both sexes in the same building, it would enable the teacher, by a consolidation of the classes of the same advancement and studies, to devote a greater amount of time to them, while an improvement in department, as well as mental progress, would be the result.

### ONE BUILDING FOR BOTH SEXES.

The "College building," situated on the western border of the city, is a source of great expense to the board. Located far from the centre of the city, in a neighborhood of rather unsavory reputation, the depredations committed on the property during the long summer vacations are, such as to entail heavy repairs every year. Besides the building, which originally cost some \$8,000 or \$10,000, the board owns nine (9) adjoining lots. Would it not be advisable to obtain an act of the Legislature authorizing the board to sell this building and the lots, and invest the proceeds in the enlargement of the Female Seminary building, which is situated more eligibly for the purposes intended, and where the board already own two fine lots. If this suggestion coincides with your views, I would respectfully ask that you make this recommendation.

I cannot close this report without bearing testimony to those faithful teachers who have so well and faithfully done their duty. They are all professionals, and make their profession their study. "Teaching an art, the teacher an artist," seems to be their motto. The corps of instruction consists of Prof. James D. Wade, a graduate of Dickerson College, Pa., as Principal, Mr. W. W. Woodward, Mrs. S. S. Williams, and Miss E. E. Bythewood as assistants. Very respectfully your obedient servant,

J. T. BERNARD,

*Secretary Board Education West Florida Seminary.*

## STATEMENT OF FINANCES.

WALTER GWYNN, *Treasurer Board of Education, in Account with Seminary Fund—(Principal.)*

1878.	DR.		
January 1—To balance in Treasury.....		\$495 27	
“ “ To amount Land Sales.....		246 90—	\$742 17
	CR.		
By \$300 State of Florida 7 per cent. Bonds, at 89 per cent.		\$267 00	
By \$100 State of Florida 7 per cent. Bonds, at 99 per cent.		99 00	
By one-tenth salary Timber Agent, from April 1, 1877, to December 31, 1878.....		228 75	
By amount paid C. E. Dyke, for printing.....		5 00	
By amount refunded on land sold.....		100 00	
By balance in Treasury.....		43 42—	\$742 17

WALTER GWYNN, *Treasurer Board of Education, in Account with Seminary Fund—(Interest.)*

1878.	DR.		
January 1—To balance in Treasury.....		\$1,547 61	
“ “ To interest collected on \$73,800 6 per cent. Bonds.....		2,214 00	
“ “ To 2½ per cent. premium on \$2,214 Gold....		55 35	
“ “ To interest collected on \$9,200 7 per cent. Bonds.....		644 00	
July 1—To interest collected on \$73,800 6 per cent. Bonds.....		2,214 00	
“ “ To ½ per cent. premium on \$2,414 Gold.....		11 07	
Dec'r 15—To January, 1879, interest on \$73,800 6 per cent. Bonds advanced.....		2,214 00—	\$8,900 03
1878.	CR.		
By warrants paid West Florida Seminary.....		\$3,699 00	
By warrants paid East Florida Seminary.....		5,000 00	
By balance in Treasury.....		201 03—	\$8,900 03

## BONDS in Seminary Fund.

At last report there were:	
73½ State of Florida \$1,000 6 per cent. Bonds, 1873 .....	\$73,500 00
3 State of Florida \$100 6 per cent. Bonds, 1873 .....	300 00
92 State of Florida \$100 7 per cent. Bonds, 1873 .....	9,200 00
Bought since last report:	
4 State of Florida \$100 7 per cent. Bonds, 1871.....	400 00
Making total in fund to-day .....	\$83,400 00
The Florida Railroad Bond for \$1,000, named in last report, is still in fund but yields no income.	

## INCOME from Seminary (Endowment) Fund.

Estimated for 1879:	
From \$73,800 6 per cent. State of Florida Bonds of 1873—interest payable semi-annually in gold .....	\$4,428 00
From \$9,600 7 per cent. State of Florida Bonds of 1873—interest payable annually in currency.....	672 00
Total income from bonds in fund for 1879 .....	\$5,100 00

## AGRICULTURAL COLLEGE.

Within the scope of this report may properly come a review of the proceedings of the Board of Corporators of the Florida Agricultural College, constituted by act approved March 17, 1877, chapter 3045, Laws of Florida.

In order that what follows may be better understood, I copy this act entire:

## AN ACT IN RELATION TO THE FLORIDA AGRICULTURAL COLLEGE.

*The People of the State of Florida, represented in Senate and Assembly, do enact as follows:* SECTION 1. That section 2 of an act supplementary to Chapter 1766 of the Session Laws of A. D. 1870, being an act to establish the Florida Agricultural College, be amended so as to read as follows: The Superintendent of Public Instruction and the Treasurer of the State of Florida, by virtue of their offices as such, and J. Wofford Tucker, David S. Walker, J. H. Roper, James M. Baker, C. H. Smith, F. Branch, W. D. Barnes, and their successors, are hereby constituted a body corporate and politic, by the name of the Florida Agricultural College, and are entrusted with the general powers of a corporation for the benefit of causing to be taught such branches of learning pertaining to agriculture and the mechanic arts, military tactics, and other scientific and classical studies, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life; and said corporation shall have perpetual succession, as is provided in the original act incorporating said college, and the right to use a corporate seal.

SEC. 2. That section 3 of said Chapter 1905 be amended so as to read as follows: The said Superintendent of Public Instruction and the said State Treasurer shall, by virtue of their offices as such, be president and treasurer of said Board of Trustees of said college; and the said board shall elect a vice-president, secretary and executive committee, which committee shall consist of five members. Said Executive Committee is empowered to act in behalf of and under directions of the board, between the regular meetings of the same, and determine all matters relating to officers or committees, and make all needful rules and regulations for the management of the affairs of the board.

SEC. 3. The treasurer herein appointed is hereby authorized, and it is hereby made his duty to receive, and if necessary demand and send for, in his own name as treasurer, all property and debts belonging to said board.

SEC. 4. *It is hereby further enacted,* That the said Board of Trustees provided for and established by this act shall have power to remove said Agricultural College, now located at Eau Gallie, on Indian river in Brevard county, to any point that in their judgment will be for the best interests of the State of Florida; *Provided,* That the point which may be selected for its location shall be easily accessible and as near the centre of the State as practicable.

SEC. 5. All laws and parts of laws in conflict with the provisions of this act be and are hereby repealed.

Approved March 7, 1877.

## REPORT OF TRANSFER.

By virtue of authority vested in us by the foregoing act, a meeting of the corporators was held, and the Treasurer authorized to demand of the treasurer of the former board, in accord-

ance with section 3 of said act, all property and debts belonging to the College Fund. This the Treasurer proceeded to do, applying to General John Varnum, treasurer of the old Board of Corporators. General Varnum, in answer to the demand, refused to make a transfer of the property, denying the right of the Legislature to annul the act creating the corporation of which he was a member, and under authority of which he acted.

Upon receipt of this, the Treasurer conferred with such members of the board as could be conveniently reached, and these, on consulting with the Attorney-General, decided to bring proceedings by *quo warranto* against the former board, and at the June term of the Supreme Court of Florida, judgment of ouster was ordered against said former board.

In accordance with this decree, the Treasurer again demanded of General Varnum the effects belonging to the Fund; and after considerable correspondence, the property named in the following invoices was formally transferred to the Treasurer.

#### INVOICE "A."

Invoice of property belonging to the Florida State Agricultural College, delivered by John Varnum, late treasurer, to Honorable Walter Gwynn, Treasurer of the Florida Agricultural College, in obedience to a decree of the Supreme Court of Florida.

1. One Seal.
2. One tin Money Chest (lettered).
3. One Ledger of General Fund account.
4. One Ledger of Building Fund account.
5. One Book of Records—Secretary's office.
6. One Document, final report of Superintendent, etc., Secretary's office.
7. Six Documents, marked Nos. 1 to 6, inclusive, minutes of recent meetings of Trustees, Secretary's office.
8. Two Warranty Deeds from W. H. Gleason and Sara G. Gleason to Florida State Agricultural College, of lands in Brevard county, Fla.
9. Two Notes of Hand from N. H. Moragne to John Varnum, Treasurer, for \$100 each.
10. One Note of Hand from W. D. Bloxham to John Varnum, Treasurer, for \$700.
11. One Mortgage, from W. D. Bloxham to John Varnum, Treasurer.

(Signed) JOHN VARNUM.  
Duplicate of above invoice received by Hon. Walter Gwynn, Treasurer, received July 13, 1878.

(Signed)

JOHN VARNUM.

Per E. M. CHENEY, Attorney.

#### INVOICE "B."

Invoice of bonds and money delivered by John Varnum, late Treasurer of the Board of Trustees of the Florida State Agricultural College, to Walter Gwynn, Treasurer etc., in conformity to a decree of the Supreme Court of Florida.

One hundred (100) One Thousand Dollar State of Florida six per cent. gold bonds.  
One Draft, drawn by John Varnum on B. C. Lewis & Sons, in favor of

Walter Gwynn, Treasurer, dated July 12, 1878, for one hundred and thirty-three dollars and ten cents (\$133.10).  
One Draft on First National Bank of Florida for seven hundred and twenty dollars (\$720), dated, drawn and payable as above.  
Order on E. M. Cheney, attorney, for two hundred and sixty-two dollars and seventy-eight cents (\$262.78).  
July 15, 1878.

(Signed)

JOHN VARNUM.

At the same time that the above was turned over, an order was given to the Treasurer addressed to Professor Hill, the custodian of the grounds and buildings at Eau Gallie, directing him to transfer the property and effects belonging to the corporation at that place. The Treasurer therefore proceeded to Eau Gallie and received the remainder of the property, which consisted of the grounds, buildings, farming utensils, household and kitchen furniture, one pair of mules, a wagon, etc.

That the accompanying financial exhibit of the Treasurer may be more fully understood when compared to General Varnum's report of December 30, 1876, I quote from his last report to the board that portion relating to the property received.

"General Varnum turned over to me his check on B. C. Lewis & Sons for \$133.10, and his check on First National Bank of Florida for \$770, both payable to my order; also, his order on E. M. Cheney for \$262.78, all of which are named in invoice "B."

"The one hundred one thousand dollar bonds mentioned in the same invoice are the bonds which I receipted for in January, 1877.

"The two checks were promptly paid, but the order on E. M. Cheney was not paid until protested and General Varnum notified that he would be required to make it good. \* \* \*

"The \$16,500 of loans outstanding, and the \$402.48 cash balance on hand reported by Treasurer Varnum December 30, 1876, together with the \$3,638 since collected by him (\$300 of which were from loans returned), are claimed to be accounted for by a loan of \$16,000 by Treasurer Varnum to Superintendent Varnum, under order of the former board. Also, \$700 loaned to W. D. Bloxham, and \$200 loaned N. H. Moragne, and \$2,124.75 paid out in 1877-8, and \$1,165.88 turned over to me.

"Late Treasurer Varnum has neither furnished itemized estimates or vouchers to show to whom or for what he expended all of this money, either as Treasurer of the College or Superintendent of the building."

#### REMOVAL OF COLLEGE.

In order that it may be seen what the board has done in carrying out that portion of the act authorizing a removal of

the College to some more easily accessible point, I quote substantially the proceedings of the board bearing upon this subject, at a meeting held at Eau Gallie, the present site of the College, on the 14th and 15th of last November.

Judge Tucker introduced, Thursday, November 14, a preamble and resolution requesting the Legislature to rescind the resolution passed at its last session, requesting Congress to allow the Agricultural College Fund to be merged into the Common School Fund, and to instruct our members of Congress to withdraw any memorial, bill or resolution now pending before Congress on this subject;

Which was adopted, the vote standing—yeas, Messrs. Tucker, Roper, Branch, Walker and Gwynn—5; nays, Messrs. Barnes, Smith and Haisley—3.

The joint resolution here referred to is the following:

*Joint Resolution* asking Congress to authorize the Legislature of Florida to incorporate the Seminary Fund and the Agricultural College Fund into the Common School Fund of said State.

WHEREAS, The lands which have heretofore been donated by the General Government to the State of Florida for the purpose of establishing two Seminaries of learning, one on the east and the other on the west side of the Suwannee river, in said State, experience has demonstrated that the institutions erected and supported by the funds arising therefrom are not sufficiently endowed to maintain schools offering those advantages that attract other than local patronage in their respective localities; and

WHEREAS, The Agricultural College of the State of Florida, for the maintenance and support of which the annual interest of the proceeds of the sale of lands also donated by the said General Government is applied, has been located at a remote and comparatively unsettled and inaccessible part of the State, and a large sum of money expended in the partial erection of buildings thereat, the completion of which will for years to come be of little, if any, educational advantage to the inhabitants of this State; and

WHEREAS, The Common School system of the State of Florida, contemplates and is providing for the maintenance and support of good and permanent schools in every portion of this State, where the opportunities are afforded every one to acquire a thorough fundamental education; and

WHEREAS, In the judgment of the Legislature of Florida, the application of the proceeds arising from all sources of revenue for the support of Common Schools, together with the income of the Seminary Fund and the interest of the Agricultural College Fund, to the support of the Common School system and the es-

tablishment of a normal school for the education of teachers for Common schools, is the most efficacious mode of disseminating knowledge among the masses, and will be productive of much more educational development than the continuation of the three organizations; therefore,

SECTION 1. *Be it resolved by the people of the State of Florida, represented in Senate and Assembly,* That the Congress of the United States of America are hereby petitioned to authorize the State of Florida to incorporate the Seminary Fund and the Agricultural College Fund of the State of Florida into the Common School Fund of said State, and that by appropriate legislation the State be authorized to apply the income thereof to the support of her Common Schools, and the establishment and maintenance of a State Normal School for the education of teachers for the Common Schools.

SEC. 2. *Be it further resolved,* That our Senators and Representatives in Congress be instructed to lay these resolutions before their respective bodies, and urge the adoption of the principles thereof by Congress.

SEC. 3. *Be it further resolved,* That the Secretary of the State of Florida, immediately upon the passage of these resolutions, is hereby instructed to forward a certified copy thereof to the President of the United States and to our Senators and Representatives in Congress.

Approved March 7, 1877.

Colonel Roper introduced a resolution which contemplated putting the College into immediate operation, but before action was taken the board adjourned, to meet on the following day.

On Friday, November 15, Governor Walker introduced a resolution providing for the removal of the College to such other place as shall be selected by the Trustees, so soon as suitable buildings are in readiness to receive the teachers and pupils;

Which was adopted, the vote standing yeas 7, nays 1.

As supplementary to the above, Governor Walker introduced another resolution, authorizing the President of the Board to appoint a committee to select a location, and requiring said committee to make such selection as early as practicable, and report to the President, who shall thereupon call a meeting of the board to consider the action of the committee.

This resolution was also adopted, the vote standing as on the one above.

Mr. Gwynn moved that the committee provided for be made to consist of three persons;

Which was adopted.

Judge Tucker offered a resolution requesting the committee

above mentioned to select a place central within the meaning of the law, and, other considerations being equal, on condition of the largest available subscription to the building fund, and lands for the use of the College;

Which was unanimously adopted.

The following resolution was also offered by Judge Tucker, and the same adopted by unanimous vote.

*Resolved*, That Hon. David S. Walker be requested to take charge, professionally, of the legal interests of the Agricultural College, and to examine the titles to the real estate now belonging to, or to be acquired by the College, and to advise the board on all suitable occasions as to any legal proceedings or steps proper to be taken to protect the interests of the corporation.

In response to the request embodied in this resolution, Governor Walker stated that he accepted the position of legal adviser on condition that he receive no compensation.

At an adjourned meeting, at Titusville, the President announced the following committee on location of the College: Governor Walker, Dr. Branch and Judge Baker.

It was moved by Judge Tucker that a copy of the proceedings of this meeting be furnished to each house of the next General Assembly, and the same passed.

TREASURER'S REPORT OF PRESENT CONDITION OF THE FUND.

HON. W. P. HAISLEY, *Superintendent of Public Instruction, and ex-officio President of the Agricultural College, Tallahassee, Florida.*

SIR: I have the honor to hand you herewith a financial statement of the Agricultural College Fund, showing investments made and present condition of funds.

For details of my settlement with General John Varnum, and inventories of property received from him, I respectfully refer you to my report of September 17, 1878.

Yours very respectfully,

WALTER GWYNN,  
*Treasurer Agricultural College Fund.*

WALTER GWYNN, *Treasurer, in account with Agricultural College Fund.*

DR.	
To Cash collected, interest on bonds .....	\$9,000.00
To Cash premium on gold .....	249.37
To Cash interest on loans of interest .....	335.88
To Cash from J. Varnum, late Treasurer .....	1,165.88
To Cash sale of mules and cart .....	185.00
	\$10,936.13

CR.	
By amount paid Messrs. Smith and Roper, expenses attending three meetings present board and three meetings former board .....	\$196.90
By expenses receiving Agricultural College Funds and property from the late Treasurer, including expenses to Jacksonville and Gainesville and return, and to Eau Gallie and return, as per bills presented and approved .....	186.17
By cash paid C. H. Foster, Clerk Supreme Court (fees) .....	24.90
By cash paid, expenses repairing buildings, surveying lots and watchman in charge of the Eau Gallie property .....	262.50
By cash paid, telegrams and other expenses collecting checks and drafts received from late Treasurer .....	13.45
By cash paid McDougall & Co. for record book .....	5.00
By cash paid, expenses Board meeting at Eau Gallie, as per itemized bills, approved .....	552.58
By investment, 33 \$100 7 per cent. Florida Bonds of 1871, current coupons attached .....	3,273.00
By investment, 3 \$1,000 6 per cent. Florida Bonds of 1873, current coupons attached .....	2,700.00
By amount loaned at 8 per cent. interest .....	3,606.10
By balance in fund .....	115.44
	\$10,936.13

PRINCIPAL FUND.

One hundred Florida 6 per cent. Bonds of 1873, \$1,000 each ..... \$100,000.00

ACCUMULATED INTEREST INVESTED.

Loans at 8 per cent. interest, secured by State bonds .....	\$1,000.00
Loan to State of Florida, at 8 per cent. per annum .....	2,606.10
State of Florida 7 per cent. Bonds .....	3,300.00
State of Florida 6 per cent. Bonds .....	3,000.00
Notes received from J. Varnum, late Treasurer, one note at 8 per cent. interest, secured by mortgage on mules .....	700.00
Two notes at 8 per cent. interest, without security .....	200.00
Total .....	\$10,806.10