
REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
OF THE
STATE OF FLORIDA,
FOR THE PERIOD
BEGINNING JANUARY 1, 1887, AND ENDING
DECEMBER 31, 1887

REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

DEPARTMENT OF EDUCATION,
OFFICE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
TALLAHASSEE, December 31st, 1887.

To His Excellency, Governor E. A. Perry :

SIR: I have the honor to submit herewith my report of this Department in the work of the schools and the various educational enterprises and State Institutions coming under my supervision.

Respectfully,

A. J. RUSSELL,
State Superintendent Public Instruction.

There has been a steady growth of interest throughout the State in the public schools, a constant advance in their efficiency, while a most healthful "esprit du corps" animates the teachers as a rule, a result of which is that much better work has been accomplished. Patrons are becoming more identified with the schools and manifest a deep and lively interest in their encouragement and success.

It can be safely said there are but few children who live in isolated places now in the State to whom the door of the school is not opened without fee or hindrance, of any race or condition of the population, and there is every reason for believing there are comparatively very few of the youth of school age who are not able to read.

Every county in the State, even the most remote and isolated, is organized and has its public schools in operation. The six new counties created by the last Legislature have been organized and started off upon their work at the beginning of the school year, October 1st, with less friction than could possibly

have been expected, reflecting great credit upon the officers selected to manage the affairs of the schools in those counties.

In obedience to the law I entered upon the work of Institutes as soon as practicable, the first being the State Teachers' Institute, held at De Funiak Springs in the month of February, 2d week. Over three hundred of the most earnest and anxious of the teachers of the State were present and enjoyed a week of most profitable instruction from such men as Dr. Payne, of the University of Michigan, Dr. Edward Brooks, of Pennsylvania, and others of equal prominence. While I congratulated myself upon the number present I could but feel that the number was small when compared with the number of teachers employed in the State, and to whom the educational interests of the children so vital are committed. If the members of any profession or vocation should be diligent in acquiring all that is to be gained and to keep up with the times and progress of the age, it is the profession of teaching.

County Boards should look well to this particular matter and bestow the most important places upon those teachers who manifest the desire to keep themselves well and thoroughly informed in their field of work, everything else being equal.

A Convention of the County Superintendents was also called at the same place and during the same week. Eighteen of the thirty-nine were present, and the conference, and comparison of work, the manner of superintendence of the county schools, the difficulties encountered and the impediments existing and how overcome, made this meeting of County Superintendents most profitable and pleasant, every one present expressing great gratification.

For these, the State Teachers' Institute and the Convention of County Superintendents, we are greatly indebted to the Superintendent, Dr. A. H. Gillett, and the officers of the Florida Chautauqua, especially W. D. Chipley, Esq., and the P. and A. R. R., the ever liberal F. R. & N. R. R. and the Florida Southern. All of them co-operated so as to place the costs of travel at so low a rate, viz: one-half cent per mile going and returning, and for low rates of entertainment to the teachers, and for the instructive and entertaining lectures from the foremost educators of the country, as to enable all who felt so disposed to attend. I would respectfully recommend, since the State provides for the expense of instruction and carries the County Institutes to the county, that teachers should be required to attend under penalty, unless good and valid reasons should be given for absence.

In the month of June, as soon after the adjournment of the Legislature as possible, I organized a corps of instructors, consisting of Professors H. N. Felkel, J. W. N. Erwin, Henry Merz,

H. W. Demilly and Mrs. H. K. Ingram, and began the work of Teachers' Institutes in various counties.

Institutes were held in thirteen counties, between the 15th day of June and September 30th, and were as follows: Santa Rosa one week, Holmes one week, Polk two weeks, Bravard one week, Nassau (white) one week, Nassau (colored) one week, Baker one week, Bradford one week, Madison (white) one week, Madison (colored, assisted,) one week, Calhoun one week, Leon (colored) two weeks, Columbia two weeks, also colored.

For a more definite report of this work I refer to the report made by Professor Felkel at its close:

TALLAHASSEE, September 18, 1887.

HON. A. J. RUSSELL,

State Superintendent of Public Instruction:

SIR: In accordance with your request I herewith annex a report of the Teachers' Institute work for the summer of 1887.

Respectfully submitted,

H. N. FELKEL,

Principal Institute Instructors.

REPORT.

In closing the Institute work for the summer I feel justified in saying that, all things considered, there were many encouraging features connected with it, and that it has resulted in giving a new impetus to educational thought in our State.

Institutes were held in thirteen counties, covering a period of sixteen weeks. At each of these Institutes, however, a number of teachers from the adjoining counties were present, so that the counties visited do not represent the entire territory brought under the influence of our work.

While the attendance as a whole was not what we had hoped it would be, yet viewed in connection with the many extenuating circumstances we have reason to feel satisfied with it, for whenever the number of teachers present was small in proportion to the total number reported as at work in the county there were causes to justify the disparity. In some instances the County Superintendents did not understand the proper methods to be employed in working up an Institute, and in others there had been a change in the office of County Superintendent just previous to our visit, so that sufficient notification had not been given to the teachers. And still another reason is to be

found in the fact that the appropriation to cover the expense of the work was not made by the Legislature until late in the session, and under a feeling of uncertainty as to whether or not the Institutes would be held many of the teachers had gone from the State to spend their vacation before we had time to notify them, while the people generally had concluded that the work would not be undertaken at so late a date.

We were pleased to notice the increased favor with which Institute work is now received by the teachers of the State. They begin to understand and appreciate the advantages to be gained by attending these meetings, and a spirit of interest has been evinced during the past summer that had not before been noticed. In addition to this sentiment on the part of the teachers we find that the citizens generally are disposed to foster our work and to lend us the encouragement of their presence. This latter fact cannot but result in good, for the trustees and patrons by attending these Institutes will better understand what a teacher's qualifications should be, and in this way it will come that only true merit will be recognized.

As to the usefulness of these Institutes in our school system there can be no question. In the first place there are a number of persons engaged in school work who have received no special preparation for it and whose means are too limited to permit them to attend a training school. These teachers receive in the Institutes suggestions on the most approved methods of instruction and are thus enabled to incorporate them in their work. In the second place, by this means, a uniformity in school-room work is secured throughout the State, a fact which can but result in benefit. And lastly, but most important perhaps, these meetings attract attention to the schools and thereby stimulate that interest in education which is so much to be desired, and which could not be accomplished so well in any other way.

I was present at most of these Institutes and addressed the teachers upon the duties and responsibilities of their profession and work, and urged them to great diligence and energy in a proper equipment of themselves. I also addressed the people in reference to the public school system, pointing out the duties of patrons in seconding the efforts of earnest teachers, and have reason to think much good was accomplished.

The cost of these Institutes in the aggregate was \$1,587.59, vouchers for which are on file in this office.

I have also visited many of the schools in various counties, selecting schools frequently located in remote neighborhoods, in order that I might ascertain the condition and advancement of our schools situated away from lines of travel and contact with the centres of population, and was agreeably surprised in the conduct of these schools, the solid attainments of the pupils, the earnest-hearted teacher and the pride of the people in their neighborhood school.

While the people of Florida may congratulate themselves upon their school system, there are localities where great room exists for improvements and progress, but I find the spirit and desire for such advancement present with all concerned, and I have no fear but in a short time these counties will move upon the line and take their places in the front ranks.

The increase in the number of schools is very gratifying, also the increase in the number of teachers employed. New and neat, comfortable school houses have been built all over the State, new and modern improved sittings have been supplied, and much closer attention is given in many parts of the State to the hygiene, ventilation and light of the school room and grounds.

The following summary, taken from the tables at the close of this report, and to which special attention is invited, and other data, will readily convey a knowledge of the increase for the year 1887, the total enrollment, the daily average attendance, increase in daily attendance, the total number of teachers employed, number of white teachers, number of colored teachers, total amount of expenditure for schools, the cost per capita for pupils in daily average attendance, and the cost per capita for pupils enrolled upon the school registers, the number of white schools operated, the number of colored schools operated, the number of male pupils in attendance, the number of females in attendance, and the value of school property owned by the State and counties and actually used in the school work.

same, in order that I might be able to suggest to the honorable Board of Education a plan of reorganization in harmony therewith. This examination disclosed the following facts: That the leading aims of the Institution as set forth in its charter are, "the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a common school education," "to begin instruction in the mechanic arts, in husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizenship." That the charter further authorizes the delivery of lectures on these and "any other science or branch of literature the Board of Education may direct, at such time, and on such conditions" as they may "prescribe." That a subsequent act (passed February 4, 1861,) empowered the Board of Education "to organize the Institution upon a collegiate and military basis;" and that a subsequent act still, amendatory thereto, (passed May 31, 1887,) prescribes how the military department shall be organized, should the Board of Education, in their discretion, adopt the military system.

After a careful examination into the condition of the Seminary, it seemed to me that the Institution was neither subserving the main purposes for which it was established, nor was it, in a proper sense, organized upon a "collegiate basis;" though teaching a nominal collegiate course in connection with the common school branches. It appeared, however, from the Secretary's books that the annuity of the Institution had never been adequate to provide for efficient technical instruction in the mechanic arts and husbandry; and that instruction in pedagogics had only been maintained by legislative appropriation, which the last Legislature discontinued.

Under these circumstances, I recommended to the Board of Education to limit the scope of instruction in the Seminary, for the present, to high school and collegiate courses, leaving open the question of its development in the technical departments, above mentioned, for consideration when more ample means should be supplied, either by the State or by private benefactions; and to discontinue training in the primary branches, for which ample provision is already made in all of the counties of the State.

Further, desiring that the Institution should be characterized by its high standard of instruction and graduation rather than by any nonessential feature, like the military, which, with its acknowledged value, when properly conducted, is too often allowed to overshadow the more essential, mental and moral elements of training, I recommended that this feature be not adopted, for the present at least.

The Board of Education adopted the above recommendation,

and I accordingly outlined a high school course and two collegiate courses leading to appropriate degrees, which courses were duly approved and ordered to be published.

The Board of Education completed the reorganization of the Institution by the election of Professor A. F. Lewis, a Master of Arts of the College of New Jersey, Princeton, and of Miss Elizabeth Bangs, a Bachelor of Arts of the University of Michigan, as my associates, teachers of superior qualifications and successful experience, recommended by me with sole reference to their fitness for the work to be done.

The lateness of the reorganization of the Seminary (September 7th) made it impracticable to advertise the Institution sufficiently, but notwithstanding this and other drawbacks the sessions opened October the 3d with encouraging prospects. More than eighty applicants for admission presented themselves on the first day, and the number was soon swelled to ninety-seven. Of these only sixty-nine were admitted, the rest being found upon examination to be unprepared to enter the lowest high school class.

The rejection of so many applicants for admission (28) was quite a disappointment to both children and parents, but was a necessary step towards relieving the Seminary of a grade of work which belongs to the common schools, and enabling its Faculty to devote themselves exclusively to their legitimate work.

So far from working an injury this step has already borne fruit in the increased respect of the students and citizens for the Institution, and in stimulating the ambition of the rejected applicants and other children and youths who are looking forward to entering the Seminary, to prepare themselves thoroughly for its classes. This effect has been especially noticeable in the students of Leon Academy, Tallahassee, and it is believed has proven a valuable aid to Principal Woodward and his associates in the work of the year.

The regular students of the Seminary are divided into three classes—two of them in the High School Department and the other in the Collegiate. Though not a few of these students lacked thorough preparation for the classes to which they were assigned, nearly all have made commendable progress, and if they continue to manifest as much zeal and industry throughout the session as they have up to the present time, the majority of them will be advanced to the next highest grade at its close.

Besides the students who take full work, there is quite a number of young ladies who attend the French and German classes, and who manifest quite a decided appreciation of the excellent advantages offered by the Institution in these departments.

Some of them had dropped out of school for one or more years, but are glad to embrace the opportunity now offered to extend their education in these directions; and their example has had a most stimulating effect upon the younger class of students.

It is earnestly hoped that the increased interest which is now manifested in the Seminary may rapidly increase, and that the Institution may soon gain so large a share of public confidence as to stimulate the youth of the various counties west of the Suwannee, and indeed of other sections of the State, to prepare themselves to keep the advantages it offers; and that it may thus prove an important factor in the promotion of higher education in the State.

It is the purpose of the Board of Education to spare no effort or expense (which they may legitimately incur) to make the Institution worthy of the confidence of the people of the State; and on behalf of the Board and Faculty I earnestly invoke your valuable aid in endeavoring to accomplish this object.

Respectfully submitted,

GEORGE M. EDGAR,

President of the Seminary West of the Suwannee River.

SEMINARY EAST OF THE SUWANNEE RIVER.

I regret that no report from the officers of this excellent Seminary has been received for the year 1887. It is doubtless an oversight.

I can say, from my own observation and knowledge of its work, that it is an excellent school, provided with a first-class corps of teachers, and is up to this time the best military school in the State, and will compare favorably with most military schools in the South. Its facilities and capabilities for a full Seminary course are of the best, and the work of the school is giving general satisfaction. Extensive equipping and repairing has been done during the year. Its extensive and beautiful campus has been neatly enclosed, its capacious dormitory fully completed and furnished, so that all male pupils can be comfortably accommodated. The President, Colonel E. P. Cater, and his family, reside in the barracks, as also the other officers and teachers, thus guaranteeing a wholesome influence and discipline, while female students are accommodated in the families in the city of Gainesville. The students matriculated for 1887 exceed one hundred in number, and are as fine a looking body of young men and ladies as may be seen in any school, and give promise of excellent results.

STATE NORMAL COLLEGES.

A Normal College for white students and a Normal College for colored students were provided for by the Legislature at its

session in 1877, and on October 1st these were respectively opened and put in operation, the one for white students at DeFuniak in Walton county, and the one for colored students at Tallahassee. Considering the infancy of these institutions their success has been remarkable; in the college for whites there have been fifty-two matriculations coming from both sexes, and in the college for the colored forty-seven. These students are reported by their faculties as being very earnest in their work, having a very high conception of the profession they are preparing to enter, and fully realize the responsibility and importance of the work.

The course consists of two years in the art of teaching and imparting instruction, and such studies as are necessary upon finishing the course; and graduating, a diploma is granted and the graduates are made licentiates of instruction. These diplomas constitute life certificates of the first-class in the State of Florida. An academic or preparatory course is also given, so that students who have not been thoroughly prepared in their academic work, may be thoroughly prepared to enter upon the college course.

These schools will doubtless in a very few years supply from time to time numbers of vigorous young men and women, not only qualified educationally to enter our rapidly growing school work, but who will be well up in the improved methods of teaching, hygiene, ventilation, lighting and beautifying the school room, making it a place to win the esteem and affection of the pupil and command the respect of the patrons.

The State Board of Education have been fortunate indeed in the selection of the faculties of these colleges. Prof. H. N. Felkel, President of the white Normal, is an earnest, proficient teacher, and has great pride in his work and is devoted to its success; Prof. T. DeS. Tucker, President of the colored Normal, is admirably adapted to his work and well qualified in every respect. He understands the needs of his race in this work, and is fully committed to supplying it in properly trained and qualified teachers.

Both these schools have been supplied with modern furniture of the most approved pattern, with globes, atlases, black boards, and all other requirements for first-class work. A new building has been erected for the use of the colored Normal, a simple Grecian temple, cruciform in shape, having three distinct departments for study and recitation. A college building was furnished the white school at DeFuniak.

BLIND AND DEAF MUTE INSTITUTE.

This institute at St. Augustine is now in a flourishing condition, having at last found its way to the hearts and apprecia-

tion of the parents and friends of the afflicted children of the State. It is a part of our public school system and is intended to serve the same purpose to the blind and deaf mute youth of the State as the common schools to the general youth of the State. For three or four years after this school was opened it seemed impossible to obtain the consent of the parents of these unfortunates to allow them to leave their homes and attend the school, but obtaining the attendance of a few, earnest and rue work was done upon them, and these returning to their homes during the summer vacations carried with them an argument far more potent than mere words from the lips of teacher or school officer, and gradually the fears have been removed from the hearts of parents, prejudices broken down, the children have been sent and now twenty-three of these most unfortunate ones are in attendance, and are improving and advancing in a wonderful manner, and we are forced to believe that God and Eternity alone will ever measure the results of this grand work inaugurated and maintained by the State.

The afflicted of both races are admitted to the benefits of this school, and are taught and fare alike, but in entirely different buildings and at different hours. In many cases children who had never been known to utter an intelligible sound are now pronouncing words; facial expression and lip gesture are taught, and parents whose children are enjoying these blessings are loud in praise of the institute, and profound in their thanksgiving, as shown in their letters.

An additional teacher, especially for the blind, is sadly needed.* Unlike the schools for the sound, almost every pupil constitutes a class of him or herself, and time is consumed so that the hours of the whole day are consumed, and then the work has to be so hurriedly done as not to be as thorough as is earnestly desired.

I cannot refrain from expressing my admiration of Professor Park Terrill as a teacher in this peculiar field. He is most excellent and is assisted by a most admirable teacher in the person of Miss King, while his estimable wife assumes the burden of the matronship, enabling me to assure the parents of these children not only of their educational advancement but of a healthy moral growth, and a home influence greatly to be desired.

I earnestly recommend the employment of an additional teacher for this Institute.

*Since this report was in type this necessary teacher has been supplied by the State Board of Managers.

INDUSTRIAL SCHOOL.

Being aware of the condition and purpose of the Slater Fund, I applied for an appropriation to Dr. A. G. Haygood, the General Agent, and in due time received the assurance that if the industrial arts could receive thorough attention in any one of the regularly organized and operated public schools in the State an appropriation of one thousand dollars annually would be made in its aid.

I at once wrote to the colored citizens of Jacksonville, where the largest and best equipped public school was located, (Dr. Haygood himself having visited that school and heartily approved it) to call a public meeting for the purpose of considering the important matter, and on the day appointed I met and addressed them upon the subject of practical education, the education of the hand as well as the heart and head. Quite a large meeting was held, and I appealed to them to at once raise a fund of themselves, supplementing the amount the Board of Public Instruction of the county felt warranted to appropriate to the purpose of a building for that object. The colored people at once began to move in the matter and very soon raised and turned over to the Board four hundred dollars. A patriotic and intelligent colored man, and a good citizen, and an excellent mechanic and builder, came forward and offered to erect the building at prime cost, and do the work in a substantial manner. This offer was accepted and the result was that in the course of a few months a two-story building, 25 feet by 50 feet, neat and strong, well ventilated and lighted, was completed and ready for use, located upon the grounds of the Colored Graded School of Jacksonville, and opened for instruction on the first Monday in October, 1887, the beginning of the scholastic year. Eight sets of wood-working tools were procured, work benches built, and everything in readiness. A teacher was employed, a white man, a practical architect and draughtsman and mechanic and builder, and of excellent character and qualification.

Instruction in the nature and use of the various tools, and in the working of wood, was commenced for the boys on the first floor, and the girls were taken to the second floor where needle work, cutting, darning and other needful work of the kind is taught, and where it is designed that cooking, laundry work and others qualifying the good housewife, shall be taught.

Two hours each day so appointed as not to conflict with their regular school work is devoted each school day to this very important part of our school training, and the results are very satisfactory, as some of the work from this school, the handiwork of the boys and girls, on exhibition in the colored

people's exhibit at the Sub-Tropical Exposition, will already show.

If the aid from the Slater Fund is continued, and as we trust increased, this school for industrial training will prove one of the great blessings of our public school system. I cannot refrain from expressing my thanks and admiration for the prompt and generous action of the County Board of Duval and the colored people of the city of Jacksonville in seconding my efforts to inaugurate this important feature of school work among the colored pupils.

It is the earnest desire of the State Board of Education, and especially of our Governor, that this feature of school work be introduced into every school in the State, as far as practicable in each. Some of the schools of course can go farther than others, but all can take some steps whereby an appreciation of this valuable and useful knowledge may be awakened and many a dormant mechanic aroused, and set to thinking. Let every school obtain a plane, a saw, a hatchet, an auger, a chisel. Let the teacher, whether man or woman, acquaint themselves with the theory of the use of them, and then interest and instruct the pupils, and we shall have at least started the good work.

FLORIDA STATE AGRICULTURAL AND INDUSTRIAL COLLEGE.

This Institution is intended to be become the cope stone of our educational superstructure, affording its students an opportunity for a full classical education, or if chosen a full specific education in the theory of agriculture practically illustrated, on the farm, in the orchard and grove, together with agricultural chemistry, practically applied. In addition to this, industrial training in a knowledge of the use of the mechanic forces, tools and implements used in wood, metal and stone, is imparted, while under the requirements of Congress military tactics and science will be thoroughly taught, giving each student the advantage of the system peculiar to a military organization so admirable and valuable in any vocation in life. The college is supplied with all the necessary equipments, except a complete reference library and some scientific instruments. It has a fine mineral and geological museum, a fine collection of natural history, and is collecting a fine exhibit of the State geology, woods, birds and animals, has a well equipped laboratory, lecture hall, and spacious dormitory, where students may lodge and live under the eye of the faculty. During the year the college grounds have been greatly beautified by the cultivation of grasses, shrubs and flowers, and a general arrangement of walks and avenues. A model barn has been erected, adapted to storing crops, housing cattle and stock, and caring for these so as to ensure the best possible results. A cottage

home for farm hands has been erected contiguous to the barn, the farm lands have been enclosed by a neat and substantial board and wire fence, new land cleared and valuable farm work done in experimentation with various crops; while during the year 1888 a building for industrial instruction will be erected and a laboratory building constructed and various other necessary improvements made, meantime the regular college work has been steadily carried forward, and the work done by the students is reported by the President as excellent. There were in regular attendance for the year 1887, forty-two students. It is astonishing why parents do not use this excellent opportunity for the complete education of their sons instead of at great cost sending them out of the State for that purpose, thus making the State tributary to the coffers of other States, when the opportunities enjoyed are no better and in many cases by no means equal.

The doors of their own college are open to their sons (and I hope at no distant day will be open also to their daughters) free of all charge for tuition and a nominal charge for living, affording an opportunity for either a classical education, or a liberal education, with agriculture, or industrial training, as the student may elect.

ARBOR DAY.

On the 10th of February, 1887, in obedience to your Proclamation, Arbor Day was almost universally observed with great enthusiasm and pleasure and profit. The schools, as well as the patrons look forward in each recurring year for the coming of Arbor Day, and all commend the introduction of its observance as full of blessing and profitable instruction, and desire most heartily its perpetuation.

304 schools are reported as participating.

9,779 children engaged.

5,129 trees planted.

17 towns and cities engaged in planting.

20 churches entering into the spirit of the day.

I am rejoiced to be able to render so encouraging a report of the great school work in which our State is so successfully engaged, and realize that now nothing is necessary but undying diligence and work on the part of the officers into whose hands this interest is placed to maintain this steady growth until our State shall take her place alongside and abreast with the foremost States of our great Union.

For further detailed statistical information I refer you to the tables at the close of this report.

TABLE No. 1.

COUNTIES.	Whole Number of Schools.	Number of White Schools.	Number of Colored Schools.	Total Enrollment, including both Races.	Average Attendance, including all Colors.	Number of White Children Enrolled	Number of Colored Children Enrolled	Number of Teachers to each county.
Alachua.....	106	64	42	5,608	3,349	2,561	3,097	126
Baker.....	33	27	6	896	700	717	79	38
Bradford.....	51	42	9	2,010	1,425	1,640	370	56
Brevard.....	39	36	4	640	420	571	69	39
Calhoun.....	21	17	4	559	329	429	130	21
Clay.....	43	36	7	1,069	715	869	202	43
Columbia.....	70	45	25	2,742	1,776	1,453	1,289	75
Citrus.....	23	21	2	555	332	484	71	24
Dade.....	5	5	5	63	50	63	.....	5
Duval.....	72	49	23	3,940	2,816	1,863	2,077	99
De Soto.....	42	41	1	1,143	885	1,123	20	42
Escambia.....	46	31	15	2,781	1,811	1,675	1,106	61
Franklin.....	7	4	3	403	325	376	128	.....
Gadsden.....	64	33	31	2,606	1,609	958	1,638	65
Hamilton.....	62	45	17	1,755	1,015	1,233	522	65
Hernando.....	22	17	5	380	300	150	130	23
Hillsborough.....	72	66	6	2,358	1,428	2,141	217	77
Holmes.....	31	30	1	990	556	978	12	30
Jackson.....	69	43	26	3,164	1,957	1,416	1,748	69
Jefferson.....	52	28	24	2,974	1,614	810	2,164	53
Lafayette.....	19	18	1	569	380	531	38	21
Leon.....	51	22	29	2,747	2,053	481	2,266	58
Levy.....	45	30	15	5,153	974	3,453	1,700	45
Liberty.....	16	10	6	849	254	190	159	17
Lee.....	7	6	1	163	126	164	9	7
Lake.....	61	49	12	1,933	1,276	1,489	443	65
Madison.....	89	57	32	3,910	2,831	1,511	2,299	95
Manatee.....	40	40	.....	781	539	403	.....	40
Marion.....	103	65	38	4,869	2,689	2,236	2,633	113
Monroe.....	10	9	1	1,005	640	708	297	22
Nassau.....	60	43	17	1,858	1,205	1,017	841	67
Orange.....	109	94	15	3,983	2,864	3,314	669	128
Osceola.....	17	16	1	307	220	283	24	17
Polk.....	64	60	4	1,762	1,667	1,659	103	68
Putnam.....	65	46	19	2,322	1,368	1,361	961	67
Pasco.....	35	35	.....	1,009	686	1,009	.....	37
St. John.....	29	24	5	1,107	848	831	276	59
Santa Rosa.....	62	51	11	2,060	1,358	1,568	492	63
Sumter.....	73	58	15	2,229	1,479	1,549	664	84
Suwannee.....	64	40	24	2,380	1,594	1,327	1,053	66
Taylor.....	19	18	1	502	326	475	27	18
Volusia.....	56	46	19	1,699	1,127	1,320	379	60
Wakulla.....	22	16	6	700	600	459	241	22
Walton.....	36	33	3	1,179	712	1,073	106	36
Washington.....	34	27	7	1,190	708	926	264	35
Totals.....	2,104	1,593	513	82,453	51,270	54,340	28,113	2,318

TABLE No. 2.

COUNTIES.	Assessed Value of Property, Personal and Real, in county.	Number of Mills Levied.	Amount of School Tax raised for the year.	Amount Received from Common School Fund.	Amount Received from the State One Mill Tax.	Value of Each County's School Buildings and Grounds.	Value of Furniture in each County.
Alachua.....	\$ 4,745,257.00	4	\$ 21,970.73	\$ 1,885.12	\$ 4,044.45	\$ 13,115.00	\$ 1,077.55
Baker.....	323,914.00	3	2,003.52	310.20	665.52	200.00	.....
Bradford.....	1,267,422.00	4	6,502.63	610.20	1,309.80	8,645.00	955.00
Brevard.....	1,325,193.00	3	3,070.96	272.31	588.53	3,825.00	.....
Calhoun.....	319,740.00	4	1,278.86	250.38	537.20	500.00	.....
Clay.....	1,548,497.00	3½	4,644.26	491.70	1,054.92	7,200.00	1,415.00
Columbia.....	1,433,685.00	5	8,416.15	817.16	1,753.19	5,865.00	1,000.00
Citrus*.....	422,968.00	5	2,725.04	.....	345.95	690.00	60.00
Dade.....	115,000.00	3	345.00	17.73	38.06	.....	.....
Duval.....	7,345,740.00	4	29,882.96	2,290.61	4,914.41	83,700.00	.....
De Soto*.....	.....	.....	.....	.....	.....	.....	.....
Escambia.....	3,562,773.00	3	10,972.27	1,497.78	3,214.32	14,825.00	2,610.00
Franklin.....	415,015.00	4	1,667.99	252.86	542.51	2,800.00	330.00
Gadsden.....	1,030,426.00	2½	2,487.31	1,667.73	3,578.06	3,130.00	300.00
Hamilton.....	999,332.00	3	3,295.90	988.35	2,562.96	4,650.00	1,330.00
Hernando.....	.....	.....	.....	615.45	1,320.42	.....	.....
Hillsborough.....	3,035,091.00	3½	10,613.00	882.75	1,893.90	11,845.00	1,940.00
Holmes.....	126,441.00	3	1,736.55	451.03	753.14	1,761.00	.....
Jackson.....	1,331,772.78	1½	1,398.76	1,244.10	2,686.96	.....	.....
Jefferson.....	1,500,000.00	3	4,188.06	2,423.85	5,200.26	6,530.00	378.00
Lafayette.....	492,507.00	3	1,447.47	363.00	778.80	1,925.00	52.50
Leon.....	2,006,413.68	3	6,754.76	3,107.77	6,667.59	14,744.00	1,485.00
Levy.....	2,035,700.00	2	4,725.17	203.18	650.48	2,950.00	.....
Liberty.....	275,828.00	2½	689.57	168.30	361.08	860.00	140.00
Lee*.....	.....	.....	.....	.....	.....	.....	.....
Lake*.....	3,291,134.00	4	13,197.00	.....	20,790.50	4,160.00	.....
Madison.....	1,457,250.00	3	5,831.00	1,495.72	3,209.01	7,550.00	888.00
Manatee.....	.....	4½	.....	655.05	1,378.83	.....	.....
Marion.....	4,320,813.00	3½	19,454.59	2,079.82	4,462.17	16,389.00	2,270.93
Monroe.....	2,594,718.00	4	8,107.66	869.52	1,865.58	17,225.00	1,435.00
Nassau.....	3,002,518.00	4	7,865.70	976.80	2,095.63	11,315.00	949.50
Orange.....	6,086,973.00	4	24,347.89	800.06	1,717.66	44,100.00	3,845.00
Osceola*.....	.....	.....	.....	.....	.....	.....	.....
Polk.....	3,500,000.00	3	10,500.00	569.66	1,221.19	2,715.00	200.00
Putnam.....	4,038,770.00	2	6,355.50	1,172.50	2,301.00	3,600.00	135.00
Pasco*.....	.....	.....	.....	.....	.....	.....	.....
St. John.....	1,371,703.00	5	9,425.18	561.82	1,205.37	16,000.00	2,290.00
Santa Rosa.....	1,282,800.00	4½	8,930.12	950.40	2,039.04	2,030.04	23.40
Sumter.....	3,528,800.00	4	17,154.66	639.37	1,371.75	.....	.....
Suwannee.....	2,606,360.00	3	4,165.26	911.62	1,955.85	3,000.00	700.00
Sylor.....	234,925.00	4	744.88	230.17	493.83	910.00	.....
Volusia.....	3,488,225.00	3	10,464.67	503.66	1,080.46	.....	.....
Wakulla.....	373,662.00	2½	934.16	285.45	612.42	.....	.....
Walton.....	1,163,085.00	3	2,001.38	445.50	955.80	1,485.00	301.00
Washington.....	892,041.00	3½	2,802.88	311.02	667.39	4,325.00	80.00
Total.....	\$76,611,409.00	.....	\$272,201.20	\$34,269.70	\$73,750.59	\$405,750.00	\$39,399.00

*These counties were organized after this distribution.

TABLE No. 3.

COUNTIES.	Number of White Male Pupils.	Number of White Female Pupils.	Salary of Teacher.	Salary of Superintendent.	Amount paid Board Public Instruction.	Incidental Expenses.
Alachua.....			\$19,845 92	\$750 00	\$281 00	\$1,707 36
Baker.....	302	352	3,000 00	125 00	192 00	50 00
Bradford.....	788	852	5,845 00	300 00	276 00	
Brevard.....	291	288	4,858 75	400 00		75 00
Calhoun.....	200	227	1,057 66	150 02	216 19	8 30
Clay.....	425	442	6,043 00	300 00	150 00	575 30
Columbia.....			1,903 66	420 00	205 80	933 93
Citrus.....			2,333 80	244 45	136 53	50 00
Dade.....						
Duval.....			23,100 00	1,200 00	180 00	12,020 00
DeSoto.....	600	500	4,500 00			
Escambia.....			12,043 55	600 00	293 60	683 55
Franklin.....	148	130	1,830 00	80 00	116 00	812 00
Gadsden.....	568	400	6,058 00	500 00	164 00	392 31
Hamilton.....	631	602	4,255 44	327 65	223 39	302 21
Hernando.....						
Hillsborough.....			12,620 65	600 00	170 00	75 00
Holmes.....			2,105 00	200 00	62 25	862 25
Jackson.....	600	610	3,725 00	300 00	208 80	936 52
Jefferson.....	381	429	7,723 00	600 00	121 60	60 00
Lafayette.....	250	281	1,510 00	150 00	117 00	12 00
Leon.....	231	250	8,241 01	750 00	239 40	50 00
Levy.....			5,565 00	400 00		
Liberty.....	107	83	1,083 31	150 00	157 86	135 00
Lee.....	92	81	1,176 00			
Lake.....			11,520 00			
Madison.....	846	965	1,973 52	784 50	190 80	423 63
Manatee.....	203	200				
Marion.....	936	1,250	20,721 06	900 00	223 20	1,039 74
Monroe.....				400 00		
Nassau.....	482	555	1,863 00	41 00	324 00	400 00
Orange.....			25,252 35	1,000 00	197 20	124 72
Osceola.....	150	133				
Polk.....	902	860		300 00	178 00	20 00
Putnam.....	710	636	14,105 00	600 00	238 00	
Pasco.....			1,050 00	275 40	75 88	522 02
St. Johns.....			5,601 22	200 00	235 69	4,823 02
Santa Rosa.....	727	610	5,099 34	600 00	198 60	81 25
Sumter.....			2,753 18	500 00	170 60	857 55
Suwannee.....						
Taylor.....			843 00	100 00	155 00	7 00
Volusia.....			2,511 90	472 90	120 60	7 50
Wakulla.....			498 28	175 00	223 00	5 00
Walton.....			342 00	200 00	59 00	
Washington.....			1,249 00	235 00	117 25	19 00
Totals.....						

TABLE No. 4.

COUNTIES.	Number of Private Schools and Colleges.	Number of Negro Male Pupils.	Number of Negro Female Pupils.	Number of Negro Teachers.	Number of White Teachers.
Alachua.....	3			50	76
Baker.....	1	100	142	7	31
Bradford.....	11	247	123	9	47
Brevard.....	2	37	32	3	40
Calhoun.....		60	70	1	13
Clay.....	10	100	102	7	34
Columbia.....	10			21	24
Citrus.....	1			2	21
Dade.....					7
Duval.....	6			32	72
DeSoto.....				1	41
Escambia.....	8			19	42
Franklin.....	4	63	65	4	7
Gadsden.....	1	900	738	32	33
Hamilton.....	13	256	266	17	48
Hernando.....				5	18
Hillsborough.....				6	71
Holmes.....					30
Jackson.....	10	810	810	12	22
Jefferson.....	2	993	1,150	26	32
Lafayette.....	4	16	22	1	18
Leon.....	6	1,130	1,136	26	32
Levy.....				15	30
Liberty.....		81	78	6	11
Lee.....				1	6
Lake.....				12	53
Madison.....		1,289	1,010	38	57
Manatee.....					40
Marion.....	3	1,233	1,400	41	72
Monroe.....	12			5	17
Nassau.....		465	376	22	45
Orange.....	10				18
Osceola.....		14	10	1	16
Polk.....	64	54	47	4	64
Putnam.....		479	482	12	55
Pasco.....					35
St. Johns.....	4			5	54
Santa Rosa.....	3	249	243	12	51
Sumter.....	25			20	65
Suwannee.....				20	35
Taylor.....	2			1	14
Volusia.....	3			10	50
Wakulla.....				6	16
Walton.....	5			3	33
Washington.....	4			7	27
Totals.....				579	1,739

