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CIRCULAR OF INFORMATION NO. 7, 1888

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY
EDITED BY HERBERT B. ADAMS

L. S. Boyd
No. 6

HISTORY OF EDUCATION

IX

FLORIDA

BY

GEORGE GARY BUSH, Ph. D.

WASHINGTON
GOVERNMENT PRINTING OFFICE

1889

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U. S. Education Bureau

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LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., November 8, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C.:

SIR: I have the honor to forward herewith a monograph upon the History of Education in Florida, by Prof. George Gary Bush, Ph. D. (Heidelberg).

This is one of the series of Contributions to American Educational History, edited by Prof. Herbert B. Adams, Ph. D., of Johns Hopkins University, the preparation of which you approved by your letter of March 29, 1888.

This monograph, though written to accompany the series of historical papers upon higher education in the United States, treats not alone of higher education in Florida. Its purpose is to set forth, in addition, the growth and development of the school system of the State, and to emphasize particularly the rapid advance made in all educational matters during the past decade.

Beginning with the earliest organized efforts to furnish instruction under the auspices of educational societies, and the attempt to introduce the system of Fellenberg, a review is given of the journals of the Legislature previous to the adoption of the Constitution of 1868, and such facts are presented as bear upon the subject of education. The legal organization of the school system, as it existed previous to the Civil War, is thus shown, together with the history of the school lands donated to the State, and the funds by which the schools were in part or wholly sustained.

The point is made that the early legislation with reference to schools, though effected largely by men of wealth, was for the benefit principally of the children of the poor.

Attention is called to the establishment in 1852 of the first public school to be sustained by a tax levied upon individual property, and (though no uniform system had been secured) to the great improvement made during this decade in the condition of the schools.

The War era passed, the elaborate system of common schools provided for in the State Constitution of 1868, and by legislative acts in 1869, is reviewed at length, and the substance of these provisions embodied in the monograph.

The favor with which the system was apparently received, and the rapidity with which the State board and the county boards were organized and entered upon their duties, are touched upon, and then a history is given of the development of the system, of the opposition which it later encountered, of the lack of competent teachers, as also of school buildings and school funds, until an era of brighter promise is reached. From that period, less than a decade ago, the progress made in public school education has been most satisfactory, and it is shown that the aggregate results will bear favorable comparison with the educational statistics of any of the States. Statistics are given which place in contrast the earlier and later years, and exhibit the rapid increase in the number of schools, in pupils, and funds. Mention is made of the valuable aid rendered to the State by annual contributions from the Peabody Fund and other agencies organized for like purposes.

The duties of the State Superintendent of Instruction and of the Board of Education, of the county boards and county superintendents of the local trustees, and the teachers employed in the common schools are defined, and the relations they sustain to one another indicated.

The admirable work done by Northern societies, by the State, and by the agent of the Peabody Fund for the education of the freedmen from the year in which the War closed until schools for colored children were placed upon an equal footing with the other schools of the State, is traced at some length, while the eagerness of the freedmen to learn and the progress they have made is noted, and a history of some of the more important schools established for them is briefly given.

During the past five years nothing else has done so much to elevate the standard of education in Florida as the efficient aid rendered by teachers' institutes and normal schools. These instrumentalities, which owe their success, in large measure, to the earnest labors and wise supervision of the present Superintendent of Public Instruction, are described and their importance to the existing educational system is acknowledged.

Reference is next made to the academies established before the War and to the present condition of the high schools, which, with a single exception, do not compare favorably with schools of like name in the older States.

With a statement of the public lands received from the National Government for the establishment of "two seminaries of learning and an agricultural college and university, the paper takes up the history of secondary and higher education. This begins with an act of the Legislature in 1851, in which it is provided that "Two seminaries of learning shall be established, one upon the east, the other upon the

west side of the Suwannee River." These seminaries were located, the one at Ocala (later removed to Gainesville), the other at Tallahassee, and long remained the only public high schools in Florida. Historical sketches of these institutions are introduced, showing the work accomplished by them, their financial resources, the condition of the academic buildings and grounds, their educational appliances, and the character and attainments of their boards of instruction.

No public institution of Florida has passed through so many vicissitudes or suffered so much for the lack of friends as the State Agricultural College. The endeavor has been made in this monograph to present with impartiality the facts of its history, including the acts of various Legislatures with reference to its location, establishment, board of management, and finances; and evidence is adduced to show that it is now well worthy of the patronage of the State, possessing as it does an able and energetic faculty, commodious buildings and grounds, collections in natural history, mineralogy, and geology, a well-equipped laboratory, an experimental station furnished with excellent appliances for the study of agriculture, and a manual training school, which affords practice in working in wood and metal and the best facilities for draughting and designing. A page is devoted to the Florida University, with its meteoric appearance and brief history.

The remainder of the paper is devoted to a description of the colleges founded and sustained by various religious societies, to which are added a brief mention of the State Institute for the Blind and Deaf, and references to certain schools whose aim is to furnish a good secondary education.

Of the denominational colleges, Rollins College at Winter Park and De Land University at De Land, are placed in the first rank of the higher educational institutions of the State, and their history, as herewith presented, shows that in the quality of their work, the devotion of friends, and increasing resources, promise is given of a successful future.

I beg leave to recommend the publication of this paper as a Circular of Information, and to subscribe myself,

Very respectfully. your obedient servant,

N. H. R. DAWSON,
Commissioner.

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STATE AGRICULTURAL COLLEGE, LAKE CITY, FLA.

HISTORY OF EDUCATION IN FLORIDA.

The present educational system of Florida has been created since the formation of the Constitution of 1868. Previous to that period there was lack of organization, and the facilities afforded for obtaining an education were inadequate to meet the demands of a rapidly increasing population. During the past twenty years the material progress of the State, though very great, has not kept pace with the advance in all matters pertaining to education. This statement finds its confirmation principally in the history of the past five years, during which, not alone the public school system has been perfected, but educational advantages of the highest order have been placed within the reach of all.

The question may well be asked why, after the close of the Civil War, Florida did not proceed more quickly to the establishment of schools. It is not enough to say that it was due to her poverty, or to the vastness of her undeveloped territory and the sparseness of her population. There were other reasons of greater import, which grew out of the inheritance received from the established order before the War. This led the people to adopt ideas respecting education that had prevailed in the earlier history of the State. Moreover, it blinded their eyes to the fact that the leaven of a new spirit was at work, and, though many barriers were in the way of its rapid development, that nothing would be able to arrest permanently its progress. Here again was the old battle of age with impetuous but clear-sighted youth. The adherents of the new order were sure to win, but their success was greatly promoted by the addition to their number of a large body of settlers from other States, who brought with them broad views of the importance to the State of affording the opportunity for the highest intellectual training.

Thus the entire system of education was changed, and the benefits resulting therefrom have since continued to receive wide acknowledgment. The old order was well-nigh void of any system; the new order has adopted the most advanced methods known to our time. It has learned that the only way to have efficient schools is to provide efficient teachers. Hence, normal schools for both the white and colored population have been established and supported by the State, and teachers' institutes, under the supervision of the Superintendent of Public Instruction, are regularly held in many of the counties.

Until within a very brief period there were no studies pursued in the schools that would be classed under the higher education. By the strictest definition there is doubtless still very little collegiate instruction; but so great has been the advance in all educational work, and so hopeful is the promise for the future, that Florida well deserves to have her progress in this respect placed beside that of other and more favored States of the Union. More than in most other States is the history of higher education intertwined with that of the secondary and common schools, and very unsuccessful, as it appears to the writer, would be the attempt at the present time to write a history of the first which should not include a history of all.

FLORIDA EDUCATION SOCIETY.

In Volume I of the American Annals of Education, published in Boston in 1831, the following notice appears with reference to one of the earliest literary movements in Florida: "An important step has been taken by some friends of education—the organization of a society, arranged upon substantially the same plan as a State lyceum." This was called the Florida Education Society, and was organized at Tallahassee, January 23, 1831. Its object was to collect and diffuse information on the subject of education, and endeavor to procure the establishment of such a general system of instruction as would be suited to the wants and condition of the Territory. A membership fee was required, directors appointed, and monthly and tri-monthly meetings arranged for. Steps were also taken to organize branch societies, and the delegates and secretaries of the latter were required to report to the parent society all the information they could obtain relative to education in their respective districts. Later in the year the Governor of the Territory was authorized by law to appoint three commissioners, whose duty was to inquire into the condition of schools, the wants of the people respecting education, and ascertain the number of schools, qualifications of teachers, branches taught, mode of instruction, and the number of children favored with and destitute of the means of education. They were to report upon the "best system of education and the best means of carrying the system into full effect."

In the same year and as an outgrowth of the Florida Education Society, which had awakened such general interest throughout the State, a ladies' educational society was formed and a zeal for intellectual improvement manifested, such as is rarely seen in a newly settled region. At this time the agricultural or manual labor schools established by Fellenberg in Switzerland were finding many admirers in America. Through the recommendation of the education society a few of the citizens of Tallahassee decided to organize a "Fellenberg" school. In the American Quarterly Register for May, 1832, appears this record: "Five individuals have agreed, if it can be done at an expense within their means, to purchase a small tract of land and form a small manual

labor school somewhere in the neighborhood of Tallahassee. A teacher is to be employed to take charge of the *limited* number of pupils; suitable buildings are to be erected for the accommodation of the teacher and pupils, who are to board together, with as little connection as possible with the inhabitants in the vicinity. The pupils will be required to devote a certain number of hours daily to agricultural and mechanical employments of the simplest kinds. No pupil will be admitted except with the consent of the teacher and each of the proprietors, nor suffered to remain in the school unless he submits to all its regulations. The studies, at the commencement, are to be confined to the usual branches of a good English education, including mechanics, botany, chemistry, etc."

This project met with such favor that between six and seven hundred dollars were subscribed, to be paid annually, besides a free offering of as much land as might be needed. It was thought that, if the lands set apart by Congress for a seminary and for common schools could be appropriated to the use of the Fellenberg schools, ample funds would soon be in hand to inaugurate successfully the new system.

The branch of the educational society established in St. Augustine reported an "alarming neglect of education in the Territory since the session;" that by most the matter was viewed with indifference; and that the obstacles which the scattered population presented rendered the establishing of even a limited system of common schools extremely difficult, if not impracticable. There were then (1832) 341 children between the ages of five and fifteen, but only 137 of these were receiving any school instruction. An attempt was made to establish a free school, and though at first greatly encouraged, there is no evidence that either this project or the more important one at Tallahassee was ever carried to a successful termination. At this time meetings resembling lyceums were held in St. Augustine for discussion and mutual improvement, which called forth "the resources of every individual for the benefit of the community."

Unfortunately the ardor of this progressive spirit of which we have spoken seems to have been soon quenched. In a brief time the Florida Education Society and its auxiliaries ceased to exist, and no others were established in their place.¹ Could some wise system of education have found encouragement and been developed so as to have kept pace with the growth of the Territory and State, it might have secured for Florida an educational rank not inferior to that of any commonwealth in the Union.

EARLY LEGISLATION AFFECTING PRIMARY EDUCATION.

A review of the journals of the Legislature, previous to the adoption of the Constitution of 1868, will help us to form a just estimate of the

¹ A Historical Society was organized in St. Augustine in 1856, but it was short-lived. This is much to be regretted, as Florida furnishes a fruitful field for historical research.

interest taken by the people of Florida in the matter of education. In December, 1835, while Florida was still a Territory, "the register of the land office was charged with the duty of selecting and securing the various lands granted by Congress for schools, seminaries, and other purposes." By act of March 2, 1839, three school trustees were ordered to be chosen in each township. They were to have the care of the sixteenth section lands in their township, lease the same, and apply the rents or profits for the benefit of the common schools; and, in case such schools did not exist, it was their duty to organize and support them. In March, 1843, these duties were intrusted to the sheriffs of counties, who were commissioned to give special care to the education of the poor children of the county. But the legal organization of the school system, as it existed previous to the Civil War, was substantially effected by the act of 1839, already referred to, to which amendments were made in 1840, 1844, and 1845. As amended, the *old school law* provided not only for township trustees to look after the raising of a revenue from the sixteenth section school lands, and its application to the establishment and support of common schools, but also for at least a partial supervision of the acts of these trustees by the judges of probate, who were to serve as superintendents of common schools in their respective counties. They were to see that the sixteenth section lands were held inviolate for the use of schools; to receive and appropriate the money derived from them; and attend to all matters connected with the advancement of education. The trustees were required to report to the judges, on or before the first Monday in December of each year, the number of teachers employed in the township, the number of children of both sexes, the different branches taught, and such other information as might pertain to the welfare of the schools. The judges were to consolidate the returns and forward their report to the Secretary of State, by whom it was laid before the General Assembly of Florida. Beyond the revising of these reports by the Secretary it does not appear that the State exercised any supervision over her schools, or that there was any law which required that the schools established out of the proceeds of the township school lands should be free to all, or any provision for a tax on property or persons for their support. It is probable that they were of brief annual duration, and attended mainly, if not wholly, by children of the poor, except in those cases where the latter were placed in other schools and their tuition fees paid out of the public school fund.

In 1849 an act was passed to provide for the establishment of common schools, whose doors should be open only to white children. In the same year the Legislature provided that the school fund should consist of the proceeds from the school lands, and five per cent. of the net receipts from other lands granted by Congress; also the proceeds from all estates, real or personal, escheating to the State, and from all property found on the coast or shores of the State. In 1850 the counties were

authorized to provide by taxation for the support of schools, but the amount levied could not exceed four dollars annually for each child of school age. The school fund was also enlarged by all moneys received by the State from the sale of slaves under the act of 1829.

THE SCHOOL LANDS.

It was not the original intention that the sixteenth section lands should be sold and merged into a common fund, but rather that by rental, or by the interest on the purchase-money if sold, such section should confer its benefits upon the township alone to which it belonged. Accordingly the Governor and Legislative Council were authorized by act of Congress to take possession of the school lands thus reserved, and rent or lease them for the support of common schools in the township; but as far as can be ascertained only one township ever organized to get the benefit of the act. As the sixteenth section lands that were valuable were, in the days preceding the abolition of slavery, mostly in the hands of men who had no need of assistance in educating their children, and who were, as a rule, too proud to receive it; and as, in other townships less fertile, where the population was sparse and the settlers generally poor, these lands had little intrinsic value, and no value at all for the purpose named in the act, the result was that this law wrought injustice, since its benefits accrued to the rich and not to the poor. The Legislature, therefore, directed that the lands thus reserved should be sold and the fund consolidated. This act, done in most part by men of wealth, was highly commendable, as it was practically a concession by them for the benefit of the poor. Though considerable time was consumed in making the transfer and patenting these lands to the State, yet as early as the years 1852-54, on the journals of the Legislature, will be found the biennial report of the State Superintendent of Public Instruction, with full statistics respecting the school fund, the sales of school lands, the investment of the proceeds, and the apportionment of the interest among the counties according to the number of children of school age. The apportionment, however, was so small, amounting to only thirty cents per capita, that it was probably of little practical benefit anywhere. At first few counties organized so as to put the school system into operation, and only two contributed anything from the county treasury to augment the sum received from the State. By a revision of the common school law in 1853 the apportionments were placed in the hands of county commissioners, who were authorized to take from the county treasury such sum as they might deem necessary for the support of the schools. As these officials were not required to account to any one for their disposition of the fund, it generally happened that it was distributed among the teachers of private schools according as their necessities demanded. It may readily be inferred that in the midst of this chaos of affairs with respect to administration, there was as yet no common school system. But still, even in these years there

was some progress, for though the sales of land might be small, yet they formed the basis of a fund, inviolate and perpetual, which was to increase from year to year and lend more and more help towards the education of the children of the State.

TAXATION FOR THE SUPPORT OF SCHOOLS.

As early as 1852 another movement had been set on foot by the Hon. D. S. Walker, since Governor of the State, and now Judge of the Circuit Court. By him the idea was conceived of a public school for white children that should be sustained by a tax levied upon the property of the city where he resided (Tallahassee). Through his influence such a school was established and successfully conducted, and this is worthy of mention, since it was among the earliest attempts in the South to support schools by taxation.

In 1858 the Superintendent reports that there were 20,855 children of school age; that the amount of interest apportioned to the counties was \$6,542.60; and that "a few of the counties were taking hold of the matter of schools and engaging teachers, but usually for a term of only three months." He states it as his conviction that public schools supported by taxation were not only superior to private ones heretofore patronized, but that the cost to the individual tax-payer did not equal half the amount of his former tuition fees; and that in addition to this, and of even greater value, was the fact that nearly all the children were in school. It is evident from the history of Florida during the decade ending with 1860, that a sentiment favorable to free public schools was developing, and that it was in great part checked, or its further growth rendered impossible, by the events of the following years. Still, even during the Civil War, the State and its officers earnestly devised plans and labored for the perfecting of a system of public schools; yet little progress could be made, as the thoughts and energies of the people were absorbed in the conflict impending. In the Constitution of the State framed immediately after the close of the War an article was incorporated which was designed to secure to the schools of the State the income derived from the "school lands." But the turbulent days of reconstruction were unfavorable to the development of any deep interest in education, and, accordingly, no effective legislation with reference to schools was secured until the adoption of the Constitution of 1868, and the passage of the school law of 1869.

THE NEW SCHOOL LAW.

According to this law the State assumed the education of all her children without distinction or preference. The Legislature, as authorized by the Constitution, established a uniform system of common schools. It provided for a superintendent of public instruction, whose term of office should be four years. It ordered the forming of a school fund out of the following sources: "The proceeds of all lands that have been or may

hereafter be granted the State by the United States for educational purposes; appropriations by the State; the proceeds of lands or other property which may accrue to the State by escheat or forfeiture; the proceeds of all property granted to the State when the purpose of such grant shall not be specified; all moneys which may be paid as an exemption from military duties; all fines collected under the penal laws of the State; such portion of the per capita tax¹ as may be prescribed by law for educational purposes; and 25 per centum of the sales of public lands which are now or may hereafter be owned by the State." Only the income derived from this fund could be used, and this must be applied to aid in the maintenance of common schools and to the purchase of books and suitable apparatus. The law further provided that there should be an annual school tax of not less than one mill on the dollar of all taxable property in the State; moreover, that each county should be required to add to this for the support of schools a sum not less than one-half the amount apportioned to each county for that year from the income of the common school fund.² The income of the fund was ordered to be distributed among the several counties in proportion to the number of children residing therein between the ages of four³ and twenty-one years;⁴ but the neglect of any school district (*i. e.*, of any county) to maintain a school or schools for at least three months in the year should work a forfeiture of its portion of the common school fund during such neglect. It provided also for a board of education, whose duties were to be prescribed by the Legislature.⁵

The school law of 1869 was received with great favor, and no time was lost in putting it into operation. Nearly every member of the Legislature had been, or now became, its earnest advocate, and even before they left for their homes they took steps to initiate the work of organization in every county. The law required that State and county superintendents be appointed by the Governor and approved by the Senate;

¹ By the Constitution of 1886 the fines and the per capita tax, in addition to the county's proportion of the income from the State school fund and the "mill tax," are ordered to form a part of the county school fund, to be disbursed by the county board of public instruction "solely for the maintenance and support of public free schools."

² Art. XII, Sec. 8, of the Constitution of 1886 orders that each county be required to "assess and collect annually for the support of public free schools therein a tax of not less than 3 mills nor more than 5 mills on the dollar of all taxable property in the same."

³ By the new Constitution six and twenty-one years.

⁴ Exception was to be made "in favor of small schools in neighborhoods where the number of youth who should attend is small and their average attendance at school ranges high."

⁵ This, with a few modifications, is still in force, having proved itself one of the best school laws of this country. It was largely framed by Hon. C. Thurston Chase, State Superintendent of Schools, after he had made a study of the different school systems of the older States, and consulted with some of their most eminent educators and school officers.

that the board of instruction for each county, to consist of five members, be recommended by the representatives of the county and appointed by the State Board of Education on the nomination of the State Superintendent. As soon, therefore, as recommendations for boards of public instruction were received, as provided by law, the appointments were made. Where county superintendents had been appointed and had qualified, organizations were speedily effected. In other cases temporary organizations were formed, and the names of persons suitable for superintendents sent in to the Governor for appointment. Thus, in a brief time, after long years of waiting, Florida inaugurated a system of education.

TIME NEEDED TO DEVELOP THE NEW SYSTEM.

But it must not be supposed that this important movement met with no opposition. To some, any system, or lack of system, when shielded by the usage of years, comes to have a value and sacredness out of all proportion to its rightful claims. Thus it happened that, through bitter opposition on the part of a few, the benefits to be derived from the school law were not speedily realized. The Commissioner for 1870 reports that the new system "has made little or no progress, notwithstanding the ability and utmost endeavors of the newly-appointed Superintendent;" and adds that "education encounters fearful obstacles." Less than one-fifth of the children and youth between four and twenty-one years were then enrolled in the public schools. The Superintendent, in a more hopeful spirit, says that the schools are rapidly gaining favor with the people, and "there is every reason to believe that the system will triumph, and, becoming a part of the permanent policy of the State, will endure to bless through party changes and successive administrations." The agent of the Peabody Fund says of it in 1872: "During the three years of its history it has had unusual difficulties to contend with, but a great advance has been made, and it is gaining rapidly in popular esteem. What some of those difficulties were can be understood when it is known that in many counties in 1869 there was an almost total lack of school-houses; added to this was the small number of competent teachers and the insufficiency of the school funds. One county reports that previous to 1869 "the schools were kept in small cabins, out-houses, and sometimes in dwellings, by itinerant teachers who scarcely ever professed to teach anything higher than Webster's Spelling-Book, and arithmetic as far as compound numbers."

During the years 1868 and 1869 the General Government, at an expense of \$52,600, caused some twenty school buildings to be built, which accommodated about 2,500 pupils. In the decade beginning with the year 1870 many of the more prominent towns of the State of Florida (reaching one year to the number of sixteen) received from the Peabody Fund donations for the support of schools, varying in amount from two hundred to one thousand four hundred dollars each.

In the report of schools for 1874 (a very able and suggestive paper by the Secretary of State, the Hon. Samuel B. McLin, who was acting Superintendent), the school question is very fully considered. "Half a decade ago," he says, "there were no schools outside a few of the larger towns or cities. We have now nearly six hundred, scattered throughout the State. They are springing up by the highways and by-ways as pledges of future improvement and progress. * * * This is a revolution that cannot go backward. It creates its own momentum. It moves by a power within itself, and strikes out the light and heat of its own vitality." A law enacted in 1872 provided that all elementary schools should be graded, and divided into primary, intermediate, and grammar, and that the branches taught be confined to spelling, reading, writing, arithmetic, geography, and history; but up to 1877 little regard had been paid to the law, except by such schools as were aided by the Peabody Fund. These were uniformly graded and the school year lengthened to ten months. In the years following 1877 the system of grading was rapidly adopted, and it now generally prevails.

The record of the progress made by the public schools, more particularly since 1880, forms a very bright page in the history of Florida. Each year has chronicled a steady advance, and the aggregate results will bear favorable comparison with the educational statistics of any other State. The Superintendent has been able to report a gratifying progress in nearly every particular; in the growth of the schools in public favor; in the increased number of schools and school children; in improved buildings and enlarged funds; in a more intelligent and better instructed body of teachers; in a lengthened school year; and in a ratio of daily attendance which, if correctly reported, probably can not be surpassed in any of the older States.¹

STATISTICS.²

The school statistics during the earlier history of Florida are not very satisfactory, being apparently very incomplete. In 1840, five years before the admission of the State into the Union, there were 18 academies and grammar schools, with 732 pupils, and 51 common schools, with 925 pupils. The census report of 1850 gives the population of Florida as 87,000, of whom 47,000 were whites, and states that there were then 10 academies and 69 common schools, with 3,129 pupils. In 1860 (population 140,000) there were 97 public schools, with 2,032 pupils, and 138

¹ The school year consists properly of three terms of three months each, each month having twenty-two teaching days. In order to receive aid from the State fund the school must be in session for at least three months. Where schools are kept only for this short period in the year (and this until recently has been very generally the case outside of the villages) the ratio of daily attendance is doubtless much higher than it would be if the school were continued throughout the year.

² For fuller statistics the reader is referred to the census reports, and to the Annual Reports of the Commissioner of Education since 1867.

academies and other schools, with 4,486 pupils. The income from the school fund was \$22,386. In 1872, three years after the inauguration of the school system, with a population of about 195,000, the number of public schools was 400, and the expenditures in support of them \$80,000. The permanent school fund amounted to \$300,000. In 1880 the population had increased to 269,493 and the number of public schools to 1,131. In 1883-84 there were:

Youth of school age ¹	66,798
Youth enrolled in public schools.....	58,311
Average daily attendance.....	35,881
Number of public schools.....	1,504
Number of school-houses.....	1,160
Expended during the year for public schools.....	\$172,178
Value of school property in the State.....	\$210,115
Permanent school fund.....	\$429,984

In 1887, as follows:

Youth of school age enrolled.....	82,453
Average daily attendance.....	51,059
Number of public schools.....	2,104
Number of teachers:	
White.....	1,739
Colored.....	579
	2,318
Expended during the year for school purposes.....	\$449,299.15
Value of school buildings and grounds owned by the State and counties..	\$521,500.00
Value of school furniture.....	\$29,399.00
Permanent school fund ²	\$500,000.00

By the close of 1888 the number of public schools had increased to 2,249, the number of teachers to 2,413, of whom 620 were black and 1,793 white, while the number enrolled and the average daily attendance remained about the same as stated for the year 1887. The amount received from the school tax, from the common school fund, and from the State one-mill tax, and expended for the support of schools during the year, was \$484,110.23. The number of private schools and colleges in the State, as reported by the counties, is 137.

It will be seen that the increase in the number of schools since 1884 is 745. The gain for the same period in the total attendance is over 24,000, and the increase in the value of school property (not reported above for 1888) is not less than \$335,000.

¹ The enumeration of children and youth between the ages of four and twenty-one years and also between the ages of six and twenty-one years must be taken every four years by the county tax assessor.

² In addition to this there remain 400,000 acres of the lands donated to the State for common schools, which have an estimated value of \$1.25 per acre. It should be remembered also that Florida expended, during the Civil War, the principal of her common school fund and seminary funds for "arms, ammunition, and other purposes," and that she came out of the great struggle without other means for the reorganization of her schools than what could be derived from the lands remaining unsold and from the taxation of the people for purposes of education.

As an indication of the interest taken in education, it may be said that thirty-four out of the forty-five counties in the State levy the *maximum* tax of five mills toward the support of schools.

PRESENT OUTLOOK.

Much of the credit for this remarkable advance in public school education since the beginning of 1884 is due to the Hon. A. J. Russell, the present efficient Superintendent of Public Instruction. In a paper prepared by him in 1886, he makes use of the following language: "Thus we have reached a climax of which the people may be gratefully proud, and confidently hope for the very best results upon the next generation of its citizens. School-houses, suitably furnished, are now scattered in neighborhoods in most of the counties, while there is not a county in the State not organized in accordance with the school law, having good schools in operation for both white and colored children, the latter receiving the self-same provisions for their tuition as the former."

In his annual report for 1887 to the Governor he says: "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 de 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 hinderance, 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.

* * * * *

"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 rank.

"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."

SCHOOL OFFICERS AND THEIR DUTIES.

The *State Superintendent of Public Instruction*, who was formerly appointed by the Governor with the consent of the Senate, is now elected

quadrennially by the qualified voters of the State. He is required to have the oversight, management, and charge of all matters pertaining to the public schools, school buildings, grounds, furniture, libraries, text-books, and apparatus; to furnish school officers with the necessary blanks for official returns; to provide plans and specifications for constructing and furnishing school buildings; to call meetings of county superintendents and other school officers; to grant certificates to teachers, and fix the grades and standards of qualifications; to apportion to each county its share¹ of the school funds of the State; to decide questions of appeal, or refer the same to the Board of Education; and also to preserve educational and historical documents and specimens of natural history.

The *State Board of Education* is a corporate body, with full power to perform all corporate acts for educational purposes. It is composed of the Governor, Secretary of State, Attorney-General, State Treasurer, and State Superintendent of Public Instruction,—the Governor being president and the Superintendent of Public Instruction, secretary. It has charge of the school lands and school funds of the State; to it is intrusted the organization of the State University; it audits the accounts of the Superintendent, removes subordinate officers; and to it the Superintendent refers questions and appeals. It has also a co-operative power in the organization of the department of instruction for the diffusion of knowledge throughout the State.

Each *county board of public instruction*, of which the county superintendent is secretary and agent, is also a body corporate, and may take and hold real and personal property for educational purposes. It has charge of all school property in the county; locates and maintains schools when needed; examines candidates, and grants teachers' certificates which are valid in the county.

The *county superintendent*, who is now chosen by the people, is "the necessary agent between the State Superintendent and the county schools, and in his hands are the details of the whole organization. He is the medium through which all the operations of the entire system are carried on." He must familiarize himself with the needs of all the schools in the county, confer with and aid the teachers in their work, advise with the patrons of each school about the selection of suitable persons for trustees, over whom also his supervision extends. He is required to visit the schools in the county at least once during each term, and to him is often delegated by the county board the examination of teachers and other duties belonging to said board.

District trustees are appointed by the county boards, and have like charge and responsibility within their narrower spheres. It is their

¹The Superintendent apportions the interest on the school fund among the counties according to the number of children of school age, but the county boards apportion according to the average attendance of pupils between the ages of six and twenty-one years. By law of February, 1885, the tax collector pays over to the county treasurer the "mill tax," to be disbursed with the other school funds.

duty to visit the schools within their jurisdiction at least once in each month, and make quarterly reports to the county superintendent of their condition and efficiency; to co-operate with the teacher in maintaining order, and to suspend or expel pupils for misconduct. Usually a single school selects three trustees, but oftentimes but one, and for groups of schools from two to five trustees are sometimes appointed. Their appointment is made on the recommendation of patrons, and their term of office cannot exceed four years.¹

In choosing teachers, whenever the selection is not made by the trustees, it is customary to give notice to the patrons of the school that an election for that purpose is to be held. The candidate who receives the most votes is selected, unless he or she is found to lack the requisite qualifications. In cases where differences arise between school officers and teachers the matters in dispute are submitted to arbitration, or an appeal is taken to the county board, from which an appeal may be made to the State Board. The authority to grant teachers' certificates is vested in the State Board, Superintendent of Public Instruction, county boards, and county superintendents when authorized by county boards. The certificates received from the county boards are valid for one year in the county in which they are granted. Certificates issued by the State Superintendent are of three grades, and are valid in any part of the State for the time specified therein. A diploma from a normal college confers equal privileges and power. The laws of Florida require that "teachers licensed by State or county authorities must teach deportment and morals, and must inculcate the principles of truth, honesty, and patriotism, and the practice of every Christian virtue, and they may give instruction one half-day in each week in some branches of needle-work and manual labor."

THE EDUCATION OF THE FREEDMEN.

Among the first agencies employed in the effort to educate the freedmen were two which were under the control of colored people in the Northern States, and were known as the African Civilization Society, and the Home Missionary Society of the African M. E. Church. These societies established schools at different points in the Southern States, a few of which were opened in Florida, and were of much value in laying the foundation for the education of the colored race. Other northern societies had their representatives here, the New York branch of the American Freedmen's Union Commission being foremost. Through these different agencies about half of the colored schools of this period

¹ According to the Constitution of 1886, "the Legislature may provide for the division of any county or counties into convenient school districts; and for the election biennially of three school trustees, who shall hold their office for two years, and who shall have the supervision of all the schools within the district." It may provide, also, for the levying of a limited district school-tax whenever the qualified electors who pay a tax on real or personal property shall vote in favor of such levy. "Any incorporated town or city may constitute a school district."

were sustained. Nearly as many more were taught by freed persons who had acquired a little learning in their bondage, and were anxious to elevate the condition of their race. In all, some thirty colored schools were in successful operation at the close of 1865. In January, 1866, a bill was introduced into the Legislature providing for the education of the children of the freedmen, and levying a tax of one dollar each upon "all male persons of color between the ages of 21 and 45" years, and a tuition fee of fifty cents a month to be collected from each pupil. As soon as this became a law, a commissioner was appointed by the Governor with authority to organize colored schools, and enlist in his work the co-operation of all good citizens. This officer was everywhere welcomed and aided by the planters of the State; and during the first year he organized twenty day schools and thirty night schools. The latter were intended specially for adults, who often formed weird groups as they studied their books around the changing and uncertain light of the pine fire. There were enrolled in these schools 2,726 pupils, and, in addition, as many as 2,000 were thought to be receiving private instruction. In this movement for the education of the freedmen Florida is believed to have taken precedence of all the other Southern States.

During 1866 and 1867 the number of colored schools rapidly increased. The freedmen, in many instances, erected school-houses at their own expense, and heartily seconded the action of the Legislature. And just at this point the Freedmen's Bureau proved itself the efficient friend and ally of the colored people. This it did, principally, by aiding in the promotion of "school societies," whose object was to acquire by gift or purchase the perfect title to eligible lots of ground for school purposes. Each of these lots, not less than an acre in extent, was to be vested in a board of trustees. The Bureau also supplied lumber and other materials necessary to the construction of school buildings. This work was ably seconded by many landed proprietors, who furnished school lots and otherwise rendered moral and material support. But this prosperity was soon checked by reason of the "hard times," and the unsettled political condition of the State which followed after the War. For the four years from 1865 to 1869 the largest number of schools was seventy-one and the largest number of teachers sixty-four. Of the teachers one-half were white. The average number of pupils in attendance was thought to be about 2,000. The studies were "the alphabet, easy reading, advanced reading, writing, geography, arithmetic, and higher branches. The cost of these schools was reported to be, for 1867, \$21,000, and for 1868, \$19,200, of which amounts \$600 were contributed each year by the freedmen. At a later period we find the Freedmen's Bureau rendering aid by paying a rental of ten dollars each on seventy-five school-houses, which were scattered through nine counties. In reality this money was devoted to the payment of teachers' salaries.

In the common school law of 1869 no reference is made to the complexion of the children for whom it was framed, and henceforth it be-

came the business of the State to see that equal school privileges were accorded to the two races. That progress among the colored people was for many years slow is evident from the annual school reports. The teachers employed were largely men and women of their own race, who, having had very inadequate opportunities for education, often brought the schools into disrepute. But, as the years passed, one improvement followed another, until, as early as 1878, the Superintendent reports that the colored people expressed themselves satisfied that justice had been done them. To-day their children are taught in separate schools, but they have the same help from the school funds, the same supervision, and are subject to the same regulations as those of the white race. Teachers' institutes and normal schools have been provided for both, but it is yet too soon to expect that in general the qualifications of the colored man will compare favorably with those of the white man. As the former is still the teacher of the colored children, these must to a certain extent suffer loss. It is to be hoped, however, and from the superior advantages now offered to colored teachers it is fair to conjecture, that this inequality will ere long be remedied.

Secondary Colored Schools.—Lincoln Academy at Tallahassee and Union Academy at Gainesville were the first schools established with the view of furnishing instruction to colored youth in advanced studies. Some time after their organization an appeal was made to the agent of the Peabody Fund to contribute to their support. This was granted, and at first \$300 was given annually to each academy, but on the condition that it should be used principally for the training of teachers. After 1879 the amount was increased to \$400, and this, or the former sum, continued to be donated for many years. In 1881 Lincoln Academy had an efficient corps of teachers, consisting of a principal and four assistants, with two hundred and fifty pupils, and the school year extended through nine months.

The Legislature of 1886 ordered the establishment of a normal college for colored youth. This was opened in Tallahassee in 1887. Its history will be given in connection with the normal college for whites. Probably the best equipped colored school in Florida is the public school in Jacksonville. In addition to its regular work an industrial department has been recently added. This was brought about as follows: During 1887, through the earnest efforts of the State Superintendent, seconded by the county board of Duval County and the colored people of the City of Jacksonville, the necessary steps were taken to secure from the agent of the Slater Fund an annual appropriation of \$1,000 to be used for the teaching of the industrial arts. Through the commendable enterprise of the colored people a suitable building was speedily erected on the grounds of the graded school above referred to, and this was opened for instruction in October a year ago. "Eight sets of wood-working tools were procured, work benches built, and everything in readiness. A teacher was employed, a white man, a practical archi-

tect 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 are taught, and where it is designed that cooking, laundry work, and other things qualifying the good housewife shall be taught." Two hours each day, so appointed as not to interfere with his studies in the school, are spent in this way by each pupil, and the results have already been most satisfactory. This, it is hoped, will be but the beginning of the adoption of industrial training in the schools of the State.

Cookman Institute—A normal and biblical school for colored students.—This Institute was founded and is sustained by the Freedmen's Aid Society of the Methodist Episcopal Church. Its mission is set forth in the following language: "The public schools need a better class of teachers, and the pulpits a more intelligent ministry. * * * Cookman Institute supplies a great want of many of the colored people whose future largely depends upon our efforts. We have enlarged our plans to meet the demand and hope to fill teachers' positions and pulpits with more efficient workmen." The president of the school says: "Our graduates honor themselves in their success in life, and show what education will do for the people when extended courses of study are pursued. The lawyer, the doctor, the minister, comes to be a man of power when he avails himself of such facilities for study."

The school, which is open to both sexes, was founded in 1872, in Jacksonville, and had as its object the education and elevation of the needy and neglected masses among the freed people. Since its founding it has made a great advance in the quality of the instruction given and in its courses of study. The growth of its material interests has been no less pleasing. Beginning in a "little old church," it finds itself to-day in a commodious brick building, free of debt, which is capable of accommodating 50 boarders and 150 day pupils. The school year continues through nearly seven months, viz, from the second week in October to the close of April. The number of pupils in attendance during the year 1886-87 in the academic and normal departments was 167. The courses of study seem well adapted to the needs of the pupils. There is a thorough course in English, a course in history, and a four years' course in the following branches: In mathematics, ending with the sixth book in geometry; in Latin, in which the most advanced authors read are Cicero and Virgil; and in descriptive and physical geography, to which latter are to be added the primary principles of botany, geology, mineralogy, and natural history. Besides these studies there are in the curriculum political economy, pedagogy, mental science, philosophy, and rhetoric. The necessary expenses for tuition and board are very small, and none who have an ambition to obtain an education ought to feel debarred on this account. The president, Rev. S. B. Dar-

nell, has been at the head of the Institute during the whole of its history, and deserves much credit for his wise management of its affairs. There are seven others associated with him in the board of instruction.

A college for colored youth has also been established, by the Baptist Missionary Society of the North, at Live Oak, in Savannah County, which is said to be doing good work. Besides its aim to furnish a literary education, it insists that its students shall pursue an industrial course of study.

The Congregational Church has interested itself in a like work, and has established near Lake City the "Florida Normal and Industrial College." This school was opened in 1886, and a colored man placed at its head.

TEACHERS' INSTITUTES.

The training of teachers is now recognized as one of the most important educational agencies in the State. Since the organization in 1879 of the first teachers' institute they have rapidly grown in favor, and their beneficent effects are seen in a greatly improved corps of teachers, whose laudable ambition is "to excel in everything that tends to make a real teacher." Generous appropriations have been made by the Legislatures to defray the expenses incident to holding the institutes, and the State Superintendent has, since 1880, visited annually many of the counties and personally organized and conducted them. In February, 1886, a State Teachers' Institute was held and a State association organized. At the Florida Chautauqua, held each year since 1885 at De Funiak Springs, much profitable instruction has been given to a large body of the teachers of the State. The subjects have related to the most important methods of teaching, and the lecturers have been some of the most eminent men who to-day adorn the teachers' profession.

In June, 1887, the State Superintendent organized a corps of five instructors, who for a period of sixteen weeks successfully conducted teachers' institutes in thirteen counties. At the head of these instructors was Prof. H. N. Felkel, and in his report to the Superintendent he states that their work "has resulted in giving a new impetus to educational thought in our State;" that the citizens generally are disposed to foster it, and that "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. * * * 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."

NORMAL SCHOOLS.

In taking the initiatory steps for the training of teachers Florida was greatly assisted by the Peabody Fund. In 1877, through aid from this fund, provision was made for three scholarships in the normal department of the Nashville University. Two years later five scholarships were added, and in 1880 the number was increased to ten, each scholarship drawing an annual income of \$200. These were for the benefit of white students. In addition aid was offered to schools that would maintain a normal department. In the course of ten years \$52,650 were donated by the agent of the Peabody Fund to schools in Florida, a large portion of which was definitely set apart for the training of teachers.¹ All schools receiving this aid were required to have an enrolment of a hundred pupils, with a teacher for every fifty. The average attendance must be not less than eighty per cent. of the whole number enrolled, and the school year must continue through ten months.

The first normal class for whites appears to have been formed in the East Florida Seminary at the close of 1879 or beginning of 1880. In the latter year the seminary was organized as a State normal school. It offered free tuition to one student from each legislative district. In 1881-82 forty students were enrolled in the normal course. In 1883-84 there were normal departments in both the East and West Florida Seminaries, besides the normal schools for colored teachers at Tallahassee and Gainesville.

A very flourishing Normal School and Business Institute has been established at White Springs, in Hamilton County, of which Professor J. L. Skipworth is president. This is an incorporated institution (act of June, 1887), and it has already an attendance of one hundred and fifty pupils.

Normal classes are now conducted in a large number of the colleges and secondary schools, and instruction is given in the most improved methods by experienced teachers. At the session of the Legislature in 1887 provision was made for the organization of two normal colleges—one for each race. In October of the same year these colleges were opened and put in operation, the one for white students at De Funiak, in Walton County, and the one for colored students at Tallahassee. The president of the former, Prof. H. N. Felkel, writes that "the initial term began October 5, 1887, with an attendance of sixteen students. There were accessions from time to time until, at the end of the fifth month, there were fifty-seven matriculates. * * * There are

¹In 1884 the sum of \$1,500 was given from this fund on the condition that it should be expended upon teachers' institutes and public schools. But at the meeting of the trustees of the fund in 1885 the usual donation to Florida was denied "upon the alleged ground that the State refused to pay either principal or interest on certain funds held by the trustees, said to be bonds of the State of Florida."

A full statement of the position taken by the State is given in the report of Hon. Henry R. Jackson to the Trustees of the Peabody Fund, a copy of which appeared in the "Annual Trade Number, 1886," of the Jacksonville Times-Union.

at present three instructors—a president and two assistants.” A year later it is reported to have seventy-five students and to be doing most excellent work.

The president of the colored normal, Prof. T. De S. Tucker, gives the following history of the college: “Up to the assembling of the convention of 1885, which framed the present organic law of the State, there was a growing conviction in the public mind that the colored people of the State should be given the advantages of an education higher than that furnished in the common schools. This found expression in an article in the Constitution providing for the establishment of a normal school for the race. * * * The benefits of the institution are open to persons of both sexes ranging from sixteen years and upwards. The first session began on the 3d of October last with an attendance of fifteen scholars, who had successfully passed the examination requisite to admission. There are now (February, 1888) enrolled thirty-nine,¹ with an average daily attendance of thirty. About half as many as the enrolled number have been rejected, owing to failure to pass the examination. In every respect the school promises splendid results. The race for whom it is established not only prize it, but have already learned to esteem it as a potent factor to their elevation. The scholars are delighted with the facilities for higher training which they enjoy, and are making very commendable progress in their studies. As yet we have representatives from only six counties, but the indications are that by next session we shall have students from nearly every section of the State.”

The Superintendent in his report speaks very highly of the heads of these colleges, and says of the latter that he understands fully “the needs of his race.”

The course “consists of two years in the art of teaching and imparting instruction.” Diplomas are granted to the graduates, who are thus made licentiates of instruction. “These diplomas constitute life certificates of the first class in the State of Florida. An academic, or preparatory course, which is the same in both institutions, is also given, so that students who have not been well prepared in their academic work may be thoroughly prepared to enter upon the college course.”

The studies in the colored normal college, though equivalent, differ in some respects from those pursued in the normal at De Funiak. Besides being qualified educationally to enter upon school work, the graduates from both colleges will be well versed in improved methods of teaching, in bygiene, in ventilating, lighting, and beautifying the school-room, and in “making it a place to win the esteem and affection of the pupil and command the respect of the patrons.”

Both of these schools have been supplied with modern furniture, “with globes, atlases, blackboards, 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

¹ The number was increased to fifty-two before the close of the academic year.

departments for study and recitation. A college building was furnished the white school at De Funiak."

ACADEMIES AND HIGH SCHOOLS.

At the close of the War, or soon thereafter, most of the old academies, which were formerly managed by boards of five to nine trustees, ceased to exist. Subsequently some of them were revived and conducted as free schools, though not always with success. Jefferson Academy, at Monticello, which survived the War, adopted the free school system and so continued for ten years (being aided by the Peabody Fund), but in 1877 it reverted to the old system of tuition fees.

In 1875 there were reported to be twelve high schools, aside from the East and West Florida Seminaries. Their curriculum embraced "Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and the higher branches of arithmetic." In the annual report for 1878 the number of high schools is placed at fifteen. It is doubtful if more than one or two of these compared favorably with schools of like name in the older States. Exception should be made in the case of the high school at Jacksonville. This was established in 1877, and has now an enrolment of about one hundred pupils. It has two courses of study, an English and a classical, each extending through four years, and in the quality of instruction, and in the advanced studies pursued, it is scarcely inferior to the colleges of the State. Still, it does not affect a college course. The most advanced branches taught are, in mathematics, trigonometry; in Latin, Virgil's *Æneid* and Cicero's *Orations*; in Greek, Xenophon's *Anabasis* and Homer's *Iliad*. It has a course of one year in history and of two years in French. To all who complete either course of study and obtain an average of excellence equal to 75 per cent. diplomas are awarded. Two honors are also assigned, and two medals awarded each year for excellence in scholarship and deportment. Free tuition is given to all pupils resident in the county; others are admitted by the payment of forty dollars annually.

PUBLIC SCHOOL LANDS.

In the famous Ordinance of 1787, setting apart "Section 16 of every township" for the maintenance of public schools, there is this memorable declaration: "*Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged.*" By this ordinance there was also set apart not more than two complete townships of land in each State, to be given perpetually for the purposes of a university.

Besides the sixteenth-section lands which Florida received, Congress enacted in 1823 "that an entire township in each of the districts of east and west Florida shall be reserved from sale for the use of a seminary of learning, to be located by the Secretary of the Treasury." Again, in 1845, when Florida became a State, Congress voted "two entire town-

ships of land in addition to the two townships already reserved," in consideration "of the concessions made by the State of Florida in respect to the public lands." By act of Congress, in 1841, five hundred thousand acres of the public lands were added to her school fund. In 1862 Congress appropriated to the several States thirty thousand acres of the public lands for each Senator and Representative in Congress, for the purpose of establishing a fund for the endowment of agricultural colleges.

In the Constitution of Florida adopted in 1865, we find under "Education" the following:

"SEC. 1. The proceeds of all lands for the use of schools and a seminary or seminaries of learning shall be and remain a perpetual fund, the interest of which, together with all moneys accrued from any other source applicable to the same object, shall be irrecoverably appropriated to the use of schools and seminaries of learning, respectively, and to no other purpose.

"SEC. 2. The General Assembly shall take such measures as may be necessary to preserve from waste or damage all lands so granted or appropriated for the purpose of education."

Altogether there have been donated out of the public domain in Florida, for the benefit of common schools, 908,503 acres; for the endowment of a State college or university, 92,160 acres; and for the endowment of two seminaries, 85,714 acres.

HISTORY OF THE SEMINARIES AND COLLEGES.

"The men who laid the foundations of our institutions were not guilty of the absurdity of supposing that any system of elementary education, however excellent, could long thrive, unless there were vitally joined with it, as part of the same system, provisions for a broad and generous higher education."¹

The first step taken by Florida towards the establishment of schools for higher education is found in the act of the Legislature January 24, 1851, in which it is provided that "Two seminaries of learning shall be established, one upon the east, 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 citizenship." "Lectures on chemistry, comparative anatomy, astronomy, and the mechanic arts, agricultural chemistry, and on any other science or any branch of literature that the board of education may direct, may be delivered to those attending the seminary in such manner, at such time, and on such conditions as the board of education may prescribe."

¹ From the American Educational Annual, Vol. I, 1875.

This act was followed by others in 1853, 1857, 1861, 1862, and 1866—all having reference to provisions for these schools which were established, the one at Tallahassee, the other at Ocala,¹ and which continued up to the formation of the State Constitution of 1868, and practically for a decade following, the only public educational institutions of higher grade than common schools. In 1862 the Governor was authorized to create a board of education consisting of six persons besides the county superintendent of schools, who was to be secretary and member *ex officio*. This law has since been modified and now reads substantially as follows: There shall be appointed by the Governor, by and with the consent of the Senate, seven persons, not more than three of whom shall be residents of the town or county in which the seminary is located, for each of the two seminaries of learning as members of a board of education, who shall hold their office for four years, and the members of said board of education shall annually elect one of their number as secretary, and one as president. The treasurers of the counties in which the seminaries are situated shall be, respectively, by virtue of their office, treasurers of the board, and each shall give such security for the faithful performance of his duty as the board for which he is treasurer may require of him.

Among the powers intrusted to this board were the following: The appointment of principal and assistants; the establishment of an experimental school in connection with the seminary; the purchasing of grounds and the erection of suitable buildings, and furnishing them with apparatus, books, and all necessary appliances, and the providing instruments of husbandry and mechanical tools. They were to establish rules and regulations for the admission of pupils; appoint annually a board of visitors, who were to report to the State superintendent; provide courses of lectures upon chemistry, comparative anatomy, etc., and upon any science or branch of literature that they might think best adapted to advance the interests of the seminary. The control of all funds belonging to the seminary was placed in their hands, and no money was to be drawn from the treasury except "upon the warrant of the comptroller, issued in pursuance of a certificate of the board of education, signed by their secretary and countersigned by their president." Other and enlarged powers were conferred upon this board, making it a body corporate and empowered to "purchase, have, hold, possess, and enjoy" goods, chattels, and effects of every kind, and grant, alien, sell, invest, and dispose of the same; "provided the same be not repugnant to the Constitution and laws of this State or of the United States." In brief, to this board was intrusted the supervision of the entire interests of the seminary.

It is made the duty of the county commissioners of each county to select the candidates for admission to the seminaries. The number of these is in proportion to its representatives in the State Assembly, each county being "entitled to as many free students as it has members in

¹ See below.

the lower house of the Legislature." Other pupils are admitted at a reasonable rate of tuition.¹ The State Superintendent is required to visit each seminary at least once a year, and embody in his annual report to the Governor a statement of its condition, its "prospects, progress, and usefulness," in order that this may be laid before the Legislature at each regular session thereof.

EAST FLORIDA SEMINARY.

In 1848 the Governor of Florida requested the citizens within each county east of the Suwannee River to say how much in lands, buildings, or funds they would give to secure the location of the seminary within their bounds. In reply, the citizens of Marion County agreed to give sixteen lots, located in the city of Ocala, with a building erected thereon, and \$1,600 in money. Accordingly, by act of 1852 Ocala was selected, and the seminary was opened in the following year. Here it remained until 1866, when by act of Legislature it was removed to Gainesville.² The object designed by this removal seems hardly to have been attained, for the fact still remained that the income of the seminary fund was expended in maintaining a *local* high school, the counties within the legal territory of the seminary very rarely taking advantage of the privilege accorded to them of sending pupils free of charge for tuition.

Superintendent Edwin P. Cater, A. M., who has for many years been the efficient head of the seminary, makes the following contribution to its history :

"During the period of Florida's territorial organization the General Government donated two townships of land for the purpose of establishing a seminary of learning, and, when the Territory became a State, two other townships were added to the original donation. * * * About three-fifths of these lands have been sold and the proceeds (\$91,000) invested in State bonds, the interest of these bonds constituting the present income of the two seminaries. * * * Up to the year 1877 the seminary was little more than a public school for Gainesville. At that time certain improvements were inaugurated, the school was thoroughly graded, and the foundation laid for steady progress in all respects. The age of the students ranged from four to twenty-four years, and the range of studies was correspondingly great. Since then the policy has been to gradually drop the lower classes and in the same

¹ See below in regard to tuition in the West Florida Seminary.

² The Constitutional convention of 1885 decreed that Ocala should be reimbursed for the damage to her interests occasioned by the removal of the seminary, and the Legislature of 1887, in order to settle and pay this claim, made an appropriation of \$5,400, and directed that it should be used "for the erection of public school buildings and the purchase of apparatus necessary for carrying on graded schools." One thousand six hundred dollars of this appropriation was voted by the town of Ocala to assist in defraying the expense of a building for the colored school, now known as the Howard Academy. The balance is invested, and is to be used in maintaining a high school for white pupils.

proportion raise the age limit, so that at present no students are received under thirteen years of age. The number of classes is now limited to four, and the course of study embraces the following branches, viz: In mathematics, arithmetic, commercial arithmetic, algebra, book-keeping, and plane geometry; in science, descriptive geography, history of the United States, physiology, physical geography, elementary physics, and elementary chemistry; in English, spelling, reading, grammar, elocution (including the study of authors), and rhetoric; in ancient languages, a three years' course in Latin and a two years' course in Greek. In writing and drawing there are daily lessons. There are also in the curriculum, as stated in the annual calendar, general history, plane trigonometry and surveying, geology, and botany.

"There are three examinations during the annual session: (1) The entrance examination at the beginning of the session, to determine the classification of candidates for matriculation; (2) the intermediate examination of classes at the close of the first term; (3) the final examination at the close of the session.

"Since 1883 the school has been strictly military in its organization and government, and the military department has been under the charge of an officer of the United States Army, detailed for that purpose by the Secretary of War. At the same time the military duties of the students are not allowed to interfere with their academic work, but all drills, etc., occur in the afternoon at the close of the regular school work. The hours spent at Northern military schools in the heated drill-rooms are here spent in the open air, with all nature's resources supplementing the art of man.

"The seminary has a full equipment of infantry arms and accoutrements; and also two three-inch steel rifled guns for instruction in artillery drill.

"This institution is a *school*, not a *college*. The design of its course of study is to prepare boys and young men for admission into university classes, or for entrance at once upon the active duties of life.

"Of the twenty-eight counties which constitute its legal territory, twenty-one have representatives now in school.

"Up to 1883 the building consisted of a wooden structure badly designed and poorly constructed. There are now two buildings, one a handsome brick edifice, of the most approved style of school architecture, the other of wood, 197 feet long and 92 feet wide, built in the form of a quadrangle, enclosing an open court 150 feet long and 50 feet wide. This latter building is the barracks, or dormitory, and all teachers and non-resident male students are required to live in it.

"The seminary is entitled by law to grant diplomas and to confer degrees. On completion of the English course the English diploma is given, and on completion of the other courses, viz, the commercial, classical, and scientific, appropriate diplomas are given. In 1882, when these diplomas were first granted, there were three graduates; in 1883, five; in 1884, one; in 1885, four; in 1886, seven; in 1887, seven; and in 1888, eleven.



EAST FLORIDA SEMINARY, GAINESVILLE, FLA.

"The seminary has maintained for a number of years a normal department, the State making a special appropriation therefor. In this any white person of sufficient educational attainments and sixteen years of age, by agreeing to make teaching a profession, has been granted free tuition in classes which were independent of the regular seminary course. As the new Constitution of the State provides for separate normal schools this department has been discontinued.

"In consequence of the increased requirements for admission there has been a marked reduction in the number of pupils in attendance at the seminary, but full compensation in the age and advancement of those enrolled. During the past academic year—the 35th since its founding—the average of the actual daily attendance was 75.30, and the whole number enrolled ninety-three. The average age of the seventy-nine male students was seventeen years, and of the fourteen female students sixteen years.

"Notwithstanding the epidemic of 1888, which delayed for two months the opening of the school year of 1888-89, the superintendent reports in March, 1889, that the institution is prospering beyond their expectations; that there is a slight decrease in the number enrolled, but that among the students there are representatives from South Carolina and Texas.

"In the academic building there is a room devoted to the library.¹ This now contains between 800 and 1,000 volumes, all said to be works of solid merit."

The board of instruction and government consists of seven members, who have proved themselves very efficient in their several departments. To the president the prosperity of the seminary is eminently due. Colonel Cater was born in Columbia, S. C., and is a descendant on both ancestral lines from clergymen of the Presbyterian Church. He was graduated from Oglethorpe University, Georgia, in May, 1861, and a month later entered the Confederate army, in which he served until the close of the War. From that time on he has devoted his life to teaching, meeting with uniform success, first as principal for four years of academies in Tennessee, and then for seven years at the head of higher or collegiate institutions in Georgia. In June, 1887, he was called to the principalship of the East Florida Seminary, which position he has since held. Throughout his career as a teacher he has so distinguished himself as to win from the most eminent friends of each institution over which he has presided

¹ There has been and is still a great lack of good public libraries in Florida. In 1850 there were no college libraries, no student libraries, only one public school library with a list of 200 volumes, and two State libraries with an aggregate collection of 4,000 volumes. During the next twenty years a gratifying advance was made, so that in 1872 there were reported to be seventy-five public libraries with 25,374 volumes, and one hundred and seventy-eight private libraries with 87,554 volumes. In Bowker's Library List, published in 1887, the number of volumes in the public libraries is stated to be 26,660; but this publication eliminates minor libraries of under a thousand volumes.

the highest encomiums respecting his character, scholarship, and ability as a manager and disciplinarian. His most important work has been done in connection with the East Florida Seminary. He found it merely an ungraded public school without reputation, and miserably housed. It has now commodious and suitable buildings, and is patronized by the entire State; and, as the record shows, is doing excellent educational work.

WEST FLORIDA SEMINARY.¹

On November 24, 1856, it was resolved by the board of trustees of the Florida Institute (owned by the city of Tallahassee) that the intendant address a letter to the President of the Senate and Speaker of the House of Representatives of the State of Florida, offering to the said Legislature on and in behalf of the city of Tallahassee \$10,000 as an inducement for the location of the State seminary in said city, the seminary edifice (then in use of the Florida Institute) with its appliances to be given at an appraised value, and the rest to be paid in money. The city also agreed to pay \$2,000 annually for the tuition of the children of Tallahassee.

The tender was made and accepted, and on the 27th of March, 1857, the property and school, known as the Florida Institute, was turned over to the board of education chosen for "the Seminary West of the Suwannee River." On December 23, 1857, this board authorized the purchase of the lots adjoining the seminary property. The property above enumerated embraces about nineteen acres, on which there is a two-story brick building, the whole being worth about \$10,000.

Up to June 14, 1858, only males had received instruction. On that day it was resolved, "That the Board provide for the instruction of females from and after the 1st day of October next." August 28, 1858, the board accepted a deed of conveyance from the president of Leon Female Academy of two lots in the north addition of the city of Tallahassee, and the seminary has ever since maintained a female department. This department was conducted in the building just referred to, separately from the male department, until October, 1882, when the two were merged. From that date to the present time the males and females have been taught in the same building and classes. This "Seminary West of the Suwannee River" (popularly known as the West Florida Seminary) has been in operation from February, 1857, except that the male department was suspended about one year during 1862-63. Supported by the interest from the seminary fund and a fund given by the city of Tallahassee, as also by tuition fees until 1869, it was able to offer good facilities for instruction, and did in fact for many years sustain an excellent local reputation. For some time after the War aid was given to it from the Peabody Fund, and occasionally, as

¹ Much of this sketch of the West Florida Seminary is collated from a paper furnished me by its president, Col. George M. Edgar, LL. D.

would appear from the report of 1878, the county board of public instruction contributed towards the payment of the teachers' salaries. In 1877-78 there were one hundred and twenty students of both sexes in attendance, but in 1880, by reason of the increased requirements for admission, the number was greatly reduced. During the year 1883-84 there was a corps of seven professors and seventy-four matriculated students, only eighteen of the latter being beneficiaries, who had been sent from seven counties within the legal territory. At that time the academic buildings were enlarged, new school furniture procured, and the appointments of the school in many ways improved. It was in the above named year that the West Florida Seminary was organized as the literary college of the Florida University, but this coalition was of brief duration.

"The assets of the seminary are as follows: \$45,000 in bonds, drawing interest at the rate of 6 and 7 per cent., and about \$15,000 in real estate. Besides this, it is the residuary legatee of the late Judge J. D. Westcott. It is not known yet what amount will be realized from this source, but I should say not less than \$30,000. Six per cent. on that amount has been received the past year, and we expect to receive more next year. Further, the seminary owns a half interest (the East Florida Seminary owning the other half) in 30,000 acres of land, much of which is valued at \$5 per acre. The institution may be safely estimated to be worth from \$115,000 to \$120,000. The \$45,000 to which I refer is half of the proceeds from the sale of the seminary lands donated to the State by Congress in 1823 and 1845, of which grants 30,000 acres remain unsold.

"For several years the institution did not flourish, but recently it has revived, and the attendance in 1887-88 was 50 per cent. greater than in the preceding year, viz: seventy-four pupils. It is expected that there will be a still greater increase in the near future. The appliances of the seminary for instruction are not adequate to its wants, but the management hope to be able soon to add to them. Tuition in the seminary is free to all Florida youth. The institution has power to confer degrees, and its charter is ample in its provisions for the maintenance of a university. We have now two college classes and two high school classes."

Dr. Edgar was called to the presidency of the institution in August, 1887, and from a report made by him to the Superintendent of Public Instruction in the ensuing December I extract the following:

"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,' as authorized by the act of 1861, though teaching a nominal collegiate course in connection with the common school branches. It appears, 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 appropriations 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, and, in view of the fact that in the past five years special schools have been founded for promoting technical training, to leave open the question of its development in the technical departments * * * 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 non-essential feature, like the military, * * * 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.

“The board of education completed the reorganization of the institution by the election of Prof. A. F. Lewis, A. M., of the College of New Jersey, Princeton, and of Miss Elizabeth Bangs, A. B., of the University of Michigan, as my associates,¹ teachers of superior qualifications and successful experience.”

The buildings of the seminary are unpretentious and ill adapted to meet the wants of the school under its present management. Plans, however, have already been drawn, and it is proposed, with hopeful augury of success, to erect within the coming year (1889-90) two commodious and ornate buildings upon the present campus; or, in lieu of that, to choose a new and more central site and build thereon.

President Edgar, whose management has already given new life to the seminary and added many to the number of its friends, is a graduate from the Virginia Military Institute, and has now for more than twenty years devoted himself to the teacher's profession. Besides other prominent positions with which he has been honored, he was for some years the successful president of Oakland College, in Mississippi, and later of the Arkansas Industrial University.

So satisfactory is the present management of the seminary, that within the past year the Governor of the State and the Superintendent of Public Instruction have taken occasion to express their good opinion of it, and to recommend the institution to the people of west Florida.

The following, which is taken from the catalogue of 1888, gives an exhibit of the courses of study and the work which the seminary hopes to accomplish:

“In the collegiate department two courses are taught,—the classical course, leading to the degree of bachelor of arts (B. A.), and the literary course, leading to the degree of bachelor of letters (B. Let.).

“The classical course embraces Latin, Greek (or French and German), mathematics, English, history, philosophy, and natural science.

“The literary course embraces Latin (or French and German), mathematics, English, history, philosophy, and natural science.

¹ Another instructor has since been added.

"In Latin the following authors, or their equivalents, are read: Cæsar, Sallust, Cicero's orations against Catiline, Cicero de Amicitia, Virgil, Livy, Tacitus, Horace, and Juvenal.

"In Greek, Xenophon's Anabasis, Lysias (three orations), Homer's Iliad, Demosthenes, Plato's Crito and Apology, and Sophocles.

"In both Latin and Greek the grammar and idioms are carefully studied, frequent exercises are required in rendering English into Latin and Greek, and due prominence is given to the study of the Latin and Greek metres.

"In teaching French and German the 'natural method' is combined with the grammatical. Both oral and written translations are required, and frequent exercises given in translating English into these languages. The more difficult principles of the grammar are discussed only with advanced students.

"The course in mathematics embraces algebra, geometry, plane and spherical trigonometry, surveying, mensuration, analytical geometry. Calculus will be substituted for other studies in the curriculum for those desiring it.

"The aim in the department of English is to make the study of the language of disciplinary value; to promote correct, clear, and elegant expression; to teach the science of discourse and correct principles of criticism; and to lead the student to a just appreciation of the richness of our literature.

"With this view, the drilling in grammar and analysis in the high school course is followed by the study of rhetoric, both as an art and science, of the masterpieces of English literature, its history and growth; the whole being interspersed by frequent practical exercises requiring original investigation, comparison, and thought.

"In history and political science the purpose is to study the moral, social, and political forces which have operated in the development of national life, and to apply the lessons thus learned to the solution of the social problems of our time. Appropriate text-books in history, government, and economic science form the basis of instruction, which must necessarily be amplified by lectures and reference to the larger works on these subjects and to standard reviews and other periodicals.

"The department of philosophy embraces psychology, ethics, logic, and the history of philosophy. In the study of the mind, no theory or doctrine is urged for acceptance which is not based upon a philosophical induction from the facts of consciousness. The freest and fullest discussion of opposing views is encouraged."

In natural science the aim is to give a good summary of the facts and principles of the leading sciences. The sciences of observation, such as physiology, zoölogy, and botany, are taught chiefly in the high school course, both because they are easily acquired by young students and to gain more time for the study of the more difficult sciences—physics, chemistry, astronomy, and geology—in the collegiate course.

In addition to these courses, drawing has recently been introduced as one of the regular studies of each class.

An examination is held at the close of each term. All examinations are chiefly in writing, though oral illustrations and manipulations may be called for by the examiner to satisfy himself that a student understands his answers, and has a practical knowledge of the subject. For the present, the time required to take a degree will depend upon the stage of advancement, aptitude, and diligence of the student.

Besides the degrees of bachelor of arts and bachelor of letters to be conferred upon the students who complete the two regular courses, certificates of proficiency will be conferred upon those who satisfactorily complete any one of the departments or schools.

The following prizes are offered for the ensuing session: A gold medal to cost not less than \$10 is offered to the student who shall attain to the highest grade in scholarship and department combined. A gold medal of equal value to the above is offered by the board of education to the student of each of the regular classes who shall attain to the highest average in his class after examination.

Candidates for admission into the seminary must be well grounded in the branches usually embraced in the highest grade of the common schools. Allowances will be made for the differences in the standard of these schools, but it is the desire of the board of education to confine the teaching in the seminary, as far as possible, to high school and collegiate studies.

The school year begins on the first Monday in October, and continues thirty-six weeks, being divided into two terms.

THE STATE AGRICULTURAL COLLEGE.

By act passed July 2, 1862, Congress appropriated to the several States "land scrip to the amount of 30,000 acres of the public lands for each Senator and Representative in Congress, on condition that within five years¹ each State or Territory claiming the benefit of the act proceed to the establishment of a college. The intent was that the lands thus donated should be sold and the proceeds invested in such a way as to form a permanent endowment. The object of the colleges to be established is thus set forth: "To teach such branches of learning as are related to agriculture and the mechanic arts, without excluding other scientific and classical studies, and including military tactics, in such way as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Rarely has Congress legislated more wisely. For twenty years this act has been of incalculable benefit to the youth of the nation. The schools established under it have been the "colleges of the people,"

¹This condition appears to have been modified.

since they are the natural outgrowth and completion of the free common school system of the country.

In 1870 the Legislature of Florida voted to establish an agricultural college under the provisions of this act. It provided for a board of trustees who should be authorized to claim and receive from the Secretary of the Interior the "land scrip" voted by Congress, and to "sell and assign this scrip, or locate and thereafter transfer and convey the lands," and use ten per cent. of the proceeds from the sales for the purchase of a site for an experimental farm. The balance of the proceeds was to form a permanent fund, and the trustees were directed to invest it "in the stocks of the United States, or of some of the States of the Union, bearing an annual interest of not less than six per cent. on the par value." The interest was to be applied to the purposes set forth in the statement of the design of the college. Neither principal nor interest could be devoted to the purchase, erection, or repairs of any building, nor for any other purpose than that expressed in the design of establishment. The college was to be located as near the centre of the State as possible, and the trustees were required to secure by gift or purchase a tract of land of not less than 100 acres, "to be used as an experimental farm, or for the location of workshops, or otherwise to promote the objects of the institution."

The president, professors, and superintendents of the college were to be chosen by the board of trustees, and they, with the secretary of the board, were to constitute the faculty of the college. Each county was to have the right to send as many students to the college, who were to have free tuition, as it had representatives in the General Assembly; and these were to be selected by the county board of public instruction "from among the most advanced pupils in the common and high schools who shall present themselves as candidates." The pupils selected must be "those best qualified as to scholastic attainments, good health, and upright moral character." Before admission to college they were, however, to be re-examined and approved by the faculty. In case the county board failed to make selections, as the law required, pupils holding high rank in the schools of the county could apply in person to the faculty for examination and admission.

It was made the duty of the board of trustees to report annually to the Superintendent of Public Instruction, and this officer was required to transmit said report to all other colleges endowed by said act of Congress creating agricultural college lands. A copy also was required to be sent to the Secretary of the Interior, and one to each House of Congress. It was further provided that "the Legislature may add other departments of learning to this college when the endowments of such departments shall have been provided for;" and also that "the Justices of the Supreme Court shall constitute an examining committee with power to investigate the affairs of the college and the corporation, and to appoint proxies to act in their stead."

In 1872, the Legislature made it the duty of each State Senator during his term of office to nominate and send one student from his senatorial district to the college, who should be entitled to receive the benefits of a full course of instruction without cost for tuition.

The next year a site was chosen in Alachua County, a course of collegiate studies agreed upon, and steps were taken towards the organization of a corps of instructors. The friends of education in Florida were not, however, to see these plans consummated. We find in the annual report of 1874 that "the State Agricultural College was still in abeyance; its funds locked up in State securities about which there was litigation." The fund of the college then amounted to \$80,000, with which the trustees had bought \$100,000 worth of State bonds. In May, 1875, another location for the college was chosen. This was at Eau Gallie, at a point on the Indian River in south-eastern Florida. The next year a college building was erected, but before it reached completion it was felt that the location was ill-chosen. The building was never opened for students, and the project of establishing the college here was soon after abandoned.

The act establishing the Agricultural College was, in March, 1877, amended, and by this amendment a new board of trustees with corporate powers was created. The board as reconstituted was to consist of nine members, of which the Superintendent of Public Instruction and the State Treasurer were to be president and treasurer. Besides these the board was to elect a vice-president and secretary and an executive committee of five members. This committee was to act in behalf and under directions of the board between the regular meetings of the same, and determine all matters relating to officers and committees, and make all needful rules and regulations for the management of its affairs.

The trustees were made competent to fill vacancies in their board, "subject to the approval of the Judges of the Supreme Court." In other respects the college was to be governed according to the act of 1870.

With the creation of the new board authority was given to remove the college from Eau Gallie to any point that in their judgment would be for the best interests of the State of Florida: *Provided*, That the location selected should be easily accessible and as near the centre of the State as practicable. The transfer of the college property to the new trustees was made in July, 1878, and in the November following they resolved to effect the removal to some central and attractive location, where the largest available fund for buildings and lands could be secured, "so soon as suitable buildings are in readiness to receive the teachers and pupils." But the time had not yet come for the establishment of the college. So slight was the interest taken in it that for four years nothing of importance was done. In 1881 it was even proposed to appropriate the fund, then amounting to \$120,000, to common school purposes, or to the endowment of a normal seminary with an agricultural department.

The place finally chosen, and upon which the college has been built, was Lake City, the county seat of Columbia County and fifty-nine miles west of Jacksonville. This site was selected principally because "of its well-known healthfulness and accessibility," as well as for the beauty of its environs and the equability of its climate. One hundred and twelve acres of land, "suitable for agricultural, horticultural, and ornamental purposes," were secured within and near the limits of Lake City, nearly all of which was the gift of the citizens. In addition there was contributed from the same source \$15,000 towards the erection of the college buildings. During the year 1883-84 an attractive building was completed, the faculty chosen, and a curriculum of study provided. There have since been built upon the college grounds a dormitory for the students and residences for the president and professors, out of funds appropriated by the Legislature.

In the first catalogue, published in June, 1886, the object of the college is set forth as follows:

"The trustees * * * have founded a school in which liberal culture and practical education shall proceed together—a school in which the arts and sciences shall be thoroughly taught and diligently studied in their theoretical as well as in their applied forms. Florida has not heretofore had within her borders a college in which to educate her youth, and has intrusted to distant States a work which it is her own duty to perform."

The school year opens the first Monday in October, and is divided into semesters of eighteen weeks each. Candidates for admission into the Freshman class must be fifteen years of age, furnish satisfactory testimonials of good character, and pass an examination in all the third year studies of the sub-collegiate course. The design is to furnish a curriculum which will lead to three appropriate degrees, viz: a classical course and a literary course, leading to the degree of bachelor of arts; a general course in science, a course in engineering, and a course in agriculture, leading to the degree of bachelor of science; and a philosophical course, or course in letters and political science, leading to the degree of bachelor of philosophy. Students in the literary course are allowed to substitute proficiency in French or German for the Greek of the classical course. The trustees, believing "that elementary work in the physical sciences and in the modern languages is delayed too long, offer instruction in these departments of knowledge early in the student's career, and for this purpose have made temporary provision for thorough preparatory discipline in the sub-collegiate classes.¹ These will be discontinued as soon as private enterprise or the increased efficiency of the public school system shall furnish the preparation demanded for entrance upon collegiate work."

¹ It might be justly questioned whether the present retention of the sub-collegiate department is not a mistake, as the college thus becomes a rival of another State institution, viz, the East Florida Seminary.

The methods of instruction are those approved by the highest institutions of learning, and only proficiency, as attested by rigorous examinations, entitles a student to the honor of a degree. In the department of agriculture and horticulture instruction is imparted "by means of lectures, explanations in the field, and the use of text-books when available for the purpose." In addition to witnessing the operations in farm, garden, and orchard, each student receives a training in the use of tools and implements used in wood, metal, and stone. At the present time this is one of the most popular departments of the college. All regular students, unless excused, are required to take this course. For others who can remain only a year a shorter course is provided. This is designed specially for farmers, gardeners, and fruit-growers, and for those desiring to qualify themselves *practically* for such pursuits as a permanent business. There is also a printing office, fully equipped with two good presses, a large cutting machine, and a full line of plain and ornamental type, so that any pupil may become a practical printer in a short time without expense.

Under the requirements of Congress military tactics are to be thoroughly taught, giving to each student the advantage of a discipline peculiar to a military organization. This is now a marked feature of the school.

The college has a new library and well-furnished reading room, and, though lacking a complete reference library and some scientific instruments, it is otherwise supplied with all the necessary equipments. It has a fine mineral and geological museum, a well-equipped laboratory, a fine collection of natural history, and is collecting an exhibit of the State geology, woods, birds, and animals.

Within the year past 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 and a cottage home for farm hands have been built, and the farm has been inclosed by a neat and substantial fence. Here some valuable work has been done in connection with the experimental station. Under the eye of the instructor, every vegetable product which it is supposed will thrive in this soil and climate, or which it is desirable, if possible, to raise, is thoroughly tested, and frequent bulletins are sent out announcing the results of these experiments.

Numerous improvements have been made since the close of the last collegiate year. Besides a building for a manual training school, a new chemical laboratory has recently been erected. This is the finest building of the kind in the State, and said to be equal to any in the South. The laboratory will be furnished with every convenience in the way of apparatus necessary to do first-class work. It will afford the means of giving thorough courses in theoretical and practical chemistry, and, in connection with it, there will be a private laboratory fitted up with

the special view of executing every kind of analysis and investigation known to the science of chemistry.

The faculty of the State Agricultural College for the year 1888-89 is as follows :

F. L. Kern,¹ A. M., President.

Col. A. Q. Holladay (of the Universities of Virginia and Berlin), Professor of History, English Literature, and Latin.

Capt. L. H. Orleman, U. S. Army (of the Royal Military College, Darmstadt, Germany), Professor of Mathematics and Commandant of Cadets.

J. N. Whitner, A. M. (of the University of Georgia), Professor of Agriculture, Horticulture, and Greek.

J. M. Pickel, A. M. (Farman University, S. C.), Ph. D. (Göttingen, Germany), Professor of Chemistry and Chemist to the Experiment Station.

J. J. Earle, Assistant in Chemistry, chosen by the Professor of Chemistry.

George Chatterton, Jr., Professor of Manual Training, Draughting, and Designing.

James P. De Pass, Professor of Pomology, and Director of the Experiment Station.

J. C. Neal, Professor of Entomology and Veterinary Pathology.

H. P. Baya, Assistant Tutor.

These are energetic and able men, who are serving with great fidelity the interests of the college and State. Of them and their work the Superintendent of Instruction says: "Graduates of the universities and colleges of this country and of Europe, they bring with them great learning and experience, and are devoted to their profession, and especially to the building up and perfection of this Florida institution of learning."

For its support the college is mostly dependent upon the endowment fund created by the sales of land donated by the National Government. This fund amounts now to \$155,800, and there is derived from it an annual income of \$9,000.

It is doubtless true that in some departments of the college the course of instruction is not yet as complete as the management designed it, or as they trust that it will be in the near future. Still, "the foundations have been well laid; the task—the thankless task—of getting the college

¹ In the autumn of 1888 Prof. F. L. Kern, who had had a long and successful experience as president of normal and scientific schools in Iowa, Illinois, and Michigan, was chosen president of the State Agricultural College at Lake City. His predecessor was Alexander Q. Holladay, who still retains his connection with the college. It is yet too soon to speak of work accomplished by the new president, but this may be said, that it is now believed by the friends of the institution that the crisis in its history is safely passed. President Kern is also editor and publisher of the Florida School Journal.

before the public in its true character is being patiently and persistently, without let or hinderance, performed."

Though only forty-two¹ students were in attendance for the year 1887—a number which the youth of the State ought to increase tenfold, there is abundant evidence that the institution is gaining in public esteem in proportion as the advantages it offers are better understood.

FLORIDA UNIVERSITY.

The Constitution of the State of Florida (1868), Article VIII, section 2, reads as follows: "The Legislature shall provide a uniform system of common schools and a university, and shall provide for the liberal maintenance of the same." In conformity with this provision of the Constitution, the Florida University was organized in February, 1883, under a liberal charter, with two colleges—the literary and the medical. The former was the West Florida Seminary, which retained its separate charter and special organization as to trustees and endowments. The other was the Tallahassee College of Medicine and Surgery. In addition to these the university charter recognized a college of law, a theological institute, and a polytechnic and normal institute.

Instead of forming the students into college classes, it was proposed to divide the university into "schools of instruction." For instance, there were to be in the literary college the school of ancient languages and metaphysics, the school of mathematics, the school of natural science, the school of English branches and history, and the school of civil engineering. The polytechnic institute was to include, besides civil engineering, also natural science, mining and metallurgy, mechanics and building, photography, painting, music, telephoning, printing, and allied branches. To these were to be added a commercial course and a normal training school.

Upon completing the course prescribed for any "school," and passing a satisfactory examination, a "certificate of proficiency" was to be given, signed by the faculty and the board of education. When such certificates had been given by four or more of the "schools," the student receiving them was to be entitled to the diploma of the University, and the degree of bachelor of arts, of science, or of engineering was to be conferred, according to the studies which had been pursued.

Such was the Florida University as conceived by its founders—an institution that owed its origin to, and was to be conducted by, private enterprise. The catalogue published in 1884-85 shows a corps of twenty-one members in the different faculties, eight of whom belonged to the Literary College, and included men eminent in scholarship and of excellent repute as instructors. The students for the year 1883-84 numbered seventy-eight. These were mostly enrolled in the Literary College. The Medical College (since located at Jacksonville and successfully conducted) had but eight students, and of these only two re-

¹At the present time (March, 1889), the number is seventy-one.

sided in the State. No catalogue of the University has been published since the one referred to above. In the calendars of the State Agricultural College for 1886 and 1887 there is this announcement: "It is in contemplation to unite this college with the University of Florida, and pending the desired legislation to that end arrangements have been made for allied work with the chartered University."

The Rev. John Kost, M. D., LL. D., in whose brain this scheme for a university in Florida seems to have originated, was chosen chancellor.

Dr. Kost, though a man of varied scholastic attainments and eminent in some departments of study, has proved himself unequal to the task of gaining the confidence of the public. Almost from the outset, therefore, the University had no existence except in name.

COLLEGES UNDER THE CONTROL OF RELIGIOUS DENOMINATIONS.

ROLLINS COLLEGE.

The denominational colleges of Florida are of very recent establishment. Though they have assumed the name of colleges, many of them have as yet attempted nothing higher than secondary education. A few are already doing college work, and among these none ranks higher than Rollins College at Winter Park. In fact, according to an old resident of the State who holds an important educational position, no institution in Florida has a finer corps of instructors. This college was incorporated under the Florida statutes, April 28, 1885. Its location was well chosen on a high and beautiful plateau. The object of its establishment was to furnish a Christian education of the highest standard. It claims to be non-sectarian, though it was founded by the General Congregational Association of Florida. The lofty spirit in which the work was undertaken is set forth in this declaration: "that it has been a part of the mission of Congregationalism to carry higher learning wherever it has gone;" and, moreover, that, "the way to change public sentiment and lift the masses higher and make the public schools what they ought to be in every city, village, and school district, is to set up somewhere the very highest standard."

The government of the college is vested in a president, vice-president, secretary, treasurer, and auditor, and a board of twenty-one trustees, and it is required of them, as of the faculty of instruction, that they be members of some evangelical church. The college has also an executive committee, consisting of the president of the faculty and of the corporation and three taken from the board of trustees. The college takes its name from Mr. A. W. Rollins, of Chicago, who gave towards its endowment \$50,000. It has received in other gifts \$86,596. The management believe in co-education. They believe, also, in the New England idea of education, with the New England professor to elucidate it.

Rollins College was opened for the matriculation of students November 4, 1885. During the first term there was a faculty of seven instruct-

ors, and an enrolment of fifty-three pupils. The original design was to have the college divided into a classical and scientific department; a preparatory department; a training school for teachers; and an industrial training school, open to all to "acquire knowledge and skill in the industrial arts." This plan was followed until the close of the second academic year, June 3, 1887, when the normal school and the primary grades were abolished. This action was caused principally by reason of the increase of students in the preparatory and academic schools—the number enrolled in these and in the collegiate department having risen to seventy. The grammar school is still retained, with an attendance during the year 1888–89 of fifty-four pupils; no work, however, is done in the industrial training department. In the college a very high standard is set, the curriculum of studies and the requirements for admission following the same lines and being fully equal to those which are common to our best American colleges. It has thus far been most fortunate in the character and *morale* of its students. During the three and one-half years since its founding very commendable progress has been made in its educational facilities; still these have only kept pace with the advance in its material interests. Already its fine campus, bordering one of the beautiful lakes which abound in Florida, is set off by four attractive college buildings. Its board of instruction has increased from seven to ten; the number of preparatory, academic, and college students' has more than doubled; and not alone this, but the whole *esprit de corps* of the school has undergone a pleasing change. More regard is now paid by the students to refinement of manners and to social proprieties, matters which had suffered much neglect in the uncongenial atmosphere of pioneer life.

Though but few have yet entered upon the college course, one of the instructors says of the work done that it "has been quite as much as in classes of the same grade at the North. The Sophomore class has done more and better work than I have been accustomed to see at the North." The president of the college writes: "I have never before seen such good preparatory work done, nor such good work done in college according to the grade." Among the classes he names are those in mental science, logic, physiology, botany, geometry, higher algebra, trigonometry, Cicero's orations, Xenophon's *Memorabilia*, physical geography, physics, chemistry, French, German, music, and elocution—such branches of study as commonly belong rather to collegiate than to sub-collegiate courses. Gymnastics are also taught under an experienced instructor, and it is expected that a gymnasium will soon be built. The school year begins the first of October and closes the last week in May.

The home life of the college is after what is known as the "cottage plan." Separate cottages have been erected for the young ladies and

¹Now ninety-six according to report made at the annual meeting of the corporation in February, 1889.



KNOWLES HALL

LADIES COTTAGE.

DINING HALL.

GENTLEMEN'S COTTAGE.

ROLLINS COLLEGE, WINTER PARK, FLA

the young gentlemen, each accommodating about thirty students. The rooms are arranged in suites of two, so that two students can occupy one as a study and the other as a sleeping room with two single beds, or each student can have entire privacy. The rooms are furnished, except that the students provide their own linen. Each cottage is under the care of a matron, who is watchful of the health, happiness, and general welfare of the students, and throws about them the atmosphere of a cultivated, cheerful Christian home.

Since the opening of Rollins College its Northern friends (one of the truest being F. B. Knowles, Esq., of Worcester, Mass.) have shown great generosity in supplying its various needs as they have arisen. In this way the current expenses and the outlay for the erection of buildings have been happily met. Many friends of education in Florida have desired the college to add departments of theology, law, and medicine, but the trustees do not yet feel able to assume the financial burdens that such a step would involve.

Great praise is due to the faculty of Rollins College, graduates in great part from Northern institutions, who have so ably filled the positions to which they were chosen. The president, Rev. E. P. Hooker, D. D., is a man of marked ability, who adds to other qualities essential to the head of a college great energy of character and an enthusiastic devotion to the interests of education in the State. His motto seems to be given in this line which he wrote to us: "We are determined to do only first-class work." Dr. Hooker occupied for many years some of the most important pulpits in Vermont and Massachusetts, and was very successful in his pastorates. A few years ago he went to Florida to seek restoration of health, and was chosen pastor of the Congregational Society at Winter Park. He soon took a leading position in the conventions of the General Congregational Association of Florida and in the ministry of the State, and was one of the efficient promoters of the establishment of Rollins College.

The report of the college for the year 1887-88 is in every way encouraging. The words of its friends are exceedingly laudatory. Judge Walker, of the Superior Court of Indiana, says: "I think the college ranks with the first in the country in good, honest work, and that the qualifications of the instructors are equal to any. The students are under Christian care. It is a place where I leave my only child without any solicitude as to the care that will be bestowed upon her, or the work that will be accomplished." Another (a distinguished clergyman) says: "I believe Rollins College is one of the most precious boons which the North has bestowed upon the South. From its organization Florida will reckon the era of its intellectual and religious regeneration."

Certainly this institution is not one of the least of the blessings which have followed the train of Northern emigration southward. Its future seems full of promise.

DE LAND UNIVERSITY.¹

De Land University was organized under a special charter granted by the Legislature during the session of 1887. It owes its existence primarily to the generosity and foresight of Hon. H. A. De Land, of Fairport, N. Y., whose purpose in founding it was to establish in Florida a Christian school for both sexes inferior to none in the country in character and rank. When, in 1883, Mr. De Land founded the De Land Academy and secured Dr. J. H. Griffith, of Troy, N. Y., to take the management of it, he recognized the fact that there was no college, in the proper sense of the word, in Florida; nor, with one or two exceptions, any high school or academy in which a full preparation for college could be obtained. This need he proposed to supply by establishing an academy equal in rank to the best institutions of the kind at the North, which he confidently believed would develop into a college or university.

The first session was opened on the 8th of November, 1883, in the lecture room of the Baptist church at De Land. There were but thirteen students at the opening, but the attendance increased during each term, so that before the close of the first academic year sixty-five had been enrolled. Meanwhile, through the generosity of Mr. De Land, an extensive plot of land facing the principal street of the city had been donated to the academy and a fine two-story building erected thereon. In this building the session of the second year (that of 1884-85) began with a faculty of five teachers and a registry of eighty-eight students.

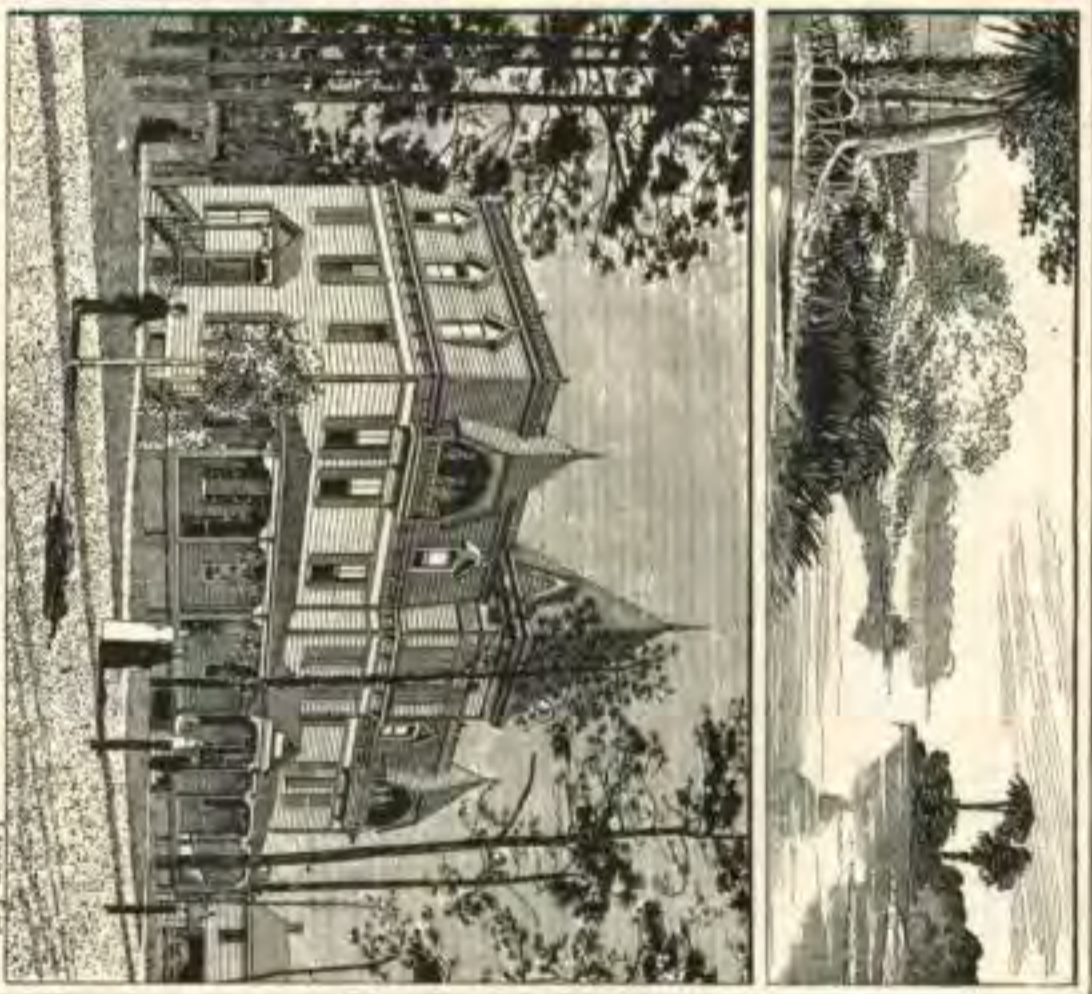
About this time the Baptists of Florida, through their State convention, had decided to establish an institution for higher education, and had appointed a committee to locate the institution.

In order to secure the location of the college at De Land, Mr. De Land offered to donate all the academy property and the sum of \$10,000 for an endowment, if the Baptists of Florida would add to the latter an equal amount.

This generous offer was gladly accepted by the Baptist State Convention of 1885, which body proceeded at once to elect a board of trustees, and to this board the matter of organization was intrusted.

In the summer of 1885 Dr. Griffith resigned his position as principal of the academy, and Prof. J. F. Forbes, A. M., of Brockport, N. Y., was chosen to succeed him. Professor Forbes was graduated from the University of Rochester in 1878, where he had ranked high in scholarly attainments. Before the completion of his university course he had visited the centres of learning in Europe, and made a special study of the German educational system. Soon after graduation he was elected to fill the chair of Latin and Greek in the State Normal School at Brockport, N. Y., and while here he was led to a study of educational methods, and

¹The sketch of De Land University is mostly taken from a paper prepared by its president, J. F. Forbes, Ph. D. The name of this institution was in February, 1889, changed to John B. Stetson University.



DE LAND UNIVERSITY, DE LAND, FLA.

especially to investigate the more difficult problem of higher education in this country. After seven years of very successful work he resigned this position to take charge of De Land Academy. At the beginning of his administration he organized five regular courses of study and classified the students of the academy accordingly, viz: A classical, and a Latin scientific course, each to extend through four years; a higher English and a normal course, each of three years; and a commercial course of two years.

In the summer of 1886 the name of the institution was changed to De Land Academy and College. By this time it had become evident that a dormitory was an absolute necessity in order to accommodate the increased number of students who were already coming from other counties of the State and from other States. Accordingly, with the help of the citizens and other generous friends of the institution, about \$13,000 was raised. With this sum a fine three-story building was erected and furnished, and named Stetson Hall, in honor of the largest contributor, Mr. John B. Stetson. This building is supplied with water on each floor and is heated throughout by steam, and furnishes a home for the president, professors, and about fifty students.

In the year 1886-87 art and music departments were organized and full courses established in each. Through the generosity of Mr. C. T. Sampson, of North Adams, Mass., a library was established and a sum donated sufficient to purchase a thousand volumes of such books as were immediately available for the use of the students, and to the foundation thus laid additions have been made from time to time by the same generous donor. This has recently been named the "Sampson Library." Also through the efforts of Senator Call, of Florida, the institution was made a depository for the Government publications, and from this source about six hundred volumes have been received. In the spring of 1887 a charter which had been prepared by the board of trustees was submitted to the Legislature of the State. This body approved the charter, passed the act of incorporation, and the institution received the name of De Land University. On the date of incorporation (May 4) Mr. De Land deeded all the property, which up to this time had been in his own name, in trust for the University. As there was then no legal organization of a board of trustees the transfer of the property was made to a provisional board. On January 18, 1888, the board of trustees was legally organized, as provided by the charter. In accordance with this it is "a self-perpetuating body, yet the institution sustains a vital relation to the Baptist State Convention of Florida, the trustees being originally nominated by that body and making an annual report to it." The endowments previously pledged by the Baptists of the State and by Mr. De Land were now secured to the University.

At the opening of the session in October, 1887, a Freshman class was organized, and the work done during the year was similar in character and equal in grade to that of Northern colleges. Departments were

now more fully organized, and the work specialized to a much greater degree. The faculty numbered nine professors and instructors, and tuition was given in the following branches: Psychology and pedagogy, Latin, Greek, modern languages, history, natural science, mathematics, English literature, rhetoric, and English grammar; also in commercial studies, in art, and in music. There were a hundred and three students registered in the year 1887-88. These came from no less than ten States of the Union, and the Dominion of Canada, and from twelve counties in Florida. At the commencement held in May, 1888, there was an art reception in Academy Hall, "when most excellent specimens of work by the students in oil and water colors and modelling in clay were on exhibition. The exhibition was very creditable, and attracted universal attention and commendation." At the meeting of the trustees a committee was appointed to raise an endowment of \$100,000, and nearly half of this amount was at once subscribed. There were seven who completed courses of study: two in the Latin scientific, three in the commercial, and two in the normal course. Previous to this there had been one graduate in 1886 and two in 1887, from the Latin scientific department. Normal graduates receive, without further examination, first-grade certificates from the State superintendent of public instruction.

During the year 1887-88 the institution required some \$3,500 more than its income, and the lack was mainly supplied by John B. Stetson, Esq., of Philadelphia, who had before given so generously to the college, and after whom, as already stated, the institution has now been named.

The year 1888-89 has witnessed many improvements, among which may be mentioned the introduction of a central steam heating plant, at a cost of \$3,500, in order to the better heating of both the academy building—now named De Land Hall—and Stetson Hall; an addition of books to the library to the value of \$1,000; the purchase of some costly and choice pieces of apparatus for the natural science rooms, and of a fine set of illustrative and classical maps.

Large plans are also being made for future improvements, such as lighting by electricity, and adding to the appointments of the school by the erection of a commodious brick building, in which will be located the library, laboratory, chapel, president's and faculty's rooms, and recitation rooms.

This university seems destined to be of incalculable benefit to the State and a lasting credit to its founder, and to others who have aided in insuring its success. It is the purpose of the trustees to make it "second to none in the high standard which it demands in wealth of facilities and in breadth and thoroughness of work. Established in a beautiful and thriving city, the capital of Volusia County, with a culture equal to the best that New England can afford, and the most perfect conditions possible for health, in a matchless climate, the University is destined to furnish a liberal education to the sons and daughters of Florida, and to a large number of the young men and women of other States and of distant lands."

THE FLORIDA CONFERENCE COLLEGE.

This college, which was founded in 1886, is under the patronage of the Methodist Episcopal Church (South). The object aimed at in its establishment is stated to be "not only to preserve the Christian civilization handed down to us by our fathers, but to build upon this inheritance a grander civilization. * * * Higher education is the special work of the church. Whether we look to Europe, or to America only, the church has best succeeded in such work, * * * while those institutions of learning projected in antagonism to Christianity have wholly failed." This institution is located within the corporate limits of Leesburg, and its property, consisting of two academic buildings and a number of acres of land, has been contributed in great part by the citizens of this city. There are four teachers in the board of instruction and about eighty students in attendance. It has thus far done only sub-collegiate work.

THE ST. JOHN'S CONFERENCE COLLEGE.

This was established by the St. John's River Conference of the Methodist Episcopal Church (North), and incorporated in 1887. Its aims are essentially the same as those of the Florida Conference College, whose interests are under the control of the other principal branch of the Methodist family. It has a board of nine trustees, chosen annually from the members of the Conference whose name it bears. Pleasantly located in Orange City, Volusia County, it will have an important influence, especially in training the children of those who are connected with the denomination it represents.

OTHER SCHOOLS WITH COLLEGE OR ACADEMIC AIMS.

There are a few other schools with college or academic aims. One of these is Orange College, chartered by the Legislature in 1883, and located in Starke, Bradford County. It is under the auspices of the Christian Church, and is reported by the State Superintendent to be "a fine school for the co-education of the sexes, at least in the lower grades." It has five instructors and enrolls annually an average of a hundred and fifty students; very few as yet have entered upon the college course, and no one of these has completed it.

The Roman Catholic Church has several fine schools under its control, the most flourishing being located at St. Augustine and Jacksonville. These are said to be doing excellent educational work and are highly commended.

Other institutions, like the Glen Mary Female College at Ocala, or the McCormick Institute at De Funiak Springs, have a good local repute, and are lending a hand in the intellectual elevation of Florida. The Chautauquas at De Funiak, North Lake Weir, and Mount Dora have many warm friends and are all working zealously for the same

end, viz, the healthy development of the educational interests of the State.

For the unfortunate children of the State nothing had been done by her legislators previous to 1882. In that year an appropriation was made to establish the Blind and Deaf-Mute Institute. This was located in St. Augustine and opened in 1884. It is under most able management, and its literary aim is to furnish such a course of study as shall fit its graduates to enter college.

In following this brief history of Florida's educational work the writer has been able to understand better than before the past struggles and discouragements as well as the present aims and aspirations of the people with reference to education. With this completer knowledge there has come also a higher appreciation of the work done and a stronger confidence in the future excellence of the school system of the State.

In comparing Florida with other and especially with older States, it should be remembered that the former has a large territory with no centres of wealth, with no aggregation of the people in large cities, with immense tracts of unoccupied lands, with a scattered population and comparatively poor facilities for intercommunication; with a climate delightful beyond that of other States of the Union, and yet, withal, too enervating during a portion of the year for the highest intellectual activity, and, besides, with more than a third of the inhabitants numbered among the colored race, and bearing still, intellectually, the marks of their bondage. These are hindrances of greater or less moment in any effort to build up and perfect a system of education, and, in reviewing the past and estimating the present condition of Florida, they should be entitled to adequate consideration.

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1750

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS, Ph. D.

No. 1.

THE COLLEGE OF WILLIAM AND MARY.

BY HERBERT B. ADAMS. (*Published 1887.*)

No. 2.

THOMAS JEFFERSON AND THE UNIVERSITY OF VIRGINIA.

BY HERBERT B. ADAMS. (*Published 1888.*)

No. 3.

HISTORY OF EDUCATION IN NORTH CAROLINA.

BY CHARLES L. SMITH. (*Published 1888.*)

No. 4.

HISTORY OF HIGHER EDUCATION IN SOUTH CAROLINA.

BY C. MERIWETHER. (*In Press.*)

No. 5.

EDUCATION IN GEORGIA.

BY CHARLES EDGECWORTH JONES. (*In Press.*)

No. 6.

EDUCATION IN FLORIDA.

BY GEORGE GAEBY BUSH. (*Published 1889.*)

During 1889 will be published (1) a History of education in Wisconsin, by David Spencer and Prof. Wm. F. Allen (*now in press*); (2) History of education in Indiana, by Prof. J. A. Woodburn (*in press*); (3) a History of Federal and State aid to education, by Frank W. Blackmar (*in press*); (4) Histories of education in Ohio, Michigan, and Illinois, by Prof. Geo. W. Knight (*nearly completed*).

The Bureau has also in course of preparation monographs on the educational history of Maine, Massachusetts, New Hampshire, Vermont, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Kansas, Missouri, Iowa, Minnesota, Nebraska, Nevada, California, and Oregon.

