



YOURS TRULY,  
CHARLES H. MEBANE,  
SUPERINTENDENT PUBLIC INSTRUCTION.

*With compliments and good wishes,*

*C. H. Mebane,*

*Supt. Pub. Inst. North Carolina.*



BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

Public Instruction,

OF

NORTH CAROLINA,

FOR THE

SCHOLASTIC YEARS 1896-'97 AND 1897-'98.

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STATE OF NORTH CAROLINA,  
DEPARTMENT OF PUBLIC INSTRUCTION.

RALEIGH, N. C., Dec. 1, 1898.

*To His Excellency, DANIEL L. RUSSELL,*  
*Governor of North Carolina.*

DEAR SIR: In accordance with Section 2540 of the Code, I have the honor to submit my Biennial Report for the scholastic years 1896-'97, and 1897-'98.

In this report will be found recommendations such as seem to me, after careful thought and consideration, best for the advancement of the cause of public education in our State.

Very respectfully,

C. H. MEBANE,  
*Superintendent Public Instruction.*

## INTRODUCTION.

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It has been my purpose in this, my first Biennial Report, not only to give information to the General Assembly as to the condition of our public schools, and to recommend further legislation needed, as my predecessors have done; but in addition to this I have attempted to secure valuable historical information pertaining to public schools, city schools, private schools, academies and colleges.

I wish to express my gratitude and appreciation to the various friends who have so generously aided me in this work.

C. H. MEBANE,  
*Superintendent Public Instruction.*

## RECOMMENDATIONS TO THE GENERAL ASSEMBLY OF NORTH CAROLINA.

### STATE BOARD OF EXAMINERS.

The present State Board of Examiners is composed of the Superintendent of Public Instruction, *ex-officio* Chairman; Prof. W. L. Poteat, of Wake Forest College; Prof. L. L. Hobbs, Guilford College, and Prof. M. C. S. Noble, of the University.

This Board should be kept, and its powers increased instead of being diminished. The present Board has prepared an outline Course of Study for our Public School Teachers. Eight thousand copies were published and distributed throughout the different counties in the State. This will prove to be a stimulus to the teachers, and much self-improvement and study will follow as a result.

Examinations for all teachers in public schools should be prepared by this State Board of Examiners.

I advise that we have a uniform examination for the entire State prepared by this Board twice each year, instructions sent out with the questions as to grading. Then let these certificates granted under these uniform examinations be good for one year in any county in the State, by making it the duty of the Supervisor to endorse every such certificate presented to him by teachers from any other county, unless he has information that such teacher or teachers are morally disqualified in any way; then he shall refuse to endorse such certificates. In cases where it can be shown that the applicant could not, for any cause, take either of the uniform examinations, then let the County Supervisor give examination and certificate, good for his county alone.

This Board should also prepare the Course of Study for the Colored Normal Schools of the State, and arrange a sys-

tematic course of work to be done in the County Institutes for teachers, of both races, in the public schools.

No school supplies, such as charts, maps, globes, blackboards and desks, should be allowed to be sold for use of public schools by any school-supply house, or their agents, unless such goods and prices are recommended by the State Board of Examiners as a body sitting for transaction of business.

One of the most sacred duties the Legislature has to perform is to enact a law which will stop the squandering of the public school fund for school supplies.

How many thousand dollars of the poor, helpless children's money have been squandered under the head of "School Supplies."

The Committeemen, I take it for granted, do not mean to waste the money of the children, as they often do, but they are simply deceived and led into contracts by shrewd agents. These Committeemen, I feel sure, are surprised at their own actions, after they sit down and reflect for a few moments. Then let this State Board of Examiners be the means of protection to the Committeemen as well as for the children.

At present there is no compensation for the members of this Board except their hotel and railroad fare. It would be well to allow a reasonable compensation to all the members, except the Superintendent of Public Instruction, if these additional duties that I have recommended are added.

#### COUNTY BOARD OF EDUCATION.

I advise that the County Board of Education be required to publish an itemized statement annually of the receipts and disbursements of the School Fund. The public have a perfect right to know how and for what every cent of the public school fund is spent. The reports for years in the office of Superintendent Public Instruction show that thousands and thousands of dollars have been spent in the columns marked "Paid for other Purposes."

If every one of these "purposes" were published in the counties, I think it would cause the fund to be spent more wisely and more carefully than it has been in some instances in the past.

The County Board of Education should be required to keep posted in every public school-house a list of the text books adopted to be used in the schools. The name of each book should be given and the price to be paid for it by the children.

This should be done as a matter of convenience to teachers and the children. It should be done especially as a matter of protection to parents in the purchase of books for their children. We heard of book dealers charging parents more for the books than the contract price. This could not be done if the teachers had the list published on stiff paste-board and hung up in each school-house, because the parents as well as teachers and children would know just what the price of each book is, and could not be imposed upon by the dealer or any one else as to prices of books.

According to Sec. 770 of the Code, the County Treasurer is ex-officio the County Treasurer of the County Board of Education, and the commission of this treasurer of the school fund is fixed by County Commissioners.

Or, in other words, the treasurer who serves the Board of Education has his commission of the school fund fixed by a board who have nothing to do with the school fund. This commission on the school fund should be fixed by the County Board of Education.

I recommend that the treasurer of the school fund be elected by the County Board of Education, and that he be a man separate and apart from the County Treasurer, who handles the general fund of the county.

The County Board of Education is responsible for the school fund, and should have authority over the man who handles this fund more than they now have.

This treasurer of the school fund must be a bonded officer, of course.

The main reason why we should have a treasurer of the school fund, is that in some counties the Sheriff is County Treasurer as well as Sheriff, and often the school fund is mixed up with the county fund. This mixture occurs even where there are County Treasurers.

And again, if any fund in the county is to be borrowed, or needed for something else in the county, we find that the school fund is used first, last and all the time for these emergencies. Let us have a separate officer for this school fund. Let the County Commissioners build their bridges and their roads, but let us shut them out from our public school fund.

Some of the county treasurers in North Carolina will oppose this plan because it means a decrease in their salaries. Some members of the Legislature will not vote for it because the county politicians will oppose, but I am for it because I believe it is the right thing to do. I believe it will save money for the schools. I know we would have less trouble in getting reports from the counties.

I now have letters from Treasurers of counties from which no report of the school fund was made last year, and none this year; and why? Because they say their predecessors mixed the school fund with other funds; that some of the school fund was used or borrowed for this purpose or for that purpose.

We have only to look over the records in the office here to see how this loose management of the school fund has gone on for twenty years.

In the name of the school children of North Carolina, I ask that we have this fund kept separate and distinct. Let us see to it that when the school year closes that the Superintendent of Public Instruction will have a report of the school fund from ninety-six counties.

Give us this separate treasurer of the school fund for the County Board of Education, and we will have no more of this borrowing and mixing of the most sacred public money that any county has.

## AS TO SUPERVISORS.

Elsewhere I have recommended additional powers and duties in reference to the apportionment of the school fund and the employment of teachers.

I wish now to make some recommendations as to the qualification and election of the Supervisors.

In the first place, no man should be eligible to the office of County Supervisor unless he is a graduate from some college, or if not a graduate, he shall, at least, first be required to take the examination for life certificate, and if not competent to pass this examination he shall not be eligible to this important office.

We have some well educated, well qualified Supervisors ; men who have done faithful work and are prepared for this work ; some men who are making themselves felt among their teachers and the people of their counties, but we have not ninety-six such men, and this is what we want and must have.

I know that there is at least one good, strong school man to be found in every county in the State. In most of our counties there are numerous strong school men. Has North Carolina ever had ninety-six of these strongest school men for County Superintendents, or County Examiners, or for County Supervisors? If not, then why not?

In numerous cases, of course, the best men for the places would not accept them, because of the worry and small compensation.

In numerous cases the best men for these places have never had an opportunity to fill the positions.

Why have not the men best qualified to fill these positions been elected in every county in North Carolina ever since we had the office of County Superintendent, of County Examiner, and of County Supervisor? I am sorry to tell those of you why, who do not already know, but I will do it. Politics was the cause, and is the cause to-day.

*The public schools have been in the galling grasp of the court-house politicians for twenty years in some of the counties.*

The County Supervisor owes his election, both directly and indirectly, to the county officers. These are the masters he is supposed to serve; these are the men to whom he must render an account of his stewardship.

Away with such. Let us break away from this court-house ring business.

Let the Supervisor render his account to the teachers, to the children and to the parents. Yea, let him render his account to all the people of his county, not in the interest of half dozen men about the court-house, but in the interest and progress of public education of his entire county, regardless of any political party or power.

To this end I recommend that we elect the County Supervisor by the teachers and educators of the county. Let each first-grade certificate public school teacher have a vote, each life certificate teacher and each teacher in the county who is a graduate of a State chartered college.

This will be an inducement for the public school teachers to work and study to rise from a second grade to the first grade.

The college men and private school teachers would be a check on the Supervisor to keep him from manipulating to secure his own election, as he might possibly do if his election depended entirely upon public school teachers.

The college men and private school teachers would thus be brought into active touch with the public schools—would have an interest in the public schools. This interest and sympathy is sadly needed, and can never be secured under our present management. In fact, at present we do not even have the respect of some private school men. Why? Because school men have not been respected in the management of our public schools, as they should have been in many instances. I believe this method of electing the

Supervisor would release the schools from political influence so far as the Supervisor is concerned.

I believe in this way a man would be elected for *his educational power and influence*, instead of for *his political power*, as is often the case under the present law.

### AS TO SCHOOL COMMITTEEMEN.

Elsewhere I have advised that we have separate committees—one for the white schools and one for the colored schools.

No man should be eligible to the office of School Committee unless he can write his name, is qualified to do ordinary business, and is known to be in favor of public education. Where colored men who are qualified cannot be found to serve as Committeemen, then in such townships white men should be appointed to manage the colored schools.

The committee should not be allowed to divide the school of any one year into two terms, as is now done in some places.

We have heard of schools where the Committee employed one teacher two months in the summer, and another teacher for two months, for the same children, in the winter.

How can children ever make any progress, and schools be of any value to a community, when we have such management on the part of School Committeemen?

The best teacher in the whole State could accomplish very little in two months, and then go back after a lapse of six months and teach two months or six weeks more. If the best teacher could accomplish very little by dividing the term, what can we expect from the average public school teacher, when one is employed six weeks in summer, and another, who teaches almost entirely different, is employed for two months during the winter season?

Above all, men should be selected who know something of the value of a good teacher to a community; men who

will secure the services of the very best teachers, without any regard to whose sons or daughters such teachers may be; without any regard to what church such teachers may belong, and last, but by no means least, without any regard to *what political party* the teacher may be in sympathy with.

The provision in Section 2553, which says "that not more than three members of the said School Committee shall belong to any one political party," should be repealed.

This provision was intended to keep partisan politics out of the management of the schools in the townships, but I find in some instances it has kept good school men from serving on the Committees.

Let us have the very best men of the townships, whether they be Democrats, Republicans or Populists.

I want, in the name of the public school teachers, in the name of the children, and in the cause of public education, to demand that we have the very best men that can be secured for School Committeemen in every county in this entire State.

### TOWNSHIP SYSTEM.

I advise that we hold to the Township System, and that the unity of the township be more and more emphasized.

I think we should have an amendment in regard to the Township Committee. Instead of having five men, as we now have, who have charge of all the public schools of the township, I think it better to have six men—three white men for the white schools and three colored men for the colored schools of the township. Let it be the duty of the County Supervisor to meet the six Committeemen in joint session and apportion the township fund to the two races, with a view to having the same length of term as far as practicable for both races of the township. The County Supervisor should be the presiding officer at these joint meetings of the Township Committee. An ap-

peal from this joint committee's action to the County Board of Education should be provided for.

It should be the duty of the County Supervisor also to meet one day with each of these three Township Committeemen and assist them in employing teachers and apportioning the money to their respective schools of the township.

This means three days' service from the County Supervisor to each township. If the County Supervisor is the wise, prudent man he should be; if he knows the teachers of his county, and knows their qualifications and ability as teachers as he should know them; if he knows the people of his county and knows their peculiar needs and conditions as he should know them; then, indeed, these three days' expense, which means about \$6 for a whole township, will prove the greatest blessing to the public schools of any fund ever spent for so much territory.

Too much power, some may say, to give to the Supervisor. The Supervisor *must* be a man of power, and must know how to use his power in order to advance in this great work.

We must do all we can to avoid race prejudice. The mixed Committees cause trouble and dissatisfaction, and, in my opinion, always would, if retained. The very instinct of our Anglo-Saxon race is against the idea of a colored man, either directly or indirectly, having authority over them. We must remove all the objections we possibly can in operating our public schools.

We have two distinct races and must have two distinct systems of public schools, as far as possible, without injury to the general system of the State.

The *most important reason why* we should hold to the Township System is that we may have local taxation.

In our rural districts, if we wish to increase our school fund by special tax we must do it by the township, as no territory less than this can vote a special tax, except incorporated towns and cities by special acts of the Legislature.

In 1897 eleven townships voted a special tax upon themselves.

This number, we hope, is only a beginning of a brighter day for the public schools of the rural districts in our State. We trust that others, seeing the good work in these townships, may go and do likewise.

#### DUTIES OF TOWNSHIP COMMITTEE.

The duties are somewhat burdensome to the Committee. I would advise that the Committee be empowered to employ one of their number, at a reasonable compensation, to take the census of the school children, in order that a complete and accurate census may be taken each year.

We find one advantage in regard to the Township Committee that I will mention. There are many others, but lack of space will not permit me to mention them:

The worthy Township Committeeman realizes the importance and the responsibility of his office more than the small District Committeeman. He knows and feels he is responsible for the progress of eight or ten schools, or in other words, for the progress of all the public school children of his township. When he comes to employ teachers, he lays aside personal favors and the thought of any such. He wants teachers who are best prepared for the work, without any thought of whose son or daughter he or she may be, without any special concern of where the teacher comes from, but the chief concern is what can the applicants do in the school-room, what will be the effect of the teacher's influence in the community for the cause of education and morality.

I would not be considered as casting any reflection upon the worthy committeeman of the small district system. We had some good, worthy men, of course, but often men did not realize the importance of their position, and would employ teachers as a matter of personal favor.

We have heard of Township Committeemen who use their power and office for personal gain and personal favor, but such men may be, and should be hastily, removed from office. The trouble is with the *officer* and *not* with the *office*.

### COLORED NORMAL SCHOOLS.

The results that I see from our Colored Normal Schools are not satisfactory to me. I find that a great deal of the work done is not thorough and is not practical. I find that the pupils have a smattering of many subjects, and do not know thoroughly and well any one subject. I find great haste to get away from arithmetic, geography, spelling and English grammar, in order to study Latin, algebra and other higher studies, for which the most of the colored teachers will never have any practical use, none whatever, especially those who teach the public schools.

I would not for one moment find any objection to the higher studies if the lower studies are mastered first.

If I understand the object of these so-called Normal Schools, they are intended to teach the pupils the studies required in our public schools, that the pupils *shall know these subjects* and *know how to impart this knowledge* to their pupils.

I have advised, under the recommendations as to State Board of Examiners, that this Board prepare the course of study for these schools.

I advise also that this Board, instead of the State Board of Education, have the general management of these schools; that this Board be given the power to appoint the Local Board of Managers.

It will be the part of wisdom to do this, because the State Board of Examiners is composed of school men, of educators, whereas the State Board of education has only one school man, the Superintendent of Public Instruction, on it, and he is helpless as an educator, in some cases.

Teachers and members of the Local Board are more likely to be selected by the State Board of Education, who do not and will not serve the best interest of education, than would be if these persons were appointed by a Board of school men, by a board of educators.

I further advise that the seven Colored Normal Schools be reduced to three, located, perhaps, one at Elizabeth City, one at Fayetteville and one at Winston.

Why have three schools instead of seven? Do I mean to save dollars and cents by this?

In one sense of the word I mean to save money. In that we could show results.

Let the money we spend in the seven schools be spent in three schools.

Let us have the very best brain and talent to be had among the colored teachers. I do not care where they come from. If we have the men in North Carolina, why, of course, let us use them; if not, let us go North, South, East or West until we find the men. The men can be found; no trouble about this.

Some will say it will never do, because we cannot reach so many of the colored people as we now do.

I admit that we might not reach so large a number of pupils, but we would do something for those we reach.

I would rather be able to send out one good, strong, well-trained teacher to a whole county, than to send to this same county twenty-four poorly-trained, weak teachers, "who know not, and know not that they know not."

This one well-trained, wide-awake teacher can and will organize the teachers of his county. He will have them pursuing a course of study similar to what he has had. He will give inspiration to others to go to the Normal. In a few years we will have a class of teachers of power and ability, and in this way my saving of money would come in, because *we are now spending the money and are not producing a class of strong teachers.*





STATE NORMAL COLLEGE, GREENSBORO, N. C.

This will not be a popular thing to do, because it means the loss of positions of some of the present teachers. It means the loss of the money that is spent in some of the towns that now have these schools.

I advise these changes as to these Normal Schools, without fear or favor, because I believe they will be an advantage to the progress of education among the colored people.

These recommendations were submitted to Dr. J. L. M. Curry, General Agent Peabody Fund. I quote from his letter :

“Your thoughts on Normal Schools I have read with much satisfaction. They are almost identical with what I said in my last address to the North Carolina Legislature. Normal Schools are frequently only so in name, and hence are deceptive and injurious. Three real Normal Schools for the training of colored teachers, properly located and supported, with *competent* and *faithful* instructors, would accomplish a vast good.

“We need to get rid of incompetence in both white and colored schools, to divorce from politics and mere local selfishness, and give children the benefit of men and women who know how and what to teach.

“All reforms meet with opposition.

“I trust you will not be deterred from doing right by ‘fear, favor or affection.’ Be assured of my readiness to co-operate with you and others in all wise efforts to improve the whole system of education.”

#### AS TO TEXT-BOOKS.

There is perhaps no one subject of more vital interest in connection with public schools to the great mass of our common people than the subject of text-books.

How may we secure text-books for all the children who are, or should be, in our public schools?

How may we secure the best books for the least money?

In order that the members of the General Assembly may

have some information on this subject, and in order that they may see how the books are adopted in the various States of the Union, I sent a letter to each Superintendent of Public Instruction, and give, in the following list of States, what method is used in the respective States named, also give the opinion of the various Superintendents as to what they think is the best plan of adopting books.

There is diversity of opinion as to the best plan. Different conditions in the different States will readily show that a plan may be good for one State that will not work well in another State.

The Superintendent of Missouri seems to realize something of the difficulty of this great question.

In answer to the question as to what is the best plan of adoption, he says: "Please ask me something easy." Several of the Superintendents did not express an opinion at all.

The books cost the children of this State too much money, and why? What is the remedy? How may we furnish as good books as we now have, or better, for less money, to the parents of the poor children?

Why mention parents of the poor children any more than parents of means? In North Carolina there are many children who are kept away from school because they have not the books, and their parents are too poor to buy them.

I am aware that the inferior text-book, like a cheap piece of machinery, or an incompetent teacher, is dear at any price.

There are, of course, different things which enter into the manufacture of text-books. The times demand the *most education possible in the least time possible*. The arrangement and selection of material is of very great importance.

Our books must contain what is necessary for information, or discipline, and that which is unnecessary must be omitted.

The subjects must have the various points arranged in

their logical order, in order that these subjects may be instructive and at the same time entertaining to the young mind.

So we conclude that the text-book writer must be a thinker, a specialist and not a mere compiler.

But in my opinion the cost of books is not so much the expense of the literary work and mechanical make-up of the book as the cost of putting the books on the market.

The adoption of the text-books in North Carolina in June, 1896, cost the various text-book companies thousands of dollars.

Who pays all this enormous expense in the end? The parents of the children, of course. Those who use the books foot the bill.

Why not do away with all this expense of adoption and give the children the benefit of all these thousands of dollars in reduction of prices on text-books.

Can it be done? I believe it can.

I advise that the text-books be adopted by the State Board of Examiners, which is composed of educators, of school men.

The law should provide that the maximum price paid should not exceed seventy-five per cent. of the published list wholesale price.

If this Board could adopt the books for the whole State, we ought to secure the books at sixty per cent. of wholesale price, or perhaps even fifty per cent., because there would be no expense of thousands of dollars for agents, which expense, as was mentioned, comes out of the parents' pockets in the end, and this deduction of the thousands could be taken from the prices our parents pay at present for the books of their children.

In all the mercantile business, and other business of which I have heard anything, the amount of goods bought has a great deal to do with the price to be paid by the purchaser. For example, the merchant that buys a car-

load of bacon gets a great reduction of price in comparison with the merchant that buys only a few hundred pounds.

Applying this method of business to the purchase of books, it is reasonable to expect better terms as to cost of books from any publishing house, if said house can make sale for ninety-six counties instead of a county here and there.

But if the General Assembly does not think it the part of wisdom to put the adoption of text-books in the hands of the State Board of Examiners, and prefers the adoption by local boards instead, then, in this case, I advise that the local boards be given all the protection and aid possible in this important duty.

I publish, in connection with this subject, the law of the State of Ohio, which seems to me would be the best plan, if we are to continue local adoption. Certain changes can be made in the different sections to suit the conditions of our State.

For instance, in Section 2, instead of having a Commission composed of the Governor, Secretary of State, etc., I would put the State Board of Examiners. Other changes in other sections could be easily made to suit our needs in this State.

It will be seen from reading this law that each Board of Education shall determine, by a majority vote of all members elect, which of the books so filed shall be used in the schools under its control.

Each Board also has power to make necessary provisions and arrangements to place the books within easy reach of the pupils. Ten per cent. may be added to the cost of the price to pay for handling the books. Under this law it will also be observed that the Boards pay for all the books, and the proceeds of the sale of the books are repaid into the contingent fund. There is also a provision for free text-books if the electors so direct.

It is reported that thirty-eight leading companies have

sold books under this law to the different Boards in the State. This law, at least, does not crowd out the book companies.

## OHIO TEXT-BOOK LAW.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That any publisher or publishers of school books in the United States desiring to offer school books for use by pupils in the common schools of Ohio as hereinbefore provided, shall, before such books may be lawfully adopted and purchased by any school board in this State, file in the office of the state commissioner of common schools a copy of each book proposed to be so offered, together with the published list wholesale price thereof, and no revised edition of any such book shall be used in the common schools until a copy of such revised edition shall have been filed in the office of the said commissioner, together with the published list wholesale price thereof. The said commissioner shall carefully preserve in his office all such copies of books and the prices thereof so filed.

SEC. 2. Whenever and so often as any book and the price thereof shall be so filed in the commissioner's office as provided in Section 1, a commission consisting of the governor, the secretary of state and the state commissioner of common schools, shall immediately fix the maximum price at which such books may be sold to or purchased by boards of education as hereinafter provided, which maximum price so fixed on any book shall not exceed seventy-five per cent. of the published list wholesale price thereof, and the state commissioner of common schools shall immediately notify the publisher of such book so filed of the maximum price so fixed. If the publisher so notified shall notify the commissioner in writing that he accepts the price so fixed, and shall agree in writing to furnish such book during a period of five years at the price so fixed, such written acceptance and agreement shall entitle said publisher to offer said book so filed for sale to said board of education for use by the pupils under the terms of this act.

SEC. 3. The said commissioner shall, during the first half of the month of June, 1896, and during the first half of the month of June in each year thereafter, furnish to each board of education the names and addresses of all publishers who shall have, during the year ending on the first day of said month of June in each year, agreed in writing to furnish their publications upon the terms provided in this act. And it shall not be lawful for any board of education to adopt or cause to be used in the common schools any book whose publisher shall not have complied, as to said book, with the provisions of this act.

SEC. 4. If any publisher who shall have agreed in writing to furnish books as provided in this act, shall fail or refuse to furnish such books adopted as herein provided to any board of education or its authorized agent upon the terms as herein provided, it shall be the duty of said

board at once to notify the said commission of such failure or refusal, and the commission shall at once cause an investigation of such charge to be made, and if the same is found to be true the commissioner shall at once notify said publisher, and each board of education in the state, that said book shall not hereafter be adopted and purchased by boards of education; and said publisher shall forfeit and pay to the state of Ohio five hundred dollars for each failure, to be recovered in the name of the state, in an action to be brought by the attorney-general, in the court of common pleas of Franklin county, or in any other proper court or in any other place where service can be made, and the amount, when collected, shall be paid into the state treasury to the credit of the common school fund of the state.

SEC. 5. Each board of education, on receiving the statements above mentioned from said commissioners, shall, on the third Monday in August thereafter, meet, and at such meeting, or at an adjourned meeting within two weeks after said Monday, determine, by a majority vote of all members elected, the studies to be pursued, and which of said text-books so filed shall be used in the schools under its control, but no text-books so adopted shall be changed, nor any part thereof altered or revised, nor shall any other text-book be substituted therefor for five years after the date of the selection and adoption thereof without the consent of three-fourths of all the members elected, given at a regular meeting; and each board of education shall cause it to be ascertained, and at regular meetings in April and August shall determine, which, and the number of each, of said books the schools under its charge shall require, until the next regular meetings in April and August, and shall cause an order to be drawn for the amount in favor of the clerk of the board of education, payable out of the contingent fund; and said clerk shall at once order said books so agreed upon by the board, of the publisher, and the publisher, on receipt of such order, shall ship such books to said clerk without delay, and the clerk shall forthwith examine such books, and if found right and in accordance with said order, remit the amount to said publisher, and the board of education shall pay all charges for the transportation of such books out of the school contingent fund; but if said boards of education can, at any time, secure of the publishers books at a price less than said maximum price, it shall be his duty to do so, and may, without unnecessary delay, make effort to secure such lower price before adopting any particular text-books. Each board of education shall have power to, and shall make all necessary provisions and arrangements to place the books so purchased within easy reach of and accessible to all the pupils in their district, and for that purpose may make such contracts and take such security as they may deem necessary, for the custody, care and sale of such books and accounting for the proceeds; but not to exceed ten per cent of the cost price shall be paid therefor, and said books shall be sold to the pupils of school age in the district at the price paid the publisher, and not to exceed ten per cent. therefor added, and the proceeds of such sale shall be paid into the contingent fund of such district, and whoever

receives said books from the board of education for sale as aforesaid to the pupils, and fails to account honestly and fully for the same, or for the proceeds, to the board of education when required, shall be guilty of embezzlement and punished accordingly. Provided, however, boards of education may contract with local retail dealers to furnish said books at prices above specified, the said board being still responsible to the publishers for all books purchased by the said board of education, and when pupils remove from any district, and have text-books of the kind adopted in such district, and not being of the kind adopted in the district of which they remove, and wish to dispose of the same, the board of the district from which they remove, when requested, shall purchase the same at the fair value thereof, and re-sell the same as other books; and nothing in this act shall prevent the board of education from furnishing free books to pupils as provided by law. That for the purpose of carrying into effect the foregoing provisions of this act, and paying the expenses incident thereto, there be and is hereby appropriated out of any money in the state treasury, to the credit of the general revenue fund, not otherwise appropriated, the sum of five hundred dollars, to be disbursed and paid on the allowance and order of said commissioner.

SEC. 6. This act shall take effect and be in force on and after May 5, 1896.

Passed April 22, 1896.

In order that the members of the General Assembly may know something of the result of the only State, California, which owns its own plant, and prints its own books, I give figures showing the amount of money spent by the State and the prices of text-books to the children.

In 1885 the sum of \$20,000 was appropriated for compiling a series of text-books for the common schools. One hundred and fifty thousand dollars was set aside for establishing a plant, purchasing material and payment of salaries. In 1887, \$165,000 was added for the purpose last mentioned.

Other appropriations have been made from time to time to carry on the work.

According to figures compiled by Secretary of State of California, \$405,000 has been appropriated for printing text-books.

It has been said that the State Board expects in eight years to pay, not only for the books published, but also for the plant.

But of course the books will need revision, the plant will wear out, and the number of books sold does not reach their expectation.

These things will greatly hinder the financial success on the part of the State.

From an examination of the list of books it will be seen that the prices to be paid by the children are not on the side of economy so far as the parents and purchasers are concerned.

#### CALIFORNIA.

TEXT-BOOKS.	RETAIL PRICE.
Revised First Reader.....	\$ .20
Revised Second Reader.....	.35
Revised Third Reader.....	.50
Revised Fourth Reader.....	.60
Speller.....	.30
Primary Number Lessons.....	.25
Advanced Arithmetic.....	.50
Lessons in Language.....	.30
Revised English Grammar.....	.55
U. S. History.....	.80
Elementary Geography.....	.60
Advanced Geography.....	1.20
Physiology.....	.60
Civil Government.....	.55
English Grammar (old edition).....	.50

From all the information I have gathered on this subject, State publication seems to be the most expensive plan of adopting text-books.

The objections we hear to State adoption are that it shuts out competition and results often in inferior books, but I think these objections would be removed if the plan first proposed were adopted and the Board have the authority to select from the latest and best books, and at the same time secure the books at seventy-five per cent. of wholesale list price or less.

It is my duty to advise on this subject, as well as on all others pertaining to the interest of the public schools, and I have done so without fear or favor.

Personally, I would much prefer to have nothing whatever to do with the text-books, because some of my predecessors, who were honorable, honest men, were severely criticised on account of the duty they were called upon to perform in connection with the adoption of books.

I have not given a recommendation for any books or school supplies to any person or persons since I have been in the office of Superintendent of Public Instruction, but have observed the strictest impartiality towards agents, and have tried to be courteous and pleasant to all who have called upon me.

### LIST OF STATES.

#### ALABAMA.

Have no adoption, except three counties that have uniformity. Books selected by County Boards.

Do you have uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Let the teachers of County Boards select the books for the county.

#### ARKANSAS.

List of books is named by the State Superintendent. The Directors are limited to this list in making their adoption. Time, three years.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? The Directors of each school district shall adopt the text-books.

#### CALIFORNIA.

The text-books are published by the State. The State owns its own plant, and publishes its own plant.

#### COLORADA.

Books are adopted by Local Boards.

#### CONNECTICUT.

Text-books are selected by Local Boards. State Board

of Education has authority by law to prescribe text-books, but never does so.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? The most economical way of obtaining books is probably the State system. The effect must be extended over ten years to realize any saving to the State.

#### DELAWARE.

All books are ordered by the Local School Boards, through the Trustees of the State School Fund. Time, five years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Our plan.

#### FLORIDA.

Each County School Board adopts books for its county, Time, five years.

Do you have State uniformity? We have only county uniformity.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? We are satisfied with our county adoption. We have never tried any other plan. State uniformity, properly guarded and honestly done, it strikes me, ought to be good.

#### GEORGIA.

Each County Board of Education selects books to be used in the county. No free books.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Allow County Boards to buy them direct from publishers and supply them to the people at cost.

## ILLINOIS

Each District Board makes the selection for its district. No change can be made oftener than four years- Free of cost to indigent pupils.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Free text-books purchased by the Boards for the use of the pupils.

## INDIANA.

Books are adopted by a Board of School Book Commissioners for five years. Free text-books to indigent pupils.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Our plan has been very satisfactory.

## IOWA.

By County Board of Education.

## IDAHO.

Adopted by a Commission appointed by the Governor. Furnished free to all.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? I would suggest that County Superintendent supply them direct to the districts.

## KANSAS.

Books are adopted by the State Text-Book Commission for five years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? State uniformity and State ownership.

## KENTUCKY.

County Board of Examiners adopt books. Publishers

whose books are adopted are required to give bond, in a measure, guaranteeing prices. Term of adoption five years. Each county is required to furnish indigent children \$100 worth of books on certificate of the County Superintendent that such is necessary.

Do you have State uniformity? State uniformity is not required by law, though the same books are largely used throughout the State.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? State uniformity, giving the State Board of Education or some other central body power to contract, thus opening up a market that encourages competition.

#### LOUISIANA.

Books are selected by the State Board of Education once in four years, a uniform series being provided. The Board reserves the right to make changes or additions to the list.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? The plan followed in this and many other States seem to me the best of all, though it is not without disadvantage.

#### MAINE.

Books are adopted by the Boards of each town free to all the children. Time, five years.

Do you have State uniformity? No.

#### MASSACHUSETTS.

Each Local School Committee selects its own books, which are furnished free to the children. They remain the property of the towns and cities, however.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? We like our plan very much.

## MICHIGAN.

Books are adopted by Local Boards for five years.

Do you have State uniformity? Not yet; bill passed for that purpose last winter.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? Free textbooks.

## MONTANA.

Books are adopted by a Commission composed of Superintendent of Public Instruction, the President of the University, the President of the Agricultural College, and three public school teachers actively engaged in public school work. Time, six years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan for adopting books for the Common Schools? Our law gives complete satisfaction. The commission plan is undoubtedly the best, provided that the members thereof are modern, up-to-date school men, who are incorruptible.

## MINNESOTA.

By the Local Boards, for not less than three years and not more than five years.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? We are well satisfied with the workings of our law, but think it should now be made compulsory on all districts.

## MISSOURI.

School Book Commission composed of State Auditor, Attorney General, Superintendent of Public Instruction, President of State Normal School at Kirksville, and one practical public school teacher appointed by the Governor. Time, five years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? Please ask me something easy.

## NEW MEXICO.

Books are adopted by the Territorial Board of Education for four years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? Adoption by State Board of Education.

## NEBRASKA.

Independent Districts each selects its own books from three to five years. Schools are furnished free text-books. School Boards usually handle the books.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? We think Nebraska has the best text-book law. We buy books in the market of the United States and get as good prices as are made anywhere.

## NEVADA.

Has State adoption by State Board of Education every four years. Expect to save from forty to fifty per cent. by having books distributed from the Superintendent of Public Instruction's office.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Our system.

## NEW HAMPSHIRE.

Local option as to adoption of books. Books are free. Bought by School Board from publishers.

Do you have State uniformity? No.

## NEW JERSEY.

Books are adopted by Local Boards and the County Superintendent.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? I believe our system the best for our schools. Competition among publishers keeps the price of books down to a minimum. Conditions in our schools vary so that books suitable in one district are not as suitable as others in another district.

## NEW YORK.

Books are adopted by Local Boards.

Do you have State uniformity? No.

## OHIO.

Books must be endorsed and a maximum price fixed by the Commission, consisting of Governor, Secretary of State and State Commissioner of Schools, before they can be adopted by County or District Board of Education.

## OREGON.

Every six years the selecting of school books is made by a vote of the County Superintendents and the State Board of Examiners, composed of nine members.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? There are some objections to our mode, but may be impossible to get a system against which no objection will be raised. I think the main objection is the board of adoption is too large.

## RHODE ISLAND.

Adopted by Local Boards. Free of cost to the pupils Bought and distributed by the Boards.

## SOUTH CAROLINA.

State adoption by State Board of Education. Time not

less than five years; may be as long as the State Board wishes. Last adoption was for seven years.

Do you have State uniformity? Partially so; to all intent and purposes, yes. It is a great saving to the people.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Single list by the State Board, allowing the books in use to be worked out gradually, all new books to be the listed books.

#### TENNESSEE.

The County Superintendent suggests changes, and the Directors adopt or do not adopt, as they prefer. There is no compulsion as to adoption.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? Having intelligent Directors, it is best to leave the matter to them. In this State there are three Directors for each district.

#### TEXAS.

Books adopted by State Text-book Board, composed of State Board of Education, Superintendent of Public Instructions, President Sam Houston Normal Institute, and Attorney General, for five years.

Do you have State uniformity? Will go into effect September 1, 1898.

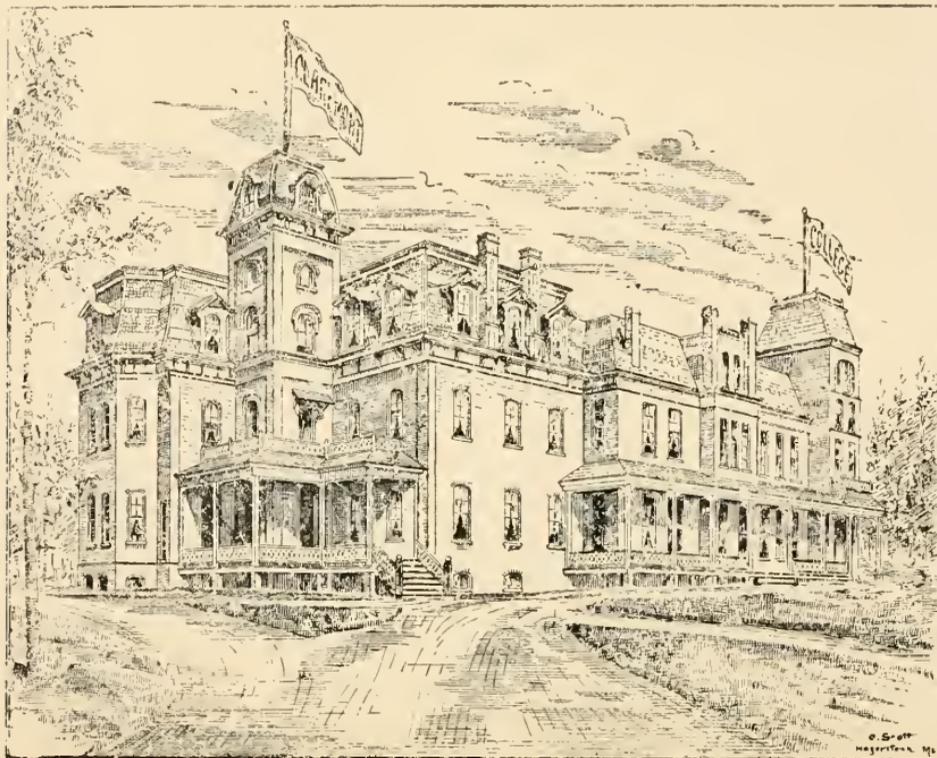
What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Free schools carry with them the idea of free books. I believe if the State furnishes free tuition, some plan of free books should be adopted.

#### UTAH.

Books are adopted by Local Boards for five years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? Our experience has been confined to the method now in use, and it seems fairly satisfactory.



CLAREMONT COLLEGE, HICKORY, N. C.



## VERMONT.

Each town selects the books. Change as the Board desires.  
Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for Common Schools? Our present system. The Town School Board of each town selects, purchases and distributes. There is not uniformity in our towns even, because some books are better adapted to certain schools than others.

## STATE OF WASHINGTON.

Books are adopted by the State Board of Education for five years.

Do you have State uniformity? Yes.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? The present plan, unless the State go into the business itself.

## WEST VIRGINIA.

A part of the list is adopted by State contract and the rest by the County School Boards.

Do you have State uniformity? Partially.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? State contract by a State Commission.

## WISCONSIN.

Books are adopted by the Local Boards.

Do you have State uniformity? No.

What do you think the most satisfactory and economical plan of adopting books for the Common Schools? Our law works quite satisfactory.

### \$400,000 MORE FOR PUBLIC SCHOOLS ATTAINABLE.

I sent out a letter of enquiry to the different States, in order to find how the various railroads are taxed, and what part of this tax is given to the public schools of the respective States. One special point I wished to know was, in what States were taxes laid on gross earnings.

From reading the list of States it will be seen that fourteen States tax the railroads on gross earnings, or gross receipts.

In North Carolina we do not receive any taxes at all from the gross receipts or gross earnings. We have a sweeping statute on this subject. It starts out as if wonderful results would be sure to follow. It is found in Chapter 168, Section 40, Laws of 1897, and reads thus: "Every railroad, steamboat or canal company incorporated under the laws of this State, doing business in this State, shall pay to the State a tax on the corporation equal to the sum of one per centum upon the gross receipts of said company. The said tax shall be paid semi-annually, upon the first days of July and January; and for the purposes of ascertaining the amount of the same, it shall be the duty of the treasurer of said company to render the Treasurer of the State, under oath or affirmation, a statement of the amount of gross receipts of said company during the preceding six months, and if such company shall refuse or fail, for a period of thirty days after such tax becomes due, to make returns or to pay the same, the amount thereof, as near as can be ascertained by the State Treasurer, with an addition of ten per centum thereto, shall be collected for the use of the State."

This reads well, and one might think was putting into the State Treasury from the railroads alone more than one hundred thousand dollars—which it would do, if it were not for that wise (?) proviso: "No railroad or canal company shall be liable to this tax if its property is taxed." This no doubt was prepared by some learned lawyer, who

was the representative of the companies intended to be taxed. The proviso knocks the bottom out, so that we may paraphrase the whole section thus: "Every railroad, steamboat or canal company incorporated under the laws of the State shall be taxed one per centum upon the gross receipts of said companies, provided they are not taxed at all."

I advise the General Assembly to impose a tax upon the gross receipts of the railroads in North Carolina for the benefit of the public schools. It can be done. It ought to be done. We find taxes upon gross earnings in fourteen States. Why not have it in North Carolina?

The gross earnings of the railroads in this State are more than eleven million dollars. Suppose we had a law like Minnesota, taxing the roads 3 per cent. on gross earnings? What a handsome sum of more than three hundred thousand dollars to give instruction and intelligence to the great army of poor boys and girls now groping in darkness, and who must, under present conditions of our educational facilities, grow into manhood and womanhood burdened with all the disadvantages of the ignorant.

If the insurance, telegraph and the telephone companies are taxed on gross earnings in our State, and I am informed they are, then why not the railroads pay a similar tax?

We reasonably conclude that the natural increase in railroad business for the next year or so will be equal to and even greater than the last year. A tax of 3 per cent. on gross earnings next year would amount to about three hundred and sixty thousand dollars. In addition to this, let us have the same tax on gross earnings of telephone companies, telegraph companies, express companies, insurance companies, and then we will have a school fund from these sources of about four hundred thousand dollars. Think of having four hundred thousand dollars added to the school fund by the General Assembly of 1899. Remember, this tax would be annually.

Most every one will admit that in order to increase the

school terms, and in order to secure better and more efficient teachers, we must have an increase of school fund.

The General Assembly cannot do much more than it has done in the past, so far as general taxes on property are concerned, on account of constitutional limitations. This is the only way, so far as the General Assembly is concerned, to lift our schools out of the mire and put us on our feet. The source from which this tax would come would be one well able to bear it, in my opinion. The earnings of the companies, that is, the freights, fares, &c., come from the people.

I do not believe in making an individual or company bear a larger per cent. of any public expense just simply because such person or persons have the means. This is not what I mean, but I mean that after the railroads and companies referred to have paid their officers reasonable salaries and their stockholders reasonable income on their investment, then, as there have been large sums of money given as a bonus to stockholders or officers, it is evident that a part of this money should go back to the people from whence it comes, for the elevation and enlightenment of such people.

That which is of very great importance is that the railroads and corporations will have no way of evading this law. No injunction can be taken to stop this tax, if imposed by the General Assembly. As soon as the Railroad Commission reduces passenger or freight rates, then an injunction is issued an once, but if the General Assembly will have the courage to impose this tax, then Judge Simonton nor any other Federal Judge can have anything whatever to do with the case.

I leave the matter with the General Assembly. Here you have an opportunity to help the cause of public education. Will you do it? We shall see.

## GEORGIA.

Four roads pay one-half of one per centum on net earnings. Income from this source last year was \$3,356,044.

## VIRGINIA.

Roads pay one per centum on net earnings. Amount derived from this source in 1898 was \$6,371.41.

## ALABAMA.

The only tax levied on railroad earnings is that of \$12,500 per annum for the purpose of paying the Railroad Commissioners and their clerks, etc., and this is on the basis of gross earnings; percentage varies each year.

## MARYLAND.

No tax applied to the School Fund.

## MASSACHUSETTS.

Railroad stocks are taxed according to value of shares; none to the Public School Fund.

## PENNSYLVANIA.

A tax of eight mills is levied on the gross earnings of railroads. Total amount derived unknown. About \$6,070 of the tax goes to the School Fund.

## MICHIGAN.

Tax on gross earnings not exceeding \$2,000 per mile, two and one-half per cent. Exceeding \$4,000, but not exceeding \$6,000, four per cent. Exceeding \$6,000, but not exceeding \$8,000, four and one-half per cent. Exceeding \$8,000, five per cent. Total amount received from this source, \$985,150.49.

## MAINE.

Tax on gross receipts not exceeding \$1,500 per mile, is one-fourth of one per cent. Exceeding \$1,500, but not exceeding \$2,250, one-half of one per cent., and so on, increas-

ing at the rate of one-quarter of one per cent. for each \$750 of the average gross receipts per mile or fractional part thereof. Provided, that in no case the tax exceed three and one-fourth per cent. Provided, that in case the roads are operated exclusively for the transportation of freight, the tax shall not exceed one and three-fourth per cent. Total receipts about \$173,000.

## MINNESOTA.

Tax of three per cent. imposed on gross receipts. Total amount received from this source about \$1,000,000. One mill State tax goes to free schools of the districts for forty days in the year.

## OREGON.

Railroad stock assessed by the counties through which they pass. Three mills is the school tax.

## VERMONT.

Roads are given the option to pay at the rate of two and one-half per cent. on gross earnings, if situated wholly in the State; if the option is not taken they are assessed on an appraisal of the property. Nearly all roads pay on gross earnings. Receipts from this source last year \$112,910.96. None directly to the School Fund.

## TEXAS.

Imposes an occupation tax of one per cent. on gross passenger earnings, and two and one-half per cent. on gross earnings of sleeping-car companies originating and ending in the State. Receipts last year \$46,962.32. About one-fourth goes to the Public School Fund.

## RHODE ISLAND.

Railroad stock not taxed on earnings. Express, Telegraph and Telephone Companies pay one per cent. on gross receipts, which money goes into the General Fund.

## SOUTH CAROLINA.

Railroad stock not taxed on earnings ; pay the same rate as do citizens, and three mills goes to School Fund.

## TENNESSEE.

Not taxed on earnings. State tax, three mills ; school tax, one and one-half mills.

## NEW YORK.

Street Railway Companies pay a tax of one per cent. on gross earnings. Railroad Companies pay a tax of one-half of one per cent. on gross earnings. A dividend tax is also levied. All appropriations for public schools are made from General Fund, and vary each year.

## OHIO.

Railroads pay a tax of one-half of one per cent. on gross earnings. Receipts from this source unknown.

## LOUISIANA.

Tax on valuation. State tax for public schools one and one-fourth mills.

## ILLINOIS.

Under Revenue Law no such tax is levied. Under original grant of lands to the Illinois Central Railroad by the State it was required that the railroad should forever pay to the State into the State Treasury seven per cent. on its gross earnings. Receipts from this source \$600,000 per annum.

## MARYLAND.

Eight-tenths of one per cent. on the first one thousand dollars per mile of gross earnings, or on the total earnings if they are less than one thousand dollars per mile, and one and one-half per cent. on all gross earnings above one thousand dollars per mile, and when the earnings exceed two thousand dollars per mile two per cent. on all earnings above that sum. Total receipts from this source \$177,000.

## MISSOURI.

Railroad stocks are not assessed on their earnings, but on their tangible property.

## NEBRASKA.

None on earnings. Pay tax same as resident property holders.

## NEVADA.

None on earnings. Property assessed five cents on \$100 of all taxable property goes to Public School Fund.

## NEW HAMPSHIRE.

None to School Fund. Towns may appropriate their share to support their schools.

## NEW JERSEY.

No tax on earnings, but on valuation of property. None to the School Fund.

## WISCONSIN.

Four percentum of the gross earnings of all railroads, except those operated on pile and pontoon, or pontoon bridges, whose gross earnings equal or exceed three thousand dollars per annum of operated road. Three and one-half percentum of the gross earnings of all railroads, except those operated on pile or pontoon, or pontoon bridges, whose gross earnings equal or exceed \$2,500 per annum, and less than \$3,000 per mile per annum of operated road. Three percentum of the gross earnings of all railroads, except those operated on pile or pontoon, or pontoon bridges, whose gross earnings equal or exceed \$2,000, and are less than \$2,500 per mile per annum of operated road. Five dollars per mile of all operated railroads, whose gross earnings equal \$1,500 per mile per annum and are less than \$2,000 per mile per annum of operated road, and in addition two and one-half percentum of all gross earnings in excess of \$1,500 per mile per annum, and under \$2,000 per mile per annum.

Five dollars per mile of operated road by all companies whose gross earnings are less than \$1,500 per mile per annum. Two per centum of the gross earnings of all railroads which are operated on pile and pontoon, or pontoon bridges, which gross earnings shall be returned as to such parts as are within the State.

## CALIFORNIA.

Paid into the State Treasury and distributed according to mileage among the counties. Assessed by State Board of Equalization. Per cent. to School Fund varies in the different counties.

## COLORADO.

No tax on earnings.

## CONNECTICUT.

The State assesses tax one per cent. on market value of stocks and bonds on railroad stock out of the general revenues of State \$2.25 to each person for the support of the schools.

## DELAWARE.

No tax on earnings.

## FLORIDA.

Railroads are not taxed on earnings. School tax is one mill. In addition an average of five mills is assessed by counties for school purposes.

## IOWA.

None on their earnings. Assessed in every county just as other property. The taxes go to the different departments of government. About sixty per cent. of all taxes is spent for schools.

## KANSAS.

Earnings are not assessed, only the actual property.

## AS TO LOCAL TAXATION.

The General Assembly has done about all that can be done to increase the public school Fund on account of constitutional limitations. There is one way, however, that it can aid the Public Schools, and that way is pointed out elsewhere under the head of "\$400,000 Attainable."

As I see it, there are only two ways to increase the Public School Fund—the one mentioned under the subject above referred to by taxation on gross earnings of railroads and corporations, the other by local taxation.

According to Chapter 421, Laws of 1897, an election was held on Tuesday after the second Monday in August, 1897.

As a result of this election eleven townships voted the special tax provided for in this chapter.

There is a provision, or an alternative in this law, that in case an amount is raised by voluntary subscription an equal amount shall be paid by the State Treasurer.

Under this provision there was \$8,596.63 raised and duplicated by the State.

There seems to have been some considerable misunderstanding as to the condition upon which the State would duplicate funds.

I understand, and have stated so hundreds of times, that this provision meant that the money raised by private subscriptions and duplicated by the State should be subject to the order of the Committee for the Township for the benefit of all the Public Schools, just as the tax would have been if voted by the people.

I have reason to believe, in some instances, that my instructions as to the use of the funds raised in this way were not carried out.

The following circular letter was sent out all over the State :

## OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, N. C., February 28, 1898.

DEAR SIR :—A township becomes a special School District when a donation is put into the hands of the County Treasurer for the benefit of all the Public Schools, white and colored, in said township, and this donation is supplemented by the State. The funds thus raised by donation and by the supplement given on the part of the State becomes a special fund for this township.

This fund is subject to the order of the Township Committee, and for the benefit of all the public schools in the township, just as the money apportioned to the township by County Board of Education is for the benefit of all the schools in the township.

No one or two schools in a township can expect to receive aid from the State. No territory less than a township need apply for aid.

This is a great opportunity for small townships, or townships where the number of schools is small.

Suppose a township only has five schools, and raises by donation five hundred dollars and the State gives five hundred dollars. Here we have a special fund of one thousand dollars, which will give to each school \$200.

These donations will be duplicated at any time between January 31st and June 30th of a school year, provided that no township can receive more than \$500 in any one year.

Very truly,

C. H. MEBANE,

*Superintendent of Public Instruction.*

The results are not satisfactory for two reasons :

First, The law is not plain, so that there can be no doubt as to how the money is to be used that is raised by private subscription and duplicated by the State.

Second, The schools that need help most do not receive aid.

There are hundreds and hundreds of individual public schools that *could* raise from \$25 to \$50, and having it doubled by the State many dark corners would soon begin to see the light, and the State would encourage the cause of public education and the cause of local taxation where it is most needed.

I advise that the provision be amended so that the maximum amount of subscription to be duplicated by the State be \$50, and the minimum be \$15 to every Public School

in the township. This minimum doubled would give the school \$30 or one month's school.

What wonderful results would follow within a few years if each school had the opportunity to raise \$15, \$25 or \$50, and have these amounts doubled by the State. This, indeed, will be a way to help those who are helping themselves.

Again, I recommend that the time for holding the election be changed to that of the regular election in order to save the expense of holding the election.

Even persons who are friendly to the cause of education will not go to an election for schools alone.

We hear some say, politics will crowd out the school question. I say I *want the school question to crowd out some of our politics*, at least to crowd out enough that men going before our people will *not dare to misrepresent the cause of education for political gain*.

The election for schools in 1897 cost between \$12,000 and \$15,000, and yet there are men who seek office in high positions, and go around over the State asserting that it cost \$65,000.

By local tax the strong help the weak. Local tax is one way by which the *brotherhood of man* is forcibly brought before the public. Men are brought to realize an interest in the rising generation. The man of means and the poor man have a common interest in the instruction of the young. It does away with the false idea that has been prevalent in the minds of many that the children of the man of means are better than the poor man's children.

Look at our cities and towns where local tax has been the means of opening the schools alike to the poor and those of means. Here we find the children of the wealthiest men in the towns entering the same threshold with the children of the poorest men. Their little feet tread the same pathway of instruction, their little hearts are warmed around the same hearthstone, which is radiant with a glow

of love and truth emanating from the soul of the faithful, conscientious teacher. Here they are taught to respect, honor and love each other. Here they learn to have an interest in each other which otherwise would be unknown. And last, but by no means least, the parents are drawn towards each other through their children, and we find unity of interest in the minds and hearts, not only of the children, but also in the minds and hearts of parents.

We do not expect to have the same kind of schools in the rural districts as in the towns—we do not need the same, but we do need the increase in school fund, the increase in length of term. *We do need more of the common interest in each other on the part of parents and teachers.* We do need the money which a farmer now and then spends to send his children off to have even primary teaching done. Let the money these farmers spend for education be spent in the way of local tax, which will benefit not only his own children, but his neighbors' children.

We hear farmers justly complain as to the society of their community; that they have no society which is interesting or elevating for their children. How soon all this would be changed if all the children in these rural districts had the opportunity and the advantage of a six or eight months good school. Soon we would have social circles, elevating and refining, and we would hear no more of leaving the country home in order to have the advantage of schools, and in order to have society of the refined and cultured.

We want our parents in the country to take a broader view of this subject than many of them have had. *We want more common interest in the future happiness and welfare of the children.*

We want it to be a thing of the past when a young man or a young woman who has secured an education is regarded as a person far above or apart from the masses of our young people. We want no great gulf between a college man and the man of the community.

The more money men put into anything the more interest they have in that thing. I think *we usually pay enough school tax to ease our consciences, and not enough to cause us any concern as to how it is spent and what results follow the expenditure.*

I believe there are men to-day who pay \$3 public school tax and never give any special thought or consideration as to what the public schools are doing, whereas if they were paying \$12 tax for this cause they would see to it that results were seen and felt from the expenditure.

One reason, then, why we should have *special tax for schools is to create special interest for schools.*

#### AS TO SCHOOL ATTENDANCE.

I am slow to advise a compulsory attendance of our public schools under our present conditions, and especially when I remember the character of work done in some of our public schools, but when I call to mind that in many cases the children are kept from schools by careless, indifferent parents, and sometimes by lazy parents, who compel them to work in cotton mills, while their fathers sit around the stores, talk politics, and discuss the ways and means of preserving the government; when I think of these cases I am compelled to conclude that the State ought to come to the rescue of these helpless children.

Cases have come under my own personal observation, where children were put in the cotton mill at seven or eight years of age, and kept there until they were twenty-one years of age. I recall some young men and women whom I met a few years ago. They could neither read nor write because they had been kept in the cotton mill from seven years of age. Think of it, white boys and girls being bound down by their parents and not even able to read and write when twenty-one years old in this day and generation, and yet it is true in our own State.

In the rural districts also we often find boys roaming over the fields, idling away their time, when the Public School Fund is being spent for their benefit.

I advise that the General Assembly give us some mild form of compulsory attendance to begin with.

### CIVIL GOVERNMENT.

I advise that we add Civil Government to our list of subjects to be taught in our Public Schools.

It is singular, but nevertheless true, that so large a per cent. of our more intelligent people are so poorly informed upon matters pertaining to our government, both the National and the State Government.

We want our children to be patriotic, to love our government, and one of the ways to do this is to teach them what our government is, and how our laws are made.

Our children should know the duties required of the various State officers; how laws are enacted, repealed or amended.

Our children should know the duties of the President of the United States, and of the different Cabinet officers. They should be taught the duties of both Houses of Congress, and the various departments of our government.

While we may not in many cases have regular classes studying this subject, yet the teachers should be well informed on this subject, and should give oral lessons at least once a week to the entire school, and even in this way our children may acquire a good general knowledge of our government.

### THOUGHTS BY THE WAY.

I began my work on the 13th day of January, 1897. I was very kindly received by my predecessor, Hon. John C. Scarborough, who gave me a general insight into the records and duties of the office of Superintendent of Public Instruction.

My entire time has been given to the work, and not only my time, but my whole interest of mind, heart and soul has been thrown into the work.

I have no doubt made some mistakes, but these mistakes were of the head and not of the heart.

I have tried to win and merit the support and co-operation of our leading educators in the public school work, and it gives me very great pleasure to say, with becoming modesty, that I believe I have had not only their support in the public school work, but that which I appreciate even more—their respect and confidence.

#### OFFICIAL STANDING OF THIS OFFICE.

I have endeavored to bring this office and its duties into closer touch with our people than ever before.

This office has been regarded by many of our people as a kind of sinecure. Some people seem to think the object of the office was merely to satisfy the requirement of our Constitution by which the office was established; that the Superintendent has merely to furnish some blanks for records of schools and the preparation of some few statistics.

In this connection I wish to express my sincere appreciation for the assistance given me by the press of our State. The papers of all political parties have kindly printed official circulars sent out from this office from time to time, and in this way I have been enabled to reach the masses of our people as I otherwise could not possibly have done.

It is very gratifying to all the friends of public education to know that this office and its duties are more widely known to-day than ever before, not only to the general public, but even to our children.

#### RELATION OF THE OFFICE TO PARTY POLITICS.

It has been one of my special objects to remove the office and its duties as far as possible from partisan politics. To





GLIMPSE IN CAMPUS—UNIVERSITY OF NORTH CAROLINA.

this end I have taken no active part in any political campaigns. In this particular I have differed from some of my predecessors.

I have long felt that one of the most important things to be done in connection with our public educational work was to remove it as far as possible from partisan politics. I have pled for this to be done from the very beginning; when the county school officers were selected I asked that the men best qualified for the position be selected.

I have practiced what I preached on this subject, and expect to continue to do so as long as I am in this office.

I hope that the time is not far away when all the people of North Carolina will see to it that the Superintendent of Public Instruction, whoever he may be, will not only not be expected to take an active part in political campaigns, but that public opinion may be so strong against such actions that he will not dare to do so.

#### RELATION OF THIS OFFICE TO PRIVATE SCHOOLS AND DENOMINATIONAL COLLEGES.

I have endeavored to create a closer sympathy and common interest on the part of these schools and colleges.

I have recognized and appreciated what these schools and colleges are doing for the cause of education within our State.

I have striven to emphasize the fact that good public schools, well filled public schools, *will mean well filled academies and colleges.*

I have tried to have all of our schools—the State, the denominational colleges, and the private schools—to realize more than ever that there is one subject, one work, upon which we can unite our forces, and that is the work and progress of our public schools.

An index to this common interest will be found in the

expressions from the faculties and heads of the various institutions published elsewhere in this Report.

In order that my Report may show what educational work was done and is being done by these institutions, I have given space to them at an approximated cost, per page, by the State Printer.

### AS TO SUPERVISION.

The most important thing the General Assembly of 1899 has to do is to legislate to increase the School Fund. I have tried to show how this may be done elsewhere.

The next act, in importance, is to legislate so that we may have a wise expenditure of this fund.

One great hindrance to the cause of public education in North Carolina for years past, and even now, is that we do not have the funds wisely spent in so many instances.

Where a farmer has a house to build he not only employs carpenters, but he employs one carpenter to supervise the work, to see that each man does his work well, to see that he keeps at his work and earns the wages he receives.

We even have our Road Supervisors. *We are not willing that earth and stones shall be handled without supervision.*

We must have supervision to lay stone and to place earth on our highways, we must have supervision to build our bridges, lest some harm may perchance come to the traveler. This is all right, but how strange, it seems to me, that laborers, men and women who fashion and mould the character of our future citizenship; men and women whose work, whether good or bad, will last when houses and bridges are crumbled into dust; men and women whose work will last throughout eternity itself; yet we are not only willing for these laborers to work without supervision, but in many counties our County Boards of Education actually refuse to send out the Supervisor *to even take a peep* at the work that is being done in the public schools. What ex-

cuse do we hear for such action on the part of the County Board of Education? They say it is needless expense—better let the schools of the county have the benefit of the money than to have the Supervisor out among the schools.

If the Supervisor is the man he should be, we cannot measure his worth to the cause of education by a few dollars and cents expended for sending him out among the schools. He will bring order and system out of confusion and chaos in many places, where the teachers are young and inexperienced. He will create interest, where there is no interest, in the public schools. He will make peace where there is turmoil and confusion. He will infuse life and inspiration into the schools which have become dry and monotonous.

He will be so full of zeal and enthusiasm for the work that every community into which he goes will feel the effects of his visit, not only in the school-room, but the life and noble ambition for higher and better things pointed out by him will be caught up by the children and carried into their homes, and the parents thus interested—and by and by the whole community—will be aroused on the subject of schools.

If we have not Supervisors who can do these things then let us secure them. There are such men in every county in North Carolina.

It gives me pleasure to say we have some Supervisors who are doing, and have done, the very things mentioned by me here. Others would do much greater things than they are, but their hands are tied by County Boards of Education.

I add below the resolutions passed by the Teachers' Assembly of North Carolina at its last meeting, in June, 1898, at Asheville.

I will not discuss these resolutions here, as a committee provided for in the resolutions will present the merits of the plan proposed.

*Resolved*, That in the opinion of the North Carolina Teachers' Assembly the supervision of the public schools would be greatly improved and the general cause of public education would be promoted if the State, should adopt a plan to secure about ten District State Supervisors, in addition to the ninety-six County Supervisors. The State Supervisors, under the advice of the State Superintendent of Public Instruction, should each have general oversight of the educational work in about ten counties, advising with County Supervisors, instructing teachers in Institutes, and arousing proper educational sentiment among the people.

*Resolved further*, That the Teachers' Assembly send a committee of nine to the General Assembly of North Carolina to petition the Legislature to make this improvement in the supervision of the public schools.

*Resolved*, That it is the sense of the North Carolina Teachers' Assembly that the State should bear all of the traveling expenses of the State Superintendent of Public Instruction necessary to a proper oversight and visitation of our schools.

#### DR. BATTLE'S WORK.

I have been very fortunate to secure the valuable services of Dr. Kemp P. Battle, of the University of North Carolina, to write a history or sketches of the old extinct schools in the counties of North Carolina. I congratulate the State upon having a man so well prepared to write our educational history as is Dr. Battle.

This work alone of Dr. Battle will make my Report of great value to the State and to all friends of education.

#### FINALLY.

I wish to remind the members of the General Assembly that the children of North Carolina, whose future power and influence as citizens, as men and women in society—these have no lobbyist to elbow you around, no one to whisper in your ear how great you are, how you may make a great name for yourself.

They have no one here to flatter you, to entertain you.

But could you fully realize that to-day, throughout the length and breadth of North Carolina, there are thousands of anxious, longing young minds and hearts crying for mental food, yearning for that which will brighten and

make happy their lives, then you would listen, then you would come to their rescue, then would the empty praise and flattering words of the lobbyist be as "sounding brass and tinkling cymbal," in comparison to the still small voices of these little ones around your own fireside and those of your neighbors' hearthstones.

I have tried to be faithful to these little ones, I have tried to point out ways and means by which you may help them. I can close the two years' work with a clear conscience that I have done, though only a mite it be, what I could for the advancement of the education of *all our people*, the rich and the poor alike.

I now leave the subject with you. ° What may be accomplished within the next two years will largely depend upon you. I trust you may act wisely and prudently in all legislation pertaining to the cause of Public Education.

I am yours for service,

C. H. MEBANE,  
*Supt. Public Instruction.*

## LETTERS FROM COUNTY SUPERVISORS.

The following letter was sent to each of the County Supervisors. I publish, following this, the letters received in reply :

TO THE SUPERVISOR :

Will you please write me a short letter for publication in my forthcoming Biennial Report, touching upon the following points:

As to your teachers association, as to institute work, and as to general condition of public schools, and the subject of public education in your county. I hope to have a letter from each Supervisor at AN EARLY DATE. Please attend to this at once.

Very truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

NOVEMBER 10, 1898.

HON. C. H. MEBANE, State Superintendent, Raleigh, N. C.

DEAR SIR:—In compliance with your request, I beg leave to say that the Teachers' Association of Cherokee County was organized the first

of this year with a large number of teachers present. The teachers were very much encouraged over the prospects of being benefited by their association. Believing this was what they had needed for quite a time, almost every teacher has attended these meetings since the organization. Many teachers have become more enthusiastic in their work by coming in contact with others of more experience and broader views.

The institute work, conducted by the supervisor, I think has been productive of causing some teachers to make their teaching professional. The work done in these was of such character as the teachers could make it applicable to the needs and wants of their schools.

In some of the townships we have had large educational gatherings, what we styled an "educational rally." Three or four schools would assemble together with appropriate exercises by each, thereby causing the people of the entire community to be present. The importance of better schools, better attendance, better equipments and the importance of education was brought before the people.

By means of the above-mentioned efforts the condition of the public schools have been greatly augmented.

While our public schools are not what they ought to be—as we would like to have them be—yet the people are in sympathy with them, and are manifesting some interest to make them better.

Very respectfully, your obedient servant,

J. M. LOVINGOOD,  
Supervisor of Cherokee County.

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WINDSOR, N. C., November 1, 1898.

HON. C. H. MEBANE, State Superintendent, Raleigh, N. C.

MY DEAR SIR:—We have held no institute work the present year. We find that our teachers, in considerable numbers, are taking educational publications, which contain very much the same matter usually exhibited in institute work; also, that the necessary expense and board upon the attendance of same would be an extra tax upon our teachers, many of whom fail to get a school at all, and others having but a short term and small salary. Reasons of this character influenced our School Board in declining to order an institute.

We have a Teachers' Association in the county. We were among the first counties of the State to organize them some six or eight years ago, and have kept them in unbroken existence ever since. We hold from two to three meetings annually—think two enough. The character of these meetings have been of marked interest, and have unquestionably exerted much good among our people. We have as few by-laws as possible. Every white teacher in the county, whether of a public or private school, is a recognized member, thereby retaining a much larger membership than if left to voluntary joining. For several past years our meetings were largely attended, not only by the teachers, but by the masses of our citizens. Our chiefest effort is to get the county people

present at these educational rallies; thereby bringing them into a stronger and more interested sympathy with the education of their children. We look upon this feature of our meetings as being most productive of good. Hence we emphasize it.

Our present, as well as former State Superintendents, have honored us with their presence, with very entertaining and profitable talks and councils; and they can testify to the apparent good work these meetings are doing, and from our own observation and experience we would heartily advise the establishment and persistency of these educational meetings in all the counties of the State.

We flatter ourselves that, taken altogether, Bertie County can boast of as intelligent and efficient set of teachers as any county in the State. While they are not all up to as high grade in school studies as is usually desired, yet they possess as fair an average preparation for county school work as we deem ordinarily necessary. They are selected much for their moral as well as intellectual work. Our chief effort is to have efficiency for good, honest work, with special care as to their capacity for control or government over their children.

The general impression throughout the county is, that the attention, training and results of school work is largely on the up-grade.

Some features of our present new school law, we fear, are not going to work well.

After a years' experience and observation, we are beginning to very much question the reduction of number of school committeemen. We think we could give best of reasons why the old system in this particular should be re-established; also as to the present place of distributing the money. We find it very unequal, hence unsatisfactory. We feel sure at our next session of the General Assembly these matters will be well considered, and all defects, if any, duly corrected. We have reason to believe, at the proper time, we could make suggestions as to these things. As to the visitation work of the County Supervisor, we find a good, and believe, proper place to notify the teachers a few days ahead of the day of visitation at the school, and advise that the neighbors and patrons be requested to be out at the hour; then having teacher, children and parents together, we have the better opportunity to talk to them and thereby create, if possible, a deeper interest and closer sympathy between teachers and parents; result, better attendance and more interest in the educational growth of the children of such communities.

We have on our statute books such a thing as "Arbor Day" in our school work, the same to be appointed and proclaimed by the Governor and State Superintendent. In the absence of any like notice of the same, it will be the purpose of the Supervisor of this county to appoint the Friday before Christmas of the present year, as such a day in each school-house community, at which time the teacher will be requested to provide some public exercises by the children for half the day; and the other half to be used in fixing up, in any needed way, the school-house ground (assisted by the patrons), such as trimming up or cutting away

such as should be thus; and planting out new trees, such as ornamental and fruit trees, principally the latter. Of fruit trees we shall suggest: Walnut, hickory, chestnut, pecan, persimmon, locust and others, such as will always be of benefit and pleasure to the children during the fall and winter months. We believe in making our little school centres attractive places in any community.

Trusting that in every conceivable way new life and energy may continue to be enthused in this most important work, and that blessings of approval may rest upon the heads that guide it, from State Superintendent to the humblest committeeman, I am sir,

Your obedient servant,

R. W. ASKEW,  
Supervisor of Bertie County.

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MARSHVILLE, N. C., October 18, 1898.

MR. MEBANE.

DEAR SIR:—Union County Teachers' Association was organized in the fall of 1897. Most of the teachers took hold at once, and have worked earnestly. It has an enrollment of eighty, an average attendance of sixty. It meets once a month. The teachers discuss methods of teaching, discipline, and other live questions relating to the profession; also, the different branches are reviewed. Through the Association teachers are being aroused and the people are being reached.

The institute was held in July. It was under the management of the County Supervisor, who secured, free of cost, all the high school teachers of the county to assist him. Each one was assigned a certain branch to discuss before the institute, and to answer all questions relating to it and to the method of teaching it. All teachers of the county were required to attend. The great majority were glad of this opportunity that they might better prepare themselves for their work. That the institute held this summer did great good is questioned by no one. It was a school in which the students worked hard and learned much.

Union County is now improving rapidly in education. Our county is so small that we send only one man to the Lower House of the General Assembly, still we now have eight flourishing high schools. Statistics show that education is increasing. The public schools are doing more good than ever before in the history of the county. Parents are becoming interested. Teachers are working hard. The present school law has given an impetus to education. The system of committee works nicely—much better than the old one. One more step and we will be all right: let us have compulsory education.

Yours sincerely,

PLUMMER STEWART,  
Supervisor of Union County.

MARS HILL, N. C., October 25, 1898.

HON. C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

DEAR SIR :—We have a Teacher's Association in Madison county, composed at present of about thirty-five teachers. Our meetings have developed quite an interest in the Teachers work, and I trust that much good will result from the organization. It has been a very difficult matter to arouse inspiration in many of the teachers sufficient to induce them to take the proper interest in these meetings. My predecessor, as Superintendent, made many faithful efforts, but to meet with final failure, the average teacher preferring to rest on his own resources, rather than come in touch with the onward movement of the more progressive element. In order to overcome this spirit of indifference I have used every effort available to inspire them to a more meritorious course of action in their profession. Indeed I have found it necessary to so arrange matters in counter-signing vouchers on certain days as to almost compel some of them to attend. I am glad, however, to say that there is much improvement and promise for the better in this much-needed work.

#### INSTITUTE WORK.

From July 1, 1897, to July 1, 1898, there were five Institutes held in the county, conducted by myself as County Supervisor, assisted by some of the best and most efficient teaching force in the county. The object of this work has been to bring before the teachers better methods of giving instructions to the pupils. I think this department of our work has been of great interest and very good results. We are able in the Institutes to come in contact with nearly all of the teachers—a much larger per cent than in the associations. The number who attended the Institutes during the year mentioned was sixty-six. It is generally found expedient to have certain hours set apart for examinations, which brings some teachers in who would otherwise remain out. The effect of this work is not confined to teachers alone, but reaches out into the community and gives a healthy inspiration to education among the people, and now and then we are able to induce a school committeeman to attend, and thus get him enthused in his line of work.

While we have, no doubt, in Institutes, fallen below true standard work, I nevertheless feel that we have never failed to arouse, both in teachers and citizens, a higher spirit of education in our public school work.

It is with no little pride that I feel able to say that there has been a forward move in our public schools all over the county.

Perhaps one of the healthiest indications of the above statement is found in the fact that public sentiment has been awakened along this line. People have been eager to talk about the public schools. Until public sentiment was diverted by the war question, or more recently by politics, the uppermost question in the minds of our people seemed to be the public schools. Our teachers are fast passing from the non-professional to the professional, and hence the teachers' work is rising to a higher plane.

The Supervisor in his visits to the schools has constantly kept before the teachers, the pupils and the public the claims of the State on these schools. Teachers have been urged to make every effort to enroll every scholar in their respective districts, and then so stimulate them and their parents as to secure a regular attendance. To this request they have, as a rule, been faithful. When boys and girls have been absent the reason of such absence has been inquired for, and hence our average attendance has been made better. Whether we shall ever be able to get the children all in and keep them in school without a compulsory law, is a question for the future to decide. It is, no doubt, the fond hope of the true friend of popular education in our dear old State, that political fanaticism may not be allowed to lay its blighting hand on the progress now being made in our public schools, merely to further the ends of some political party.

The highest type of patriotism is that which stands with a drawn sword in order to protect our public school system from any who would cripple it, even for a time, for mercenary motives.

W. P. JERVIS,  
Supervisor of Madison County.

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PITTSBORO, N. C., October 27, 1898.

HON. C. H. MEBANE, Raleigh, N. C.

DEAR SIR:—Our schools were a little longer this past year; the attendance was better, and I think there was more interest and better work done than usual.

I think a proper system of grading schools gives the most uniform advantages. I recommend separate committees for the supervision of white and colored schools.

May is the wrong time to take the census, if the money is apportioned the following January; too far apart, and districts change too much. Better take census in November.

Truly,  
R. B. LINEBERRY,  
Supervisor of Chatham County.

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BEE LOG, N. C., October 20, 1898.

SUPERINTENDENT MEBANE:—I have only been Superintendent of Schools for Yancey County since about the middle of July. My predecessor, Will Peterson, upon whose resignation I succeeded, did most all of our Institute work, and very ably, giving certificates to only worthy teachers, and putting our school system upon a sound basis.

Since I have been Superintendent a Teachers' Association has been organized, to meet monthly, and all teachers are requested to attend the meetings, or be deprived of teaching next year.

With this understanding in view, we have the presence of nearly all our teachers at every meeting. We meet at various places in the county in order to let the people know just what we are doing.

Much enthusiasm is manifested in the interest of education in our county.

We now have five high schools in good progress, and two colleges in erection.

Yancey, although in the mountains, seldom heard from, is no longer going to be in the dark, but will in a few years rival her surroundings.

We are determinate, resolute and untiring in our work, and it is our motto: "Not to be outdone by our equals."

Very truly,  
W. M. MCINTOSH,  
Supervisor of Yancey County.

WATAUGA COUNTY, N. C., October 24, 1898.

HON. C. H. MEBANE :

We have no Teacher's Association in this county, neither have we had any Institute work done in several years. Our public schools are lagging in interest. Our teachers are of a very good grade, but our citizenship is seemingly uninterested on the subject of public education. I have just taken hold as County Supervisor, and think it impracticable to organize a Teachers' Association now, for this year, as many of the teachers are just closing their schools. I hope, however, to organize an association early next year, which, I think, will inspire our teachers with more enthusiasm.

Respectfully,  
L. H. MICHAEL,  
Supervisor of Watauga County.

CLIFTON, N. C., October 26, 1898.

HON. C. H. MEBANE, Raleigh, N. C.

DEAR SIR :—I am sorry to say we have no Teachers' Association in our county. We organized one two years ago, but the teachers took so little interest that we had to abandon it.

We had a Teachers' Institute during the past summer, conducted by President Chas. D. McIver, and enrolled thirty-eight teachers, and every one who attended seemed well pleased with the work done, and went away, I am sure, determined to do better work in the future than in the past.

Our public schools seem to be looking up considerably, but they are not what they ought or what they could be, by any means.

There seems to be a greater interest manifested in education than ever before, and I am confident the people will vote the special school tax in some of the townships in this county next year.

Yours truly,  
J. W. JONES,  
Supervisor of Ashe County.

AYDEN, N. C., October 31, 1898.

C. H. MEBANE, Superintendent Public Instruction. Raleigh, N. C.:

I have not been able, so far, to organize a Teachers' Association. I think a lively Teachers' Association would do much good, but owing to

the large territory of our county, I find it very difficult to get the teachers together.

Prof. J. V. Joyner held an Institute of a week. The time was divided between the whites and colored, giving three days to the whites and two to the colored. We had fifty-nine white teachers and forty-five colored, in regular attendance. While the time was entirely too short, I am sure much good was accomplished.

I find the general condition of the public schools to be gradually improving, and I hope that my personal visits and direct contact with the schools will raise them to a higher standard. I feel safe in saying that a little encouragement to the teachers and pupils will lead them into higher ideas of life and increase the spirit of education. I hope to do much on this line during the fall and winter term of our schools.

I find the greatest difficulty to be indifference among the people. I am trying to awake the people to an interest in the public schools, and during my visits to the schools I shall try to reach the public by lectures at night in different neighborhoods where I can get a hearing; I hope in this way to overcome indifference and secure a larger attendance. I am fully satisfied that the public ear must be reached and the people educated in public school work.

J. R. TINGLE,

Supervisor of Pitt County.

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OFFICE OF COUNTY SUPERVISOR,  
WHITEVILLE, N. C.

HON. C. H. MEBANE. Raleigh.

DEAR SIR :—At first the teachers manifested a good deal of interest in their associations, but it seems to have all died out, for neither white nor colored have met since last June.

There has not been an Institute held in this county in three years. The Board of which I have the honor to be Secretary, believe it to be a waste of the children's money to have Institutes.

The general condition of the public schools has greatly improved during the past year. The subject of popular education is taking on new life in old Columbus.

I had issued, from July 1 to November 1 last year, only thirteen certificates; for same time this year I have issued forty. Bogue Township the last school year made an average of seventy nine days to each school for the white race. Whiteville made an average of sixty-two days to each school for the white race. Bug Hill Township and Waccamaw stood at the foot of the list in the day schools. Waccamaw returned 161 children, enrolled only 48; average attendance, 28.

Your friend,

W. H. SELLERS

Supervisor of Columbus County.

OCTOBER 14, 1898.

HON. C. H. MEBANE, State Superintendent Public Instruction, Raleigh,  
N. C.

DEAR SIR:—In answer to your request, I will say that no appropriation for an Institute has been made by the Board of Education for this county, and therefore none has been held.

Some teachers have advocated a voluntary Association, but no steps have been taken towards organizing it as yet. I am of the opinion that this would be a move in the right direction, if we could get our teachers to meet often enough. The plan would work no expense on the county, and might be a great help to teachers, especially the inexperienced.

The schools in this county are in fairly good condition, but the interest is not taken in matters of education that ought to be. In some sections we find a good many who should be in school that never attend.

In order to ascertain the needs of the schools and to improve the educational interests as much as possible, the Board of Education has directed the Supervisor to visit every school in the county.

Very truly yours,

H. S. AVERITT,  
Supervisor of Cumberland County.

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NASHVILLE, N. C., October 18, 1898.

HON. C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

DEAR SIR:—In reply to yours of recent date, I have to say we have no Teachers' Association in this county yet. Hope to have one soon. No Institute held this year. The general condition of our schools is growing better. Teachers grade better, both white and colored. Houses much improved. The people generally becoming more interested. The subject of education getting more attention. The school committee discharging their duty. Colored committeemen for colored schools recommended. Most respectfully your obedient servant,

L. M. CONYERS,  
Supervisor of Nash County.

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ROCKINGHAM, N. C., October 15, 1898.

HON. C. H. MEBANE, Raleigh, N. C.

DEAR SIR:—We have no Teachers' Association. Have had no Teachers' Institute for several years. I have not visited schools. The law requires the "Supervisor to visit schools under the direction of the Board of Education." I am not able to find the needs of the schools nor conditions, as the Board of Education has not directed me to visit schools.

There is no doubt in my mind that public schools could be very much improved and made more popular if schools were visited and the claims of public schools properly presented to the people. I would, with pleasure, visit schools if directed by Board of Education.

Yours very respectfully,

M. N. McIVER,  
Supervisor of Richmond County.

OFFICE COUNTY SUPERVISOR,

LAKE COMFORT, HYDE COUNTY, N. C., October 15, 1898.

HON. C. H. MEBANE, Raleigh, N. C.

DEAR SIR:—In reply to your circular I would say, that we have no Teachers' Association or any Institute work done, but our schools are in a fair condition, and the interest in public education increasing.

The length of school term has been increased at least one-third in the district that carried the special school tax.

Very truly,  
H. L. MCGOWAN,  
Supervisor of Hyde County.

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MT. PLEASANT, N. C., October 19, 1898.

HON. C. H. MEBANE, State Superintendent

Public Instruction, Raleigh, N. C.

DEAR SIR:—Replying to your circular which I had the honor to receive a few days ago, I have to say:

1. That the effort made last year to organize a Teachers' Association in this county met with failure. On one or more occasions heretofore similar attempts had been made, with apparent success at the beginning, but for some reason the teachers lost interest and the Association ceased to exist. Since then the teachers have not manifested much interest in forming an Association.

2. Two Institutes, one for white, the other for colored teachers, were held August 22-26, both dates included, in Concord. Prof. J. Y. Joyner, of the State Normal and Industrial College, Greensboro, conducted the Institute for the white teachers. He was assisted by Prof. T. A. Sharpe, formerly Superintendent of the Goldsboro Graded School.

The Institute was attended by seventy (70) teachers, thirty-one males and thirty-nine (39) females. Dr. C. D. McIver, President of the State Normal and Industrial College, delivered a public address on the 26th. Much interest was taken in the work by the teachers, and much good was no doubt accomplished.

The Institute for colored teachers was conducted by Rev. F. T. Logan, Principal of the Concord Graded School. He was assisted by President Jas. B. Dudley, of the State (Col.) Agricultural and Mechanical College, Greensboro, and Prof. W. M. Provinder, of the State Normal School, for colored teachers, at Salisbury. The County Supervisor also gave the institute one hour each day, instructing the teachers on such subjects as was thought would add to their efficiency as teachers. The Institute was attended by twenty-six teachers, seven males and nineteen females (which was one less than were examined during the year). The interest manifested by the colored teachers was all that could be desired. I think the Institute will prove to be of much benefit to the colored schools. President Dudley and Prof. Provinder delivered public addresses to the colored people on the 26th.

3. The public schools at this date have not opened for the winter term. The schools last winter were, as a general thing, well taught. The committees and people seemed to be pleased with the work done. Some of the houses are not such as to secure the best results, but that difficulty is gradually being overcome by paying more attention to the proper construction of new houses when occasion requires. Furniture, maps, globes, etc., are needed, but with the present school fund it has not been thought good policy to encourage the purchasing of such supplies. The chief want of many of the schools, other than money, is efficient teachers, such as will be fully competent to use maps, globes, charts, etc. If it be deemed well, then to make the outlay.

4. I think the interest in education is growing. The people more generally are coming to the point of seeing that the prosperity of a country depends upon the general intelligence of the people; that to raise North Carolina in the scale of prosperity the children must be educated, but in this field there is much work to do.

Very respectfully,  
H. T. J. LUDWIG,  
Supervisor of Cabarrus County.

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EAST BEND, N. C., October 28, 1898.

HON. C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

DEAR SIR:—We are trying by every possible means to raise the standard of education in Yadkin. We expect, through our Teachers' Association, white and colored, to secure a much higher grade of teachers and an increase in their salaries of at least twenty per cent. above last year.

Our County Institute, which opened the 19th and closed the 28th of July, was pronounced, by honest persons of all classes, a success. Prof. Foust, of Goldsboro, N. C., showed himself the proper man in the proper place, and by his gentle and unassuming conduct before the ninety-seven teachers who were in attendance, won for himself the esteem of them all.

In conclusion, I will say, without the least thought of sycophancy, the outlook for a higher standard of education in old Yadkin was never so hopeful as under our new system and with our present State Superintendent as our literary leader.

Truly yours,  
J. H. PATTERSON,  
Supervisor of Yadkin County.

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WANCHESE, N. C., October 29, 1898.

HON. C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

DEAR SIR:—The necessity of traveling by sail-boat (and hence the uncertainty) has prevented us from having a Teachers' Association. There has been no Institute held in the county.

Our people are aiding the public schools by employing, where practicable, the regular academies to do the public school work. There is a grow-

ing sentiment in favor of public primary and academic schools for the masses.

Yours very truly,

L. BASNIGHT,  
Supervisor of Dare County.

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SHELBY, N. C., November 1, 1898.

HON. C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

DEAR SIR:—Cleveland county has two Associations for the teachers, one for the white teachers and the other for the colored teachers. The white Association is divided into two divisions, one the western division, the other the eastern division. Each of these Associations are well organized and are planning to do much practical educational work this winter.

We held two Institutes last July, one for the white teachers and the other for the colored teachers. Both of these Institutes were very largely attended, much interest being manifested by the public generally, and the teachers much better prepared for the work of the school-room.

All our public schools are improving rapidly in every respect. The teachers are well prepared for their work. The school rooms are being well equipped and public sentiment is more healthful.

J. A. ANTHONY,  
Supervisor of Cleveland County.

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STONY KNOLL, N. C., October 30, 1898.

HON. C. H. MEBANE, Raleigh, N. C.

SIR:—We have no Teachers' Association in this county now, and for what the Board of Education thought good reasons, we had no Teachers' Institute this year, although the county has not been backward in Institute work.

The condition of the public schools is good, in fact, I believe better than ever. The prevalence of measles in most all parts of the county last winter reduced the average attendance to a considerable extent. Our citizens are taking greater interest in schools than ever before. By voting a special school tax Mount Airy gets ten months school this year. The school is in a very flourishing condition, with able teachers and large attendance. It is, perhaps, one of the best schools of its kind in the State. The academies at Siloam, Pilot Mountain and others in the county are in successful operation and well patronized.

Yours truly,

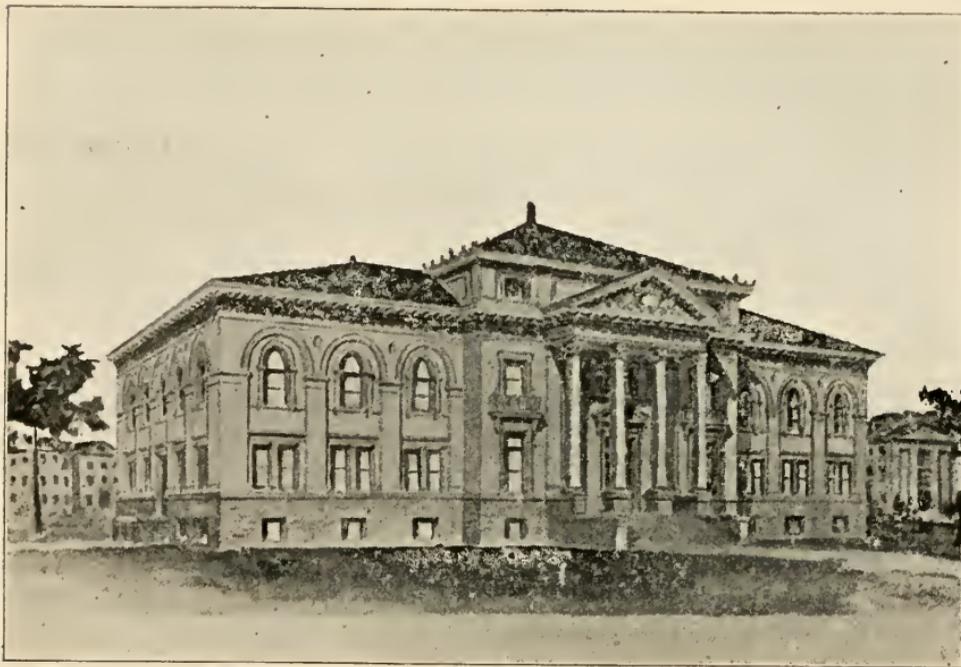
JOHN W. WILLIAMS,  
Supervisor of Surry County.

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CHARLOTTE, N. C., October 22, 1898.

HON. C. H. MEBANE.

DEAR SIR:—I am sorry to say that the Teacher's Association of this county is not what it should be by any means. I believe, however, that



ALUMNUS HALL, BUILDING, CHAPEL HILL, N. C.



some of the causes which have militated against it will be removed, and that, for the next year, it will be far more efficient and enthusiastic.

By order of our County Board of Education we had the Institutes during the month of July—one for each race. Both of these were well attended and highly appreciated by the teachers.

Prof. F. H. Curtier conducted the Institute for the white race. He was assisted by Prof. J. G. Baird, of the Charlotte Military Institute, and Profs. Coon and Bivens of the Graded Schools of the city. In addition to the regular work of the Institute, we had lectures by several prominent educators of the State. Among this number were Dr. Henry Louis Smith, of Davidson College; Dr. McIver, of the State Normal School, Greensboro; Dr. E. W. Sykes, of Wake Forest College, and Hon. C. H. Mebane, State Superintendent of Public Instruction.

We had in attendance 104 teachers, and many friends of education in this and other States.

The colored Institute was conducted by Prof. G. E. Davis, of Biddle University, assisted by Prof. Baird and others. There were 129 teachers in attendance, and the work of Prof. Davis and his assistants was very practicable and helpful. Each Institute continued one week. Besides the regular free schools of the county, we have thirteen high schools in which our boys and girls are prepared for the higher colleges. All of these high schools are doing excellent work, and I am glad to say they are largely attended. The educational interests of this county are steadily improving, and I can see an increased desire on the part of our boys and girls for a liberal education. May this sentiment prevail all over our beloved old State.

Respectfully,  
R. B. HUNTER,  
Supervisor of Mecklenburg County.

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HERTFORD, N. C., October 22, 1898.

HON. C. H. MEBANE.

MY DEAR SIR :—I will say this county has not paid out any money for Institute work, because, I think, if the County Supervisor is careful to grant license to teach to none except those who are competent to teach, the money paid out for such purposes can be better expended in the employment of teachers—that is to say, in extension of the school term. I am of the opinion that nothing is so essential to the good of our public schools as an extended school term. We have so little money to pay the expenses of our schools that I deem it waste to use it for any other purpose than the employment of teachers. I am hoping that this winter's school term will be longer than that of last winter. I regard our public schools as the only reliable means by which the masses of our people are to be educated, and I hope to see the time when our people shall esteem the public school as the most priceless institution of our State. The status of the public school in each of the several States is a sure index of the value placed upon education by the several peoples thereof. Where-

ever the public school does not exist, there education in its crudest form will be found.

Yours very truly, etc.,

FRANCIS PICARD,  
Superintendent of Perquimans County.

QUEEN, N. C., October 25, 1898.

C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

SIR :—Some of the public schools in Montgomery county are not as good as I thought they were before I began visiting them. In some of the schools where I have gone a very large per cent. of the books used are old and out of date. Some of the people say that they would buy the books needed if they could get them, while others don't seem to realize the need of having any books except Webster's old speller, etc. This is the case in some of our districts but not in all of them. We have some well conducted schools.

We have had no Teacher's Institute for several years, neither have we any Teachers' Association. There was a Teachers' Association organized a few years ago, but it soon died for want of interest.

In some townships the committee have decided to pay no teacher more than \$20.00 per month. Many of our first grade teachers have to teach for that amount or not teach at all. I heard a school committeeman, who is a farmer, remark some time ago that he was not willing for any one to make more than he could.

We certainly need and must have a Teachers' Association, whether we have any other organization or not.

Most truly,

GEO. L. REYNOLDS,  
Supervisor of Montgomery County.

ELIZABETH CITY, N. C., October 13, 1898.

HON. C. H. MEBANE, Raleigh, N. C.

DEAR SIR :—We have no Teachers' Association here at present, but I expect to organize one shortly. As to Institute work, we have had none conducted here for some years, but we intend to do better in future.

I can say but little regarding the general condition of the public schools, because I have not visited them. I am reliably informed, however, that the condition of the school-houses in the county is for the most part good. With few exceptions the school-houses are comparatively new, having been built and furnished within recent years. And still the good work goes on. We continue to build new houses every year. Since I have been in office an appropriation of \$412 50 has been made for a new house in one of our townships.

I believe we have one of the best schools in the State here at Elizabeth City. The building is a commodious brick structure, and six teachers are employed. The school is divided into five grades, under the direction of a superintendent, and bookkeeping and stenography will be taught during the present term.

As to the rural districts, more money is needed in order to secure high grade teachers at a liberal salary, and to lengthen the usual four months term.

Very respectfully,  
GASTON POOL,  
Supervisor of Pasquotank County.

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GLEN AYRE, N. C., October 31, 1898.

PROF. C. H. MEBANE, Raleigh, N. C.

DEAR SIR:—The teachers of Mitchell county, N. C., met at Bakersville, July, 1897, and organized a Teachers' Association. The Association prospered during August and the following autumn. It was a good educational help for the teachers of Mitchell. It should have been kept up; but for the distance the teachers had to go, and the inclemency of the weather in this mountain section of country, the Association closed.

There has not been an Association organized this year. I think Teacher's Associations are a great help for the cause of education.

We had a very interesting Institute July, 1897. We did not have an Institute in Mitchell this summer.

The public schools of Mitchell are progressing. Better teaching is being done each year. We have better school-houses and more thorough teachers than formerly. The text-books are superior to those used some years ago. With these improvements in teachers, houses and books, the public schools are advancing.

Public education in Mitchell county is doing, and has done, a vast amount of good for our people, because the education of our people depends almost entirely on public schools.

• There are not many young men and young women who are receiving, or have received, an academic education, and a very small number, indeed, who have gone to college. Those who have attended academies and colleges received their rudimentary instruction in public schools. If it were not for the public schools of our country, nine-tenths of the children would not receive any instruction. I am very thankful that we have a free school system in North Carolina. May our free schools become better, be prosperous and do good for the time to come, is my sincere desire.

Very truly,  
AUGUSTUS MASTERS,  
Supervisor of Mitchell County.

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WENTWORTH, N. C., November 7, 1898.

HON. C. H. MEBANE, Superintendent Public Instruction, Raleigh, N. C.

DEAR SIR:—Your circular requesting a brief letter as to Teachers' Association, etc., to hand.

1. I have not organized a Teachers' Association in this county. My predecessor organized one for each race, but little or no interest was taken in it, and good results were not visible.

The time when work in these associations would be most helpful for teachers, is while the schools are in session. Unfortunately for us, our school term begins in October and closes in March, embracing the coldest

period of the year. During the winter season travel in this county is difficult on account of the almost impassable condition of our roads.

These things, in connection with the small salaries usually paid our teachers, make the attendance at the meetings of a Teachers' Association such a burden to our teachers that I have not yet asked them to organize.

2. INSTITUTES.—I secured the services of Prof. Frank H. Curtiss and conducted an Institute of one week for each race.

I have never seen as much interest manifested in an Institute anywhere as we had here. The teachers expressed themselves as greatly benefited, and would gladly have remained twice as long as they did.

I really think it better to put our best efforts in an Institute of a week or ten days each year and have a wide-awake, lively, helpful meeting, than to try to have several less helpful and interesting meetings and call it an Association.

I think I may say without egotism or flattery that the public school teachers, white and colored, of Rockingham county, are decidedly above the average in the State in point of intelligence, skill and social standing.

3. THE GENERAL CONDITION OF PUBLIC SCHOOLS.—An increase in usefulness and interest is manifest in our schools.

Committeemen are seeking to secure better skill on the part of teachers in most of the schools. In some instances committeemen appear to have contracted ideas and make mistakes in the selection of teachers. It will require time to overcome this hindrance.

Sentiment in favor of *local taxation* is increasing. I hope in my next annual report to make advance in this direction.

NEEDS.—Larger and more regular attendance on the part of pupils. Greater interest on the part of parents.

More money. Very respectfully, E. P. ELLINGTON,  
Supervisor of Rockingham County.

OFFICE SUPERVISOR OF COUNTY SCHOOLS,

ASHEVILLE, N. C., October 15, 1898.

HON. CHAS. H. MEBANE, State Superintendent, Raleigh, N. C.

MY DEAR SIR :—I have the honor to give you the following information about the progress of education in the county of Buncombe :

1. TEACHERS' ASSOCIATION.—The teachers of the county meet monthly at Asheville, at the close of each school month. A program of three or four live, up-to-date topics is printed and distributed to all teachers two weeks before the meeting. General discussion is had on every topic after the leader has closed his remarks. An average attendance of seventy-five of the 120 teachers in the county has been made so far, besides most of the teachers in Asheville public and private schools.

2. TRAINING SCHOOLS.—During the past summer, the Board of Education provided five training schools, of one month each, at as many parts of the county, four for white teachers and one for negro teachers. One hundred and ten teachers attended these schools, and at the close of the

schools the regular county examination was held, covering three days, and the papers were graded by a competent committee, and certificates issued on this basis. Teachers express great satisfaction at the work done in these schools, and have petitioned for a two months term next year. The public schools are in fine condition, with well equipped teachers, and a longer attendance than ever before. The term this year will average five months. There is a great and growing enthusiasm on the part of the people for public education. The township's system is generally acceptable to all classes.

Nearly all the schools have raised from \$5.00 to \$20.00 to buy books for the foundation of a public school library. Many new school-houses are being erected throughout the county, after plans furnished by the County Board of Education. An effort is being made to seat all public school-houses with the best patent double desks. This movement is likely to be carried to a successful issue in January, 1899.

I have the honor to be, my dear sir, very respectfully,

Your obedient servant,

DAVID L. ELLIS,

Supervisor of Buncombe County.

Buncombe County has—

1. Three Colleges, with a total enrollment of five hundred students.
2. Seven High Schools and Academies, with an enrollment of nine hundred students.
3. A system of Graded Schools, with thirty teachers, instructing 2,000 white and 1,500 colored children.
4. A system of free Kindergarten Schools.
5. Five denominational schools, at which are taught the handcraft best suited to industrial pursuits in life.
6. One of the oldest and most enthusiastic Teachers' Associations in the State, with an average attendance of one hundred teachers monthly.
7. Five Training Schools for teachers, of two months session every year, each, officered by five trained in tractors.
8. One hundred and twenty-five public schools, enrolling 10,000 pupils.
9. Raised nearly \$75,000 for public schools this year.
10. Not endorsed a certificate this year, but required a rigid examination for license to teach in her schools.
11. One of the most intelligent and progressive Boards of Education, and several of the most liberal and business-like School Committees in the State.
12. Raised this year (1898) money enough to place a working library in nearly every public school in the county.
13. The whole time of the Supervisor given to the work of the public schools.
14. Arranged to place the best patent double desks into all the school houses in 1898.

For any information about the educational interests of Asheville and Buncombe county, Address

D. L. ELLIS,

Sec'y and Supervisor, Asheville, N. C.

LETTERS OF SUPERINTENDENT OF PUBLIC  
INSTRUCTION.

NOTE.—I publish here some of the most important official letters sent out from the office of Superintendent of Public Instruction during the last two years. This is done that the public may know the official advice and council of the present Superintendent as to whether it has been wise or otherwise.

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, April, 1897.

*To the Friends of Public Education:*

I wish to explain one or two important changes in the School Law as enacted by the last General Assembly of North Carolina.

First—The township is to be the unit of our Public School System. The public schools in the township are under the control and management of the five School Committeemen. These men have large discretion as to establishing schools in their townships. As a matter of fact, under the old law, in many instances, there are three huts, not school-houses, each receiving about \$75.00 per year. Under the new law it is possible to have, instead of three cabins, *one good school-house* near the centre of the territory covered by the three cabins, and have \$225 for this school. Instead of having three \$15 teachers we may have one good \$50 man or woman, that may do more for the school children in four months than under the old system was done in two or three years.

Who would not rather send his children two, or even three miles to a school that is a school than to have a poor school on the corner of his farm? I am aware that some are very much opposed to the township system on account of school-houses being near them, and on account of work

or money spent on some of these houses. I hope these persons will take a liberal view of this matter, lay aside personal preference and join in hearty co-operation for the greatest good to the greatest number. When we unite the small schools into one good, strong school, with one energetic, live teacher, then, and not until then, may we expect to have public schools of such force and character that will be felt in our State.

Second—The election, to be held “on Tuesday after the second Monday in August,” is worthy of your careful consideration. This election is to be held in every township. The County Commissioners at their June meeting are to give notice of this election in every county in North Carolina.

Any township that votes to tax itself \$500 for public schools will receive \$500 from the State Board of Education. Friends, do not become alarmed when you hear the word tax. I am aware that our country people do have a hard time to pay their taxes, but consider how little would be the tax of each one in a township in order to raise \$1,500, and then have this supplemented by the State with \$500, making \$2,000 in addition to what school fund you now have. Suppose where we now have twelve schools in a township we make only eight strong schools; each one would receive from the \$2,000 \$250; add this \$250 to your regular school fund; if we can put three of the \$75 schools together, then we would have \$250 plus \$225, which is \$475 for each school. Now, my friends, do not say that all this looks very well on paper, but it cannot be done in our State.

I tell you it can be done, and when we have \$475 for our public schools in our State, then we will have a right to demand professional teachers in our public schools.

What right have we to talk about professional teachers in our public schools, with only \$75 or \$100 a year to pay such teachers?

Third—I would like to remove, if possible, the idea that some of our people have in regard to teachers' salaries. I have heard School Committeemen compare the time of a school teacher with that of the wood-chopper, the ditcher and the ordinary laborer. I have not ought to say against any man who does this kind of work; it is honorable and right, but what I want to call your attention to is that a man's education is his investment. Let us see what an ordinary education costs. In time, it costs six years—two years preparatory, and four years in college.

We will say that the cost of the preparatory education is \$300, of the college four years, at \$250 each, making a cost of \$1,300.

The six years' time spent in school would be worth at least six hundred dollars. Thus we see the total cost of an ordinary education in time and money is about \$1,900. These figures mean strict economy on the part of the student. The interest on this education is 3c. per day at 6 per cent. interest. Now what farmer or business man would invest \$1,900 and compare his income with the 25-cent wood-chopper or the ordinary laborer, who has invested neither time nor money?

C. H. MEBANE,

*State Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, April 10, 1898.

*To the Members of the County Board of Education and the  
Members of the Respective School Committees:*

GENTLEMEN:—You are aware that it is the custom in many of the School Districts, under the old law, to leave over a part of the School Fund from the winter school and have said fund taught out during the summer months. You are also aware that the apportionment of school funds was made last January, and that there can be no apportion-

ment of school funds until January, 1898, which apportionment will be made under the new law and upon a different basis.

In view of these facts, as stated above, I, as State Superintendent of Public Instruction, advise you to allow the funds that were left over for a summer school to be taught out as usual. You will have no trouble to ascertain from the records what schools have such fund.

It is my earnest desire that as little friction as possible may be created in changing from the old system to the township system.

Let changes be made with care and deliberation. There are in many localities too many small districts, and in many instances it will be the part of wisdom to erect one good school-house and have one good school, where now there are two or three poor school-houses and two or three poor schools.

Gentlemen, the responsibilities that you have assumed are great, and the work is worthy of your greatest care and concern.

The success or failure of the new law is largely in your hands. Will you, like men, rise up and meet the duties that devolve upon you? I trust that you will. Remember that not only your children, and not only your neighbor's children are to be benefited, but your work is to have its effect upon the future generations of our great State.

Yours truly, C. H. MEBANE.

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, N. C., June 1, 1897.

At a meeting of the State Board of Education on May 28, 1897, the following resolution was adopted:

"That in case the general State fund shall not be sufficient to meet the payment of the \$50,000 appropriated by

the Public School Law of 1897, the Board of Education authorizes a loan from the School Fund to the general State fund sufficient to meet such appropriation, or so much of it as may be called for."

There is now no longer any doubt as to the Local Taxation Act as passed by the last General Assembly. We want the united force of the press in North Carolina in the interest of public education. We are becoming more and more a reading people. A larger part of the masses of the people read the newspapers to-day than ever before.

We want the united force of the pulpit, of the teachers, and of all the true men and women in our State, to arouse the masses of the people on the subject of education, and on the importance of the election to take place on Tuesday after the second Monday in August. We want a campaign for education. The opposition to be overcome is great. The work to be done is immense.

If there are friends of education who cannot go out among the people, and yet want to do something for the cause, they can help by giving money to meet the expenses of those who are willing to go and proclaim the doctrine of universal education.

We hope to be able to effect an organization at the Teachers' Assembly, whereby we may have some man in every county in the State.

We are in the fight to accomplish something. We have had considerable space devoted to us to show our ignorance, etc., but our zeal rises with the opposition.

Yours very truly,            C. H. MEBANE,  
*Sup't Public Instruction for N. C.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, N. C., July 19, 1897.  
*To the County Supervisor of Public Schools.*

DEAR SIR:—The reorganization of the Public School

System of North Carolina, according to the Act of the General Assembly, is now complete.

The working force of the system consists of the State Board of Education, the State Superintendent of Public Instruction, the County Board of Education, the County Supervisor, the Township Committee and the teachers. We must work together. We must make a success of our efforts to educate the masses in North Carolina. As head of the system for the State, I shall expect much of you. The first object before us is to carry the local taxation election August 10, "for schools." We have a great opportunity here and great responsibility. Local taxation is the only hope of building up our Public School system; it is only hope of educating the poor children.

If we would have twenty-six weeks school instead of twelve weeks, if we would make North Carolina one of the most intelligent States instead of one of the most illiterate, we must get the people to vote for local taxation.

Therefore, I come to you with the request that you personally do all you can to carry the coming election "for Schools;" that you send out speakers, workers and literature, if possible; that you officially prepare a letter for the School Committee of your county, urging them to work for local taxation in their respective townships. Organize the county thoroughly. Show the people what little the tax will amount to and what great things it will do for them.

Go to the office of the Register of Deeds and make a table of one or two townships and show to the public how little will be the burden each one will have to bear, and how great things will follow for the schools of the townships that vote for local tax.

Yours very truly,

C. H. MEBANE,

*Supt. Public Instruction for N. C.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

August 24, 1897.

HOW SHALL WE IMPROVE THE ATTENDANCE OF OUR  
PUBLIC SCHOOLS?

I come to you with this important question and ask you to give it your careful consideration. This is a question that should interest all the friends of popular education.

The first remedy I shall suggest, is, to have better schools. How are we to have better schools? Secure better teachers.

Our schools are largely what our teachers make them. So long as we have teachers that have only just enough interest in their work to secure the money at the end of the school, just so long we may expect to have a poor attendance of the children.

If the teachers are not interested in the schools we need not expect for the children to be interested, and if the teachers and children are not interested, the parents will not likely take much interest.

Let us then have teachers who are interested in school work themselves, and who will strive to create an interest in both the children and the parents of the community in which they teach.

Let our teachers go out among some of the indifferent parents and strive to show them what they can and will do for their children.

When their children come, be sure that something is done for them. *Our parents ought not to be such strangers to our schools*, and especially to our school teachers. Let our teachers have some entertainments occasionally that will improve and at the same time interest the children. Invite especially those parents who are known to take little interest or concern in the school. We have known cases of this kind where the most indifferent and even an opponent of the school has been won over to be its most ardent friend and supporter.

Above all things, I would suggest that our teachers use *common sense, tact and judgment*. Often a great deal of harm is done by some young Solon who goes out into a community of good, honest, but uneducated people. He goes out with some new-fangled idea that he has read about, or with some fine-spun theory, and he speaks of Pedagogy, Psychology, using high-sounding phrases of which the people and the children have no conception as to their meaning. Some one may say these last few lines are a reflection upon our teachers. I deny it—*I have seen and heard just such teachers*.

The cry was made during the late campaign for local taxation that our children do not attend what schools we now have—why spend any more money, when what we now have is not used and appreciated by those who need it most.

I am in favor of *better schools, better teachers, more earnest, honest effort* to make them worthy to be attended by our children, and then if, after we have good schools, the people will not send their children, *I shall be in favor of compulsory education*.

Yours truly, C. H. MEBANE,  
*Superintendent of Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, August 27, 1897.

*To the County Supervisor:*

I wish to call the attention of you and your County Board of Education to Section 2555 of the School Law of 1897.

I find that the printer omitted a very important part of this Section, as follows:

“No order given by a School Committee of any District (Township) for maps, charts, globes, or other school apparatus, shall be valid unless the same be indorsed by the Chairman of the Board of Commissioners (which now means

Chairman County Board of Education) and approved by the County Board of Education."

I call upon you in the name of the children of your county to put a stop to the squandering of the School Fund, if it has been in your county. Beware of vouchers that are presented to you for school supplies. These words, "school supplies," on some of these vouchers I have seen, simply mean \$37.50 for a school chart.

Now, can you expect for people to be willing to pay taxes to support public schools when the money is squandered this way?

If I lived in a county where I had to pay taxes, to be wasted in this way, when an election came to vote on school taxes, I would take the stump and canvass the county against schools, until we could find men that had sense enough to know how to spend the money.

Yours truly, C. H. MEBANE,  
*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, N. C., Nov. 20, 1897.

*To the Teachers:*

DEAR FRIENDS:—I have sent to your County Supervisor a constitution for a Teachers' Association in your county. I send this letter to you and ask your co-operation in this great work.

It is of vital importance to public education for our teachers to be organized; to have united action for advancement among our teachers. No teacher is so wise but that he may learn something by coming in touch with his fellow-teachers. Those of you who are better prepared to teach, and who have had better opportunities than others, should meet with the others who are not so well prepared, and who have not had such favorable opportunities.

Come together in the Teachers' Association for mutual benefit, as well as for the cause of public education in general.

Why shall not our teachers be organized? The business men, bankers and merchants are organized.

We have our Dental Association, our Medical Association, our Press Association, our Pharmaceutical Association, and others too numerous to mention.

All these organizations mean something, and have force and effect, each one in its own special work. Why may not the teachers come together and have some force and power, not only in the county where the Association is, but be felt in adjoining counties, and still, of more importance, be felt in the Legislature of our State, to secure whatever legislation is needed from time to time for the best interest and progress of the schools?

Our teachers, both public and private, do not make themselves felt as they should, as a class of men and women, in their respective counties. Too many of our teachers are indifferent as to what public sentiment is on the subject of popular education. Too often they sit in silence while the politicians around the court-house and the school committeemen squander the public money.

The County Association may not only create public sentiment in favor of popular education, but it may be the means of securing school men for school committeemen instead of men who will do the bidding of the court-house politician.

It may be the means of making the public school money the most sacred, which it should be, of any public money in the county.

It may make the schools, instead of a farce and a subject of ridicule, a power and a blessing to each community.

Will you not do some of these things? Do not sit down in silence, like some of our teachers did last summer; because certain men favored local tax they were, therefore, against it.

If you have not good school men in your county, no bet-

ter way to start a move for the right kind of men than in your Association as a body of teachers.

You, as an association of teachers and workers for popular education, can make demands of your county officers, which will be granted, for the benefit of your schools.

I hope you will give this subject your careful consideration, and that I shall hear of action along this line in your county at an early day.

Yours very truly, C. H. MEBANE,  
*Superintendent of Public Instruction.*

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OFFICE OF

SUPERINTENDENT OF PUBLIC INSTRUCTION.

RALEIGH, N. C., October 12, 1897.

*To the Members County Board of Education:*

I wish to call your special attention to Sec. 2569 of the School Law, which is as follows:

“The County Supervisor shall be required to visit the public schools of his County, while in session, but under the direction of the County Board of Education, and shall inform himself of the condition and needs of the various schools within his jurisdiction.”

My reason for sending this circular letter is, that in some counties, I learn that the County Board of Education has decided that the Supervisor shall not visit any of the schools.

This decision is contrary to the law, which says: “Supervisors shall be required to visit,” etc.

The provision, “but under the direction of the County Board of Education,” is a wise one. Under the old County Superintendent system, I heard of one County Superintendent who visited schools the greater part of the year. He would only visit one school a day, no matter how near by another school was. He managed to have some schools taught during the summer, and some during the autumn and winter, in his county, so that he could find visiting to be done the greater part of the year. Thus you see the





A CAMPUS VIEW—UNIVERSITY OF NORTH CAROLINA.

need of a check for such characters. It is the duty of the County Board of Education to see that no useless time is charged against the School Fund by the County Supervisor. The teachers and the people will soon let it be known whether the Supervisor is killing time or is giving life and inspiration to the schools and teachers.

If any County Board of Education in North Carolina has a Supervisor *who cannot and will not* give impetus and life to the schools by his *council, pluck, push and power*, by *coming in touch* with these schools at least once a year; I say if the County Board of Education has a man who cannot do this, *then such a man is not the man for Supervisor* for our public schools, and the best thing to do is to declare the office vacant and find a man *who can and will make himself heard and felt* in the county.

I feel sorry for the public school teachers and the children of any county, of whose Supervisor it can truthfully be said that his visiting and coming in touch with the schools of his county is a waste of the public money.

If the Supervisor is not capable of discharging his whole duty the County Board of Education is responsible for it, and if he is capable of discharging his duty I beg you not to tie his hands, but send him out among the schools and among the people. We must just *pound* it into many of our people, how great is their responsibility to their own children and their neighbors' children—and our County Supervisors should do a large share of this *pounding*.

Let the Supervisor get the people out and have an Educational Rally-day in every township, if possible, at least once a year. Let the teachers, parents and children all feel the power and influence of your Supervisor. When this is done then you will see a month or six weeks being added here and there to the public schools by private subscriptions, and this will finally lead to a foundation for the support of all the schools in the townships, namely, local tax.

Yours truly, C. H. MEBANE,  
*Superintendent of Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, N. C., October 4, 1897.

*To the Committeemen:*

I hope you have the census of your respective townships, and that you have assigned the children to their respective schools. If you have not the census you must take it accurately and have the reports in the hands of your County Supervisor not later than the first Monday in December. This will only give the Supervisor one month to get his report in shape for the County Board of Education on the first Monday in January, 1898, when the apportionment will be made strictly by the township, and so much per capita.

Where it is necessary to continue a school near a township line, the committees which control the territory from which the children will come to compose such school or schools, should get together and decide how many, and who, shall attend or be assigned to such schools. Make these reports plain, so that the County Board of Education may easily understand.

The law does not require that each school shall have sixty-five children assigned to it, no more and no less, for, on account of geographical reasons, in certain localities, impassable streams and creeks and sparsely settled areas, it will not be practicable to have as many as sixty-five children for each school, and for these reasons one school may have fewer than thirty children, but others have as many as seventy-five or one hundred, but the average in the whole township should not be less than sixty-five.

If possible, I would much prefer to have an average of seventy-five or eighty. This would be much better, as the greater the average the fewer the schools, and consequently the longer the school term.

You are required to meet on the second Monday in January and re-apportion the money that has been apportioned to your township by the County Board of Education.

I have taken considerable pains to prepare a Record Book for you. This book is arranged as simple as can be, and should be in the possession of each School Committee in North Carolina. You will find a colored page for your account with the County Board of Education, and twelve white pages following each colored one, for an itemized account with each school in your township.

You have more power and larger discretion as to the re-apportionment of the School Fund than was ever allowed to School Committeemen before by the laws of our State, and I trust you will use this power and discretion wisely. Remember that the success or failure of the township system is largely in your hands. Use your wisest judgment and do what you know is for the best interest of the public schools. Do not expect to please everybody, but dare to do your duty.

I would remind you that a good, live, energetic teacher is cheaper at \$35 or \$40 per month than a teacher who knows nothing of what progress and real teaching is, even at \$15 per month. Pay your teachers more and demand more of them—then you will move forward.

Do not, I beg you, waste the School Fund for school supplies. It is amazing to see how many thousands of dollars of our public school money has been spent for supplies, and yet where are the equipped public school houses?

C. H. MEBANE,  
*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, October 26, 1897.

*To the Supervisors:*

I wish to call your attention to a very important matter, to-wit: The employing of assistants in our public schools.

No person should be allowed to teach as an assistant in a public school unless said person has a certificate from the County Supervisor.

My attention has been called to some instances where the principals were paid \$40 or \$50 per month of the public fund, with the understanding that the principal teachers were to furnish their assistants. The assistants selected in these cases referred to were some pupils taken from the school and not qualified for the work.

Away with the idea that anybody can teach the primary children! This is the most difficult work, and it is a gross injustice to allow the children to be imposed upon by being placed under the care of the person who can be secured by the principal for the least money.

A case was reported to me last spring where a principal drew \$20 per month of public funds for an assistant teacher and hired his assistant for \$10 or \$12.

If this be true, such a man is not fit to be in any school-room.

It is your duty as Supervisor to see that the *little ones* are not neglected, and are not placed in charge of anyone except a competent teacher. See to it that every man and woman has a certificate before he or she teaches in a public school. Where an assistant is needed, let the committee make contract with assistant in the same manner as with the principal, then we will have *no unworthy principals making money on incompetent assistants*, as in the case mentioned above.

In some of our counties a certificate does not mean much, but be sure that the children shall have the benefit of what it does mean.

Very truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, N. C., December 8, 1897.

*To the Supervisor:*

MY DEAR SIR:—There will be a meeting of principals

and teachers of High Schools in Raleigh, December 28th to 30th. Several of these men are Supervisors. I have, therefore, called for a meeting of the County Supervisors on the 30th of December, in the Hall of the House of Representatives. We can meet at such hour or hours that will not conflict with the High School meeting.

Will you not make some little sacrifice to attend this meeting? Reduced rates on the railroads at this time.

Good board can be had at the Branson House at \$1.00 per day.

There are many things pertaining to the future progress of the public schools, concerning which we need each others' counsel and advice. We need united action on the part of Supervisors. *We want to strive* for the same great end throughout the State. We want to use the very best means possible to secure this great end.

We will have a programme arranged, as a basis, but we want each Supervisor to come, feeling that this is his meeting. Come and bring us your successes and failures in the school work. We want to be encouraged by your success, and want to help you make good the failures of the past. Above all, we want to get life and inspiration into our work.

The less money we have in any movement the greater need of energy and activity. We have very little money for our public schools—let us have very much action, and show to the public that we are in earnest and mean to do the very best we can, and then we will have more friends of public schools in the future than we have had in the past. Come, if you possibly can.

Let me hear whether you think you can attend this important meeting or not.

C. H. MEBANE,  
*Superintendent Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, N. C., January 14, 1898.

*To Supervisors and Members of County Boards of Education.*

DEAR SIR:—I write you in regard to orders given during the school year 1896 and 1897 for public funds when there were no funds due the districts.

The committees had no authority to sign orders for money when there was none due the school for which they gave the order for school supplies, and the person or persons accepting these orders did so at his own risk.

The banks that bought such paper or orders did so upon their own responsibility. I feel sorry for the banks, but I feel more sorry for the children whose money is squandered.

Some counties in the State have been canvassed by agents who knew there was no money due the schools, and the committee knew they had no money to pay the extravagant orders they were giving.

It is a burning shame to see the hundreds of dollars of orders given for money when there was none, expecting to gobble up the money of the children for this fiscal year.

Do not spend one cent of the school money due from July 1, 1897, to June 30, 1898, to pay orders made by your predecessors in office.

If there was money due the districts for which the goods were bought at the time they were bought, and for the school year in which they were bought, then, of course, such orders must be paid, otherwise do not pay them.

Yours very truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, N. C., January 5, 1898.

*To the Members of the County Board of Education and Supervisors:*

DEAR SIRS:—I wish to urge you to have the teachers examined on the public days provided for by law. There are two special reasons why this should be done, viz.: economy and systematic work on the part of the Supervisor.

How will it save money?

I find under the present arrangement in some counties that very few teachers are examined on the public days, but teachers go to the Supervisors on any day in the week and any week in the year, and as a result the Supervisors will have almost as many days' service to be paid out of the public fund as he has examined teachers.

The teachers of every county should be examined on one of the four days provided for in the law, with perhaps rare exceptions.

We ought to have twenty-five or thirty teachers examined on each of the public days, and have only to pay for one day's service instead of fifteen or twenty days, for the same number of teachers examined at the present loose way of doing in some counties.

Where Supervisors cannot arrange to have separate rooms for whites and colored to carry on examinations for both races at the same time, then continue the examinations after the public days until all have an opportunity to be examined.

We want this money that is paid the Supervisor for examining one teacher one day and another teacher the next day, and so on, to pay him for supervising schools, for going out and coming in touch with the people, and putting life into the schools.

I am not censuring the Supervisor, but he is often annoyed

and hindered in his teaching or private business by being called upon to examine a teacher just at any time, and of course cannot give his time in this service for nothing, and in this way he must necessarily have a large number of days' service in comparison with the number of applicants examined.

It seems almost needless to say that a Supervisor cannot and will not have as carefully prepared examination just at any and all days as he will on special days provided for in the law. The Supervisor cannot do his duty unless he can work systematically, and the County Boards of Education are hereby urged to take every action possible to aid the Supervisor to do efficient, systematic work, and at the same time enable him to accomplish a great deal within a few days along the line of examinations.

In some counties the money spent for these every-day examinations would pay for sending the Supervisor to a great number of the schools of the county.

Yours truly,

C. H. MEBANE,

*Superintendent Public Instruction.*

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OFFICE OF

SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, February 28, 1898.

*To the Public:*

A township becomes a special School District when a donation is put into the hands of the County Treasurer for the benefit of all the public schools, white and colored, in said township, and this donation is supplemented by the State. The funds thus raised by donation and by the supplement given on the part of the State becomes a special fund for this township.

This fund is subject to the order of the Township Committee, and for the benefit of all the public schools in the township, just as the money apportioned to the township

by County Board of Education is for the benefit of all the schools in the township.

No one or two schools in a township can expect to receive aid from the State. No territory less than a township need apply for aid.

This is a great opportunity for small townships, or townships where the number of schools is small.

Suppose a township only has five schools, and raises by donation five hundred dollars, and the State gives five hundred dollars. Here we have a special fund of one thousand dollars, which will give to each school \$200.

These donations will be duplicated at any time between January 31 and June 30 of a school year, provided that no one township can receive more than \$500 in any one year.

Very truly,  
C. H. MEBANE,  
*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

RALEIGH, N. C., February 27, 1898.

*To the Supervisors:*

I would like for you to make special effort among your people to have them to supplement the public schools by private subscriptions. There could be raised in many localities enough money to continue the schools from four to six weeks. Especially could this be done where teachers have made themselves felt, and created interest among the children for study.

How do parents decide whether their children are making progress in school or not? Do they examine into the work the children are doing? Not so; they judge by the interest the children take in their books at home. Therefore if this interest has been created among the children, then there is hope of reaching the parents.

You cannot even hope to supplement all of your schools,

but select some localities in your county where you know there has been good work done and some interest created. Use your efforts with such people, and if you can get even two or three schools to supplement the public school this year, it may prove an object lesson for those schools near by to follow next year.

This is worthy of some effort on your part. Of course I shall not expect the same results from the efforts of the various Supervisors.

But where a Supervisor has been going out among the people, making speeches for education, and stirring the people in the interest of schools, I have a right to expect some results from an effort of this kind.

I trust you will make this effort regardless of what the result may be.

Yours very truly,                    C. H. MEBANE,  
*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, N. C., February 5, 1898.

DEAR SIR:—I am anxious that the next biennial report that is sent out from this office shall show, not only what North Carolina is doing in the public schools and State institutions, but also shall show what our denominational colleges and high schools are doing—the academies, private schools, and in fact, want all the educational interests of the State to be represented in this report.

In order to do this a considerable extra expense will be incurred, and in order to meet this expense I have decided to offer space in this report at exactly what it will cost the State to print it.

We want a short, concise history of the various schools, academies, and colleges, and an outline of what has been done and is being done. Do not mention what you expect

to do. I hope you will do greater things in the future, but want this report to show what is being done now.

Would be glad to have a cut of your building and faculty to publish.

The State Printer estimates the cost to be about \$1.50 per page.

This is a very reasonable expense to the schools, and will do them a great deal of good as well as the State.

This report will be sent to every State in the United States, as well as distributed throughout North Carolina.

I expect to have a brief general history of the work done by the denominational colleges, and especially what the academies did for us as a State in early years.

I hope you will give this matter your careful consideration.

Let me hear from you as soon as possible, also designate how much space you will want.

Very truly yours,

C. H. MEBANE,

*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, March 30, 1898.

*To the County Supervisor:*

You are hereby notified that the State Board of Examiners have prepared a set of questions for teachers who may wish to stand the examination for Life Certificate. These questions will be forwarded to you in due time for the examination to take place on the second Thursday in July.

You will notify the teachers of your county, through the press or otherwise. Be sure that it is generally known, so that all who wish may have an opportunity to take the examination.

You will conduct this examination at the court-house of

your county, or some convenient room nearby the courthouse.

The questions are not to be seen by the teachers until the examination begins.

Examination papers are to be forwarded to this office and graded by the State Board of Examiners. A diploma will be issued to all successful applicants. This Diploma will have the signature of each member of the Board of Examiners and their seal upon it, and will entitle the holder thereof to teach anywhere in North Carolina without examination by the County Supervisor.

Questions on the following subjects have been prepared:

English Grammar, English Literature, History, Geography, Physical Geography, Arithmetic, Algebra, Physics, Physiology and Hygiene, Elementary Botany, Civil Government, and School Law.

The following books, in addition to those adopted in the various counties, are suggested as indicating the scope of the examination on the several subjects:

Whitney's Essentials of English Grammar.

Pancoast's Composition and Rhetoric.

Lockwood's Lessons in English.

Maury's Geography, Tarr's Physical Geography.

Sully's Psychology for Teachers.

White's Elements of Pedagogy.

Physics, Avery and Gage.

Bergen's Botany.

Martin's Human Body.

Hoping that you will give this important matter your prompt attention, I am,

Yours very truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, April 6, 1898.

*To the County School Officers:*

GENTLEMEN:—I have been informed that certain school officials have been offering their services as agents to handle school desks, school supplies, etc.

This is a dangerous business for a school officer, and this circular is sent out to show you what the law is on this subject:

AN ACT FOR THE PROTECTION OF EDUCATIONAL AND  
OTHER INSTITUTIONS.*The General Assembly of North Carolina do enact:*

SECTION 1. That it shall be unlawful for any member of any board of directors, board of managers or board of trustees of any of the educational, charitable, eleemosynary or penal institutions of the State, or any member of any board of education, or any county or district superintendent of schools, or examiner of teachers, or any school trustee of any school or other institution supported in whole or in part from any of the public funds of the State, or any officer, agent, manager, teacher or employee of any said boards, to have any pecuniary interest, either directly or indirectly, proximately or remotely, in supplying any goods, wares or merchandise of any nature or kind whatsoever to any of said institutions or schools.

SEC. 2. Nor shall any of said officers, agents, managers, teachers or employees of said institutions or schools or State or county officers act as agent for any manufacturer, merchant, dealer, publisher or author for any article of merchandise to be used by any of said institutions or school, nor shall they receive, directly or indirectly, any gift, emolument, reward for their influence in recommending or procuring the use of any manufactured article, goods, wares or merchandise of any nature or kind whatsoever for any of said institutions or schools.

SEC. 3. Any person violating the provision of this act shall be forthwith removed from his position in the public service, and shall, upon conviction, be deemed guilty of a misdemeanor, and fined not less than fifty (\$50) dollars, nor more than five (\$500) hundred dollars, and be imprisoned in the discretion of the court.

SEC. 4. This act shall be in force from and after its ratification.

Ratified the 9th day of March, A. D. 1897.

Yours truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, N. C., May 30, 1898.

*To the County Supervisor:*

There seems to be some misunderstanding among some of the Supervisors in regard to the census; but there should not be, for I informed each Supervisor last year that the census that was taken in November, or December, 1897, would be accepted at this office instead of the May census 1898. It was necessary to have the census last November or December in order for the apportionment to be made per capita to the townships, as the present law requires. There would necessarily be very little change as to school population from December, 1897, to May, 1898. Hence I will accept this census in your annual report, to be made to me the first of July of this year.

I wish to urge you to make out your annual report promptly the first of July and forward to this office, so that ample time may be had to arrange the statistics for the press, that the report may be published in due time.

It is a shame, but nevertheless true, that there are always some counties in the State which never get in their reports, and the Superintendents, for years, have had to go back to former years and fill in with old statistics. Do not allow this to occur this year. Such negligence on the part of any Supervisor is sufficient cause for his removal from office. Business is business. Let us have no negligence this year from any source in the State. These words are not intended for those who are prompt in their official duties, but to those who are negligent and careless.

What I have said is meant in kindness and for the best interest of this great work.

Let us work together and have a full and complete report of the schools.

Very truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

RALEIGH, N. C., June, 1897.

*To the County Commissioners:*

DEAR SIRs:—I wish to call your special attention to section 2 of the Local Taxation Law as enacted by the last General Assembly of North Carolina.

The section is as follows: "On Tuesday after the second Monday in August, within the year 1897, the Board of County Commissioners of every county shall cause an election to be held in every School District (Township) in their respective counties upon the question of levying a special District (Township) tax for the Public Schools of said District (Township), and notice of this shall be given by the County Commissioners at their regular June meeting, and such notice shall be published in the county papers and posted on the school-houses of said Districts" (Township).

I trust that the County Commissioners will do their full duty in regard to this Local Taxation Law, and that all the friends of public schools and education will work up a sentiment for this important measure.

If we have public schools of such character and of such length of time as we should, I believe it must come by Local Taxation.

The general School Tax is now twenty cents on the hundred dollars, and I do not believe we can hope to go much beyond this as a general tax for schools from the State.

Some of the greatest school systems in our county have very little if any general State tax, but are run almost or entirely by the Local Taxation principle.

Yours very truly,

C. H. MEBANE,

*State Superintendent Public Instruction.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, N. C., June 12, 1897.

*To the Members of the Boards of Education  
of the Several Counties of North Carolina.*

DEAR SIRs:—I have adopted White's Elements of Pedagogy, in compliance with Section 41, Chapter 199, Laws of 1889. (See School Law, page 42).

The publishers have signed a contract to furnish the book to the teachers at one dollar, post-paid.

All teachers to whom certificates are granted must be examined on White's Elements of Pedagogy.

Yours very truly,

C. H. MEBANE,  
*Sup't Public Instruction N. C.*

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

RALEIGH, August 5, 1898.

*To the Teachers and Friends of Public Schools:*

I call upon you as patriotic citizens of North Carolina to go to the polls on next Tuesday and see that all may have an opportunity to vote "for schools" at your respective voting precincts.

If the County Commissioners of your county have not prepared and distributed ballots, as the law directs them, you can write ballots with the words "for schools" on paper, and these will do as well as the printed ballots.

Next Tuesday will be a memorable day in the educational history of our State. What shall the record be? Will you help to make the record one over which you will have reason to rejoice? I trust you will do your duty on this important day.

Yours very truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*



MAIN BUILDING CHAPEL HILL SCHOOL, CHAPEL HILL, N. C.



OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,

RALEIGH, N. C., September 13, 1898.

The following letter explains itself. It is to be hoped that our colleges and schools will take some interest in this matter. Let not North Carolina be behind the other States in honoring LaFayette.

C. H. MEBANE,  
*Superintendent Public Instruction.*

*To the HON. C. H. MEBANE, Superintendent of Schools of the State of North Carolina, Raleigh, North Carolina.*

DEAR SIR:—A Special Commission has been formed by the Commissioner General for the United States to the Paris Exposition for the purpose of securing, by popular contributions, funds to erect a suitable monument to General LaFayette, whose remains now lie in a practically unmarked grave in the petit Picpus Cemetery of Paris.

It is now planned that the monument be built in time for unveiling and dedication on United States Day, the Fourth of July, 1900, at the Paris Exposition—thus making the day a most conspicuous one, both for America and for France.

It is proposed that in the raising of the funds the schools of America be utilized as the agency for reaching the people and procuring the contributions, and to this end I urgently request that you ask as early as convenient, that the teachers and officers of your schools, colleges and universities—(public and parochial)—recognize October the 19th, (the date of the fall of Yorktown—to which LaFayette contributed so greatly), as “LaFayette Day,” and that they devote a part of the day mentioned to a relation of the historic events pertaining to LaFayette and the early days of the Republic.

In the higher grades an appropriate program of exercises may be rendered, to which an admission fee should be

charged, or where collections may be made, the proceeds to be turned over by the school to the LaFayette Memorial Commission for the purposes mentioned.

In the primary grades it is suggested that the children be requested to solicit from their parents or acquaintances a small amount—from one to ten cents—to be used for the same purpose.

In furtherance of the work, I take pleasure in appointing you a member of an honorary Advisory Committee, to consist of the Superintendents of Education in the various States and Territories, and bespeak your hearty co-operation, to the end that this beautiful and significant movement may reflect the greatest of credit upon the youth of our country, upon their patriotism and the gratitude of our people.

Very respectfully,

FERDINAND W. PECK,  
*Commissioner-General.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
RALEIGH, August 18, 1898.

*To the County Supervisor :*

I have numerous enquiries recently in regard to combining the public schools with denominational schools, and therefore write you that you may have my opinion on this subject.

I think it best for the committee always to provide a public school lot and building.

The spirit of all our laws seems to be against combining Church and State in any way.

When the public school is combined with a denominational one the best interest of the public school can rarely, if ever, be secured.

We cannot have the support of all the people when the public school is united with the church school.

The public schools are for all the people, supported by all the people, and must serve all the people in enlightenment without any regard to denominations or churches.

The law provides for combining public schools with private, but I do not think that this, in any sense, means denominational or church schools.

Therefore, my instruction to you as County Supervisor, is that you do not combine public schools with denominational schools.

I am aware that these church schools have well-prepared teachers, but notwithstanding this, the primary object for which they are employed is to benefit the church that sends them out, and in every community we find some parents who will not send their children because the school is under other church influence than their own.

Let us not have any hindrance in the way of united support in the schools, which must have the support of all our people if they are ever what they should be.

Yours truly,

C. H. MEBANE,  
*Superintendent Public Instruction.*

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OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

RALEIGH, N. C., October 26, 1898.

*To the County Supervisor:*

DEAR SIR:—I send you pamphlet of recommendations to the next General Assembly.

You will not find any politics in this pamphlet, but only matters pertaining to the improvement of our public schools.

I call your special attention to the subject on page 31, "\$400,000 attainable;" also to the subject of "Local Taxation."

I send you two copies of the pamphlet. Please see that the candidates of the respective parties have their attention

called to the subjects mentioned above. Let these candidates express themselves publicly on the subject of increasing the school funds, so the people may know who are going to remember the children of our State, and who are unconcerned in regard to this matter of supreme importance.

I ask you to bring this matter before the public of your county as a school man, as an educator, as a man whose chief concern is to move forward in the great work of public education, regardless of what political power is in authority.

Yours for progress in the work,

C. H. MEBANE,

*Superintendent of Public Instruction.*

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[NOTE.—The following address was published and distributed according to a resolution adopted by the Teachers' Assembly of North Carolina.]

## SUPERINTENDENT MEBANE'S ADDRESS,

DELIVERED BEFORE THE TEACHERS' ASSEMBLY  
AT MOREHEAD CITY, 1897.

First, I will make the assertion that we have a right to expect greater results from the efforts in the interest of our public schools, from the county supervisor, than we ever received from the county superintendent or the county examiner. Why do I say this? Upon what do I base my expectations? It is this: Because section 7 of the general school law as passed by the last General Assembly says that the county supervisor shall be a practical school teacher. What is a practical school teacher? He is a man whose business is that of teaching, a man whose profession is that of teaching. We want a school man and no other for county supervisor. A man who even taught two years ago, and has since engaged in other business as a profession, I shall not call him a practical teacher, but I shall declare such a man ineligible to the office of county supervisor. Yes, my friends, the law calls for a practical teacher to fill

the important office of county supervisor, and we expect just such a man in every county in North Carolina. How was it under our former school laws? Who were our county superintendents? While we had some wide-awake, energetic school men for county superintendents, some men who made sacrifices for the schools, whose hearts were in this work; men by whose energies and perseverance the standard of scholarship was raised among their teachers, men who taught their teachers how to teach, men who gave life and inspiration to the schools over which they had control—while we had some such men as these, we also had very many lawyers, preachers, doctors, merchants and others who would secure the office of county superintendent to supplement their salaries or other business in which they were engaged. The trouble was not with the office but with the officers. Some of these men seemed to be more interested in their per diem, and number of days they could charge against the school fund, than they were in the progress of the schools of their counties. I sincerely hope we will not have county supervisors of this character. What can we expect of our public schools if they are to receive their life and inspiration from a man who devotes his efforts and energies to preaching the gospel? There is no class of men for whom I have a more profound respect than for the ministers of the gospel, but we do not want them for our county supervisors. What may we expect if this life and inspiration is to come from a lawyer who will only give a day of thought now and then to schools and education? What can we expect if this life and inspiration must come from a man engaged in general mercantile business, whose mind is absorbed in his business, or should be? Such a man as this to lead the educational forces of a county, and yet we have had just such men in many of our counties. If we have no school men, no educators, for these important offices, then it is a burning shame for the professional teacher. I, as the official head of the public

school system, say we have the men. I say we have practical teachers to fill these important offices, and I say further that we must have school men in these offices.

Would the physician think of calling on a teacher to examine medical students for license? Would the lawyer of North Carolina call on a school teacher for legal advice? Would the merchant ask the advice and guidance of the teacher in his business transactions? These questions are simply absurd, and yet there is just as much sense in doing these things as there is in asking these men to do the work of education. The ministers, the lawyers, the doctors, and the merchants all have their places, and theirs is a noble work, or should be. But away with such men as educational leaders! We want men for supervisors whose hearts are in the school work, whose interest and chief concern are for the improvement of the public schools, a man who can and will come in close touch with the people, who will make special efforts to interest the parents of our State in the education of their children, and will show to these parents the importance of making use of the opportunities now offered in the schools, and thus largely increase the average attendance of our schools.

We want supervisors who will give life and inspiration to the public school teachers, who can and will guide and direct worthy young teachers who are striving to become more efficient workers in the schools, a man that can give practical common-sense instruction as to the government of schools and methods of teaching; a man who, when he visits the schools and finds poor management and poor teaching, will have the tact and judgment to make order and system out of confusion and chaos. My friends, if you can have such men as these for County Supervisors; and we may and will have them if the County Boards of Education and the Clerks of our Courts and Registers of Deeds of the respective counties will only have the courage to do their whole duty.

Such men as I have been describing *will not be around seeking this important office*, but it is my honest desire to have *these boards seek the men*. Here are cases in which it is all important for the offices to seek the men.

Consider for one moment what it means for our public schools to have ninety-six men going in and out among our people in the great work of educating the masses. Ninety-six men who are able to reach the parents and the voters of the counties; ninety-six men of character and real worth, and not politicians, or narrow, selfish, one-sided men; ninety-six men in whom the people have confidence and for whom they have respect; ninety-six men who will have the courage to tell the people the whole truth as to our ignorance and our neglect of educating our thousands of poor children; ninety-six men who will not spend their time rejoicing over the glorious things for the future, but men who will take up the work of to-day; men who will act in the living present and do something now to drive ignorance and superstition from our midst; do something now to feed the hungry minds of our thousands of precious boys and girls in North Carolina; ninety-six men to persuade and to show the parents their duty in regard to sending their children to school; ninety-six men to tell the parents that unless the attendance in our public schools is largely increased within the next two years that the State of North Carolina will compel them to send these children to school.

The last and perhaps most important of all is ninety-six men who will carry ninety-six townships in North Carolina for local taxation at the August election, and cause the State Superintendent to issue ninety-six warrants for \$500 each, making the sum of \$48,000 from the State; and even the same amount in the townships would make the sum of \$96,000. We hope, however, in many townships these amounts will be \$1,000, or even \$1,500, thus making a grand total of \$125,000 or \$150,000 for the public schools.

## EXPRESSIONS OF INTEREST FOR PUBLIC SCHOOLS.

I sent out a letter of enquiry to all the State schools, the denominational colleges, and the private schools, respectfully requesting an official expression of the faculties or the heads of these institutions and schools in regard to their attitude towards the public schools of our State.

I had a right to expect sympathy and encouraging words from every State institution, but a glance over the following list will show that my expectations were not realized. It is very gratifying to see the interest manifested in the cause of public education in the following list of expressions:

PRESIDENT'S OFFICE,  
THE UNIVERSITY OF NORTH CAROLINA,  
CHAPEL HILL, September 30, 1898.

*Hon. Chas. H. Mcbane, Raleigh, N. C.*

MY DEAR SIR:—The Faculty of the University of North Carolina, recognizing that the supremest need of this State is an adequate system of public schools for the education of all the children of the State, is anxious and eager to bend all its energies to the accomplishment of that end. The University wishes to take its place in the vanguard of this movement, not alone because it is the chief public school of the State and the head of the public school system, but because it realizes that a large majority of the children of the State are dependent upon the public schools for all the training they will get in life. The first President of this University, Joseph Caldwell, was the first citizen of the State to reveal the value of the public school and to plead for its establishment. Archibald Murphy, a Professor here, was the first North Carolinian to draw up a rational system of public education and to seek to enact it into law. Calvin H. Wiley, a graduate of the University, first organized and

equipped the system for its work. The Presidents of later years have, without exception, given time and thought to this great problem and have some right to claim a share in the great work done by yourself and your predecessors in awakening public conscience on this great question. Ignorance is slavery, and ignorant citizenship is in a condition of slavery to intelligence, and the time has come for thoughtful men of all classes, sects and parties, to unite in a determined effort to provide the proper school facilities for every child in the borders of the State. I beg to assure you that in all of your laudable efforts to bring about this end you will have the support of the students and authorities of this University.

Very truly,

EDWIN A. ALDERMAN, *President.*

The Faculty of Trinity College, at the regular meeting, October 13, 1898, adopted the following expression in regard to the public schools:

Trinity College is committed by the action of the Board of Trustees to the development of the public schools of the State. With this action of the Board the members of the faculty are in full accord, and are ready to co-operate with others in any worthy plan or movement for increasing the efficiency of these schools.

W. H. PEGRAM, *Secretary.*

RESOLUTION ADOPTED BY THE TRUSTEES OF TRINITY  
COLLEGE IN REGARD TO OUR PUBLIC SCHOOLS.

WHEREAS, The Trustees of Trinity College are now, and ever have been, heartily in favor of free public schools, and also of higher education; therefore,

*Resolved.* That we pledge ourselves to renewed efforts to lengthen the term and so increase the number and efficiency of said free schools as that every child in the State shall have the opportunity of acquiring an education.

(Signed)

W. J. MONTGOMERY.

W. R. ODELL.

PRESIDENTS'S OFFICE,  
WAKE FOREST COLLEGE.  
WAKE FOREST, N. C.

Resolutions of the Faculty of Wake Forest College, passed October 21, 1898:

“In reply to the inquiry of the Superintendent of Public Instruction as to the attitude of the Faculty of Wake Forest College in regard to the public school system of North Carolina, we desire to express our conviction that, next to religion, a well organized system of public schools, with efficient teachers and at least four months sessions, is the greatest need of our State.

And we desire moreover to express our sympathy and promise our co-operation with every effort to improve and extend the system.”

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J. B. SHEARER,  
PRESIDENT DAVIDSON COLLEGE.

DAVIDSON, N. C., October 6, 1898.

*Hon. C. H. Mebane, Superintendent Public Instruction.*

DEAR SIR:—The Faculty of Davidson College desire me to say to you on our behalf that we are much pleased with your earnest and judicious work in behalf of the public schools. We are gratified at the increasing efficiency of the public school system of North Carolina, and we trust that the day is not very far distant when yet larger facilities, better teachers, and longer terms of service shall be secured for popular education; and we hope for yet larger success for your administration of this important public trust.

With sincere respect and cordial sympathy, I subscribe myself, for myself and colleagues,

Yours sincerely,

J. B. SHEARER, D. D., *President.*

CATAWBA COLLEGE,  
NEWTON, N. C.

Our abiding interest in the welfare of the children of North Carolina constrains us, the undersigned members of the Faculty of Catawba College, to declare our anxious concern for the cause of elementary education through the public schools of the State. We favor, for their additional length of term, elevation of standard and efficiency of operation, whatever additional legislation may be required. We favor terms of at least six months in the year, and the compulsory attendance of all the children in the State, between the ages of seven and fourteen years, who are not otherwise and equally well provided with advantages of education, with permission of attendance to the age of eighteen years.

To render the school fund adequate to this end, we favor additional taxation, if possible, or, at least, such legislation as shall reach a vast amount of the wealth of the State not now listed because not given in by the owners thereof, and, if need be, a curtailment of appropriations to institutions of higher education.

J. C. CLAPP,  
President Catawba College.

J. A. FOIL,  
Professor Math. and Nat. Science.

J. C. LEONARD,  
Professor English and History.

J. B. LEONARD,  
Tutor of Latin.

Catawba College, Sept. 11, 1898.

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THE FREE SCHOOLS.

## GUILFORD COLLEGE.

The need of education in our State is so great that any effort to give our children a better opportunity to become intelligent and useful citizens, should meet with hearty encouragement.

When we consider how large a per cent of the boys and girls, as at present situated, have no other source but the public or free school to which to look for an education, and how the perpetuation of popular government is imperiled by ignorance and its attendant evils, we shall surely make a more earnest appeal than we have hitherto done to the great body of our citizens to rise above partisan politics, and unite their efforts to secure better schools and for a longer time each year.

More funds should be appropriated to the public schools, and the full opportunity given to counties, in accordance with the present law, to add to the school funds by local taxation. Let any friend of the free schools who does not approve of local tax to improve and prolong them, propose a better plan to accomplish the desired end.

If our people could be induced to unite their efforts to secure good free schools for the boys and girls, and to take a patriotic pride in them, the result would soon be felt not only in the high schools and colleges and in education in general, but also in the various industrial interests of the State. Let us welcome discussion of the needs and conditions of our free schools, seek to get more money to be thus expended, and stir up in our people all over the State a deeper interest in education, and appeal to the best judgment in every community for necessary improvement and support of the free schools.

L. L. HOBBS, *President.*

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CLAREMONT COLLEGE,  
HICKORY, N. C., September 26, 1898.

*To the Honorable Superintendent of Public Instruction:*

We, the Faculty of Claremont College, recognize the public schools as the chief feeders of our college and of all other colleges in the State. As such they are markedly deficient in three particulars, viz: (1) Length of term. (2) Ability

of teachers. (3) Adequateness of salaries. We think that "local taxation" is the best remedy in sight for (1) and (3), and, indirectly, for (2). We would respectfully recommend that the number of the public schools be sacrificed, if necessary, for their efficiency, and that the matter of local taxation be doubly emphasized before the people.

By order of the Faculty.

S. P. HATTON, *President*.

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OAK RIDGE INSTITUTE.

OAK RIDGE, N. C., September 13, 1898.

*Hon. C. H. Mebane, Raleigh, N. C.*

DEAR SIR:—You desire an expression from Oak Ridge Institute as to our feeling and interest in the public school work. Permit us to say that we regard the work of the public schools as, by all odds, the most important educational work of the State. They reach more people than any other schools, and are, without question, the schools that our State should take the greatest interest in. We can never have an educated people until we have a first-class system of public schools. Two things have been lacking in the State of North Carolina, from the beginning—one is the thorough appreciation of the value of the public school by the people, and the other is a woeful lack of funds. If we had good school-houses our people would be more interested in the schools, and if we had a larger fund we could have better school-houses and better teachers. We have prepared hundreds of teachers for the public school work, and stand ever ready to lend a helping hand in anything pertaining to these schools.

Wishing you abundant success in everything that you undertake in the educational line that has for its purpose the good of the school, we are,

Very truly yours,

J. A. & M. H. HOLT.

## WHITSETT INSTITUTE.

WHITSETT, GUILFORD COUNTY, N. C.,

November 3, 1898.

WHEREAS, The education of all the people of our great Commonwealth is a subject demanding our patriotic concern, and

WHEREAS, As workers in the field of the private schools we realize the need of each and every worthy means towards this great end; therefore be it

*Resolved*, That the Faculty of Whitsett Institute hereby expresses its heartiest good wishes and deepest concern in public education as offered in our free public schools, and trust that the day is not distant when they will be greatly improved as to length and amount of money appropriated for their use.

W. T. WHITSETT, *Chairman*.

J. HENRY JOYNER, *Secretary*.

## THE BINGHAM SCHOOL.

MEBANE, N. C., September 26, 1898.

*Hon. C. H. Mebane, Raleigh, N. C.*

MY DEAR SIR:—Although I am the Principal of one of the private schools of the State, yet I am heartily in sympathy with the progress and success of the public school work. Sound and wisely administered government in the State depends to a great extent on an intelligent voting population, and I am in sympathy with every proper move for the education of the masses. I believe that our faculty of nine teachers join heartily with me in this view.

With great respect, I am

Truly yours,

PRESTON LEWIS GRAY.

PEABODY EDUCATION FUND AND PEABODY  
SCHOLARSHIPS IN PEABODY NORMAL  
AT NASHVILLE, TENN.

The following Circular of Information, giving rules and regulations concerning the Peabody scholarships, was distributed by Hon. J. L. M. Curry, LL. D., General Agent of the Peabody Education Fund, on February 25th, 1898, for the information of the State Superintendents of Education and applicants for the scholarships, to be awarded according rules in the circular. A similar circular was distributed during the year 1897.

I. The intent of the Peabody Board of Trust in establishing these scholarships in the Normal College is to affect public education in the South through a high grade of professionally educated teachers.

1. The realization of this intent implies, on the part of teachers, high moral aims; natural aptness to teach; an education of the liberal type; a knowledge of the history, theory, and art of education; and the pursuit of teaching as a vocation.

II. A Peabody scholarship is worth \$100 a year and the student's railroad ticket from his home to Nashville and return by the most direct route, and is good for two years. The college year consists of eight months, beginning on the first Wednesday in October, and closing on the last Wednesday in May; and scholarship students receive from the President of the College \$12.50 on the last days of each month of the college year.

1. No payment will be made except for time of actual attendance.

2. Scholarships will be withdrawn from students who allow bills for board to go unpaid.

3. Scholarships will be forfeited for partial or irregular attendance.

4. So far as possible, railroad tickets will be sent to students before leaving their homes; but students who do not receive tickets will be repaid their railroad fare within one month after entrance, and return tickets will be issued just previous to the close of the session in May. Students who leave the College before the close of the term will not be paid their return fare. Railroad tickets to Nashville will be furnished only twice on the same scholarship.

III. These scholarships are distributed to the several States by the General Agent, and their award to students is vested in him; but for convenience of administration this award is delegated to the State Superintendents in conjunction with the President of the College. The whole number of scholarships is now 200, distributed as follows:

Alabama, 15; Arkansas, 17; Florida, 8; Georgia, 18; Louisiana, 13; Mississippi, 15; North Carolina, 18; South Carolina, 14; Tennessee, 33; Texas, 20; Virginia, 18; West Virginia, 11.

1. No State can claim scholarships as a right. They are gifts from the Peabody Board of Trust; and, as such, the ratio of their distribution, as well as their amount, may be changed, or they may be withheld altogether.

2. At the close of each college year the President will notify State Superintendents of the vacancies that are to be filled in their respective States for the ensuing college year, and send the names and standing of non-scholarship students who are deemed worthy of scholarship appointments. If the President's nominations are not acted on within two weeks after they are forwarded, his nominees will be enrolled as scholarship students.

3. If appointees do not report at the College promptly at the opening of the year, or do not render a satisfactory excuse for their absence, their places will be declared vacant.

IV. In the award of scholarships, precedence is to be given to students who have been in the College for *one or more years*, at their own expense, and have there given proof of their fitness for the vocation of teaching.

1. In case there are more vacancies than can be filled in the manner just stated, resort should be made to competitive examination.

2. When State Superintendents cannot conduct these competitive examinations in person, they should be careful to delegate this duty to competent hands.

3. Only two years of scholarship aid will be given to the same student.

V. For the purpose of securing to all applicants a uniform basis of competition, the questions for examination will be prepared by the President of the College, and sent to the State Superintendent for distribution to the examiners whom they may appoint.

1. The next competitive examination will be held on July 21 and 22, 1898.

2. These questions, with specific instructions for their use, should be sent to the examiners in sealed envelopes, which are not to be opened till the hour for examination has come.

3. Each competitor should be required to return the lists of printed questions to the examiners as soon as the answers have been written.

VI. The qualifications for becoming a competitor for a scholarship are as follows: The applicant must not be less than seventeen years of age, nor more than thirty; of irreproachable moral character; in good health; with no physical defects, eccentricities, or habits which would interfere with success in teaching; and must make a pledge of intent to teach for at least two years after graduation.

1. The task of the examiners will be simplified by making a preliminary examination, as suggested above. Good health is an indispensable qualification. Any candidate who has any chronic affection, such as weak lungs or weak eyes, should be rejected at once.





M. E. C. BING, CO. N. Y.

2. The use of tobacco in any form is a disqualification for a scholarship.

3. If it should appear that a candidate intends to use his scholarship chiefly as a means of securing an education, or of ultimately preparing himself for some profession other than teaching, he should not be allowed to compete.

4. Persons of sluggish or indolent temperament, of slovenly habits, or of vicious disposition should be rejected at once.

5. When a choice must be made between a young man and a young woman whose examination papers are of equal merit, the young man should be preferred. This is not intended to discriminate against young women, as such; but it is thought that young men will be more likely to continue the vocation of teaching.

6. As fitness for teaching involves other qualities besides scholarship, students will be excused from attendance when it becomes apparent that they have habits or elements of character incompatible with the teacher's office.

VII. The minimum literary qualifications required of all students matriculating for a degree are as follows:

A. English Studies.—1. English grammar. 2. English Composition. A short essay based on the prescribed reading of the year, will be required of the candidate. The books prescribed for examination in 1898 are: Goldsmith's *The Vicar of Wakefield*, Coleridge's *Ancient Mariner*, and Hawthorne's *The House of Seven Gables*; for 1899, Southey's *Life of Nelson*, Cooper's *Pioneer*, and Shelley's *Skylark*; for 1900, Scott's *Ivanhoe*, Burke's *Speech on Conciliation with America*, and Shakespeare's *As You Like It*.

(Most of these books are to be found well edited, with introductions, in Longman's series of English Classics.)

B. United States History.

C. Geography, complete.

D. Mathematics.—1. Arithmetic, complete. 2. Elementary Algebra, complete. 3. Geometry, two books (Wentworth's).

E. Latin.—*Beginner's Latin Book*, Collar's *Gate to Cæsar*, or equivalents.

1. In the main, the examinations should be written; but certain intellectual qualities can best be tested in the oral way.

2. The ability to think and reason is of more importance than mere attainment of facts and rules. General intelligence and brightness may offset some deficiencies in mere book learning.

3. Good breeding, politeness and a pleasant manner should be counted in a candidate's favor.

VIII. A scholarship is good for any two consecutive years—that is, for Freshman and Sophomore, for Sophomore and Junior, for Junior and Senior, or for Senior and Post Graduate.

1. When scholarship students reach the College, they will not be re-examined for admission.

2. As the number of scholarships is small, compared with the number of competitors, it will often happen that some of those who miss the prize are competent to enter the Freshman Class of the College. When persons of this class desire to enter the College, they will, on application, receive from their State Superintendent a Special Certificate, which will admit them to the College without further examination. This certificate has no money value.

3. Students who have gained admittance to the College have the privilege of being examined for advanced standing. See Schedule of Examinations.

4. The completion of the Sophomore Course entitles the student to the degree of Licentiate of Instruction (L.I.); of the Senior Course to the degree A.B., B.S., or B.L.; and of the Post Graduate Course to the degree of A.M., M.S., or M.L.

5. Every member of the College is required to pay an incidental fee of \$10 a year.

IX. The pledge required of scholarship students shall be prescribed by the General Agent, and shall be uniform for all the States.

J. L. M. CURRY, *General Agent,*

February 25, 1898.

Washington, D. C.

PEABODY EDUCATION FUND OF DR. J. L. M. CURRY:

1897—Jan.	25.	To check from Dr. J. L. M. Curry.....	\$	700	00
March	1.	To check from Dr. J. L. M. Curry.....		2000	00
April	20.	To check from Dr. J. L. M. Curry.....		900	00
May	22.	To check from Dr. J. L. M. Curry.....		1400	00
July	20.	To check from Dr. J. L. M. Curry.....		300	00
Oct.	23.	To check from Dr. J. L. M. Curry.....		1400	00
Nov.	22.	To check from Dr. J. L. M. Curry.....		950	00
Dec.	15.	To check from Dr. J. L. M. Curry.....		950	00
1898—Jan.	25.	To check from Dr. J. L. M. Curry.....		550	00
March	2.	To check from Dr. J. L. M. Curry.....		850	00
May	21.	To check from Dr. J. L. M. Curry.....		150	00
Total .....			\$	10,150	00

PEABODY FUND DISBURSED, 1897 AND 1898:

1897—Feb.	1.	Durham Graded School, check to C. W. Toms, Durham, N. C.....	\$	200	00
May	24.	Durham Graded School, check to C. W. Toms, Durham, N. C.....		100	00
Total .....			\$	300	00

1897—Feb.	16.	State Normal College, E. J. Forney, Greensboro, N. C. ....	\$	500	00
March	2.	State Normal College, E. J. Forney, Greensboro, N. C. ....		1,000	00
May	24.	State Normal College, E. J. Forney, Greensboro, N. C. ....		600	00
July	21.	State Normal College, E. J. Forney, Greensboro, N. C. ....		200	00
Dec.	8.	State Normal College, E. J. Forney, Greensboro, N. C. ....		800	00
Nov.	22.	State Normal College, E. J. Forney, Greensboro, N. C. ....		650	00
1898—Feb.	5.	State Normal College, E. J. Forney, Greensboro, N. C. ....		750	00
March	12.	State Normal College, E. J. Forney, Greensboro, N. C. ....		650	00
June	29.	State Normal College, E. J. Forney, Greensboro, N. C. ....		150	00
		Total .....	\$	5,300	00
1897—Nov.	27.	High Point Graded School, Fred N. Tate, High Point, N. C. ....	\$	200	00
1898—March	12.	High Point Graded School, Fred N. Tate, High Point, N. C. ....		100	00
		Total .....	\$	300	00
1897—Dec.	8.	Washington Graded School, John H. Small	\$	200	00
1897—March	3.	Clinton Graded School, Treasurer.....	\$	200	00
May	24.	Clinton Graded School, Treasurer.....		100	00
		Total.....	\$	300	00
1897—March	3.	Colored Normal School, Goldsboro, N. C., H. L. Grant.....	\$	200	00
May	24.	Colored Normal School, Goldsboro, N. C., Jno. F. Dobson.....		90	00
		Total.....	\$	290	00
1897—March	3.	Colored Normal School, Winston, N. C., W. A. Blair.....	\$	200	00
May	24.	Colored Normal School, Winston, N. C., W. A. Blair.....		200	00
Nov.	22.	Colored Normal School, Winston, N. C., W. A. Blair.....		300	00
March	12.	Colored Normal School, Winston, N. C., W. A. Blair.....		100	00
		Total.....	\$	800	00

1897—March	3.	Colored Normal School, Fayetteville, N. C., A. H. Slocumb.....	\$	200	00
April	21.	Colored Normal School, Fayetteville, N. C., A. H. Slocumb.....		190	00
Dec.	15.	Colored Normal School, Fayetteville, N. C., F. P. Williston.....		300	00
		Total.....	\$	690	00
1897—May	24.	Colored Normal School, Salisbury, N. C., J. Rumple.....	\$	100	00
1897—March	3.	Colored Normal School, Elizabeth City, N. C., F. F. Cohoon.....	\$	200	00
April	21.	Colored Normal School, Elizabeth City, N. C., F. F. Cohoon.....		130	00
July	21.	Colored Normal School, Elizabeth City, N. C., C. E. Cramer.....		100	00
Dec.	15.	Colored Normal School, Elizabeth City, N. C., C. E. Cramer.....		300	00
May	24.	Colored Normal School, Elizabeth City, N. C., C. E. Cramer.....		210	00
		Total .....	\$	940	00
1897—April	21.	Colored Normal School, Plymouth, N. C., G. W. Horney.....	\$	290	00
Dec.	15.	Colored Normal School, Plymouth, N. C., F. M. Bunch.....		150	00
		Total.....	\$	440	00
1897—April	21.	Colored Normal School, Franklinton, N. C., B. W. Ballard.....	\$	290	00
Dec.	15.	Colored Normal School, Franklinton, N. C., T. H. Whitaker.....		200	00
		Total.....	\$	490	00

## RECAPITULATION.

State Normal College.....	\$	5,300	00
Durham Graded School.....		300	00
High Point Graded School.....		300	00
Clinton Graded School.....		300	00
Washington Graded School.....		200	00
Colored Normal School, Winston, N. C.....		800	00
Colored Normal School, Fayetteville, N. C.....		690	00
Colored Normal School, Salisbury, N. C.....		100	00
Colored Normal School, Elizabeth City, N. C.....		940	00
Colored Normal School, Plymouth, N. C.....		440	00
Colored Normal School, Franklinton, N. C.....		490	00
Colored Normal School, Goldsboro, N. C.....		290	00
Total.....	\$	10,150	00

## PEABODY SCHOLARSHIPS.

Under the rules and regulations North Carolina now has nineteen scholarships worth \$100 per annum for two years and travelling expenses to and from Nashville.

The scholarships are filled by the State Superintendent under regulations made by the Institution.

Examinations are prepared by the College authorities and sent to the State Superintendent.

The last two years the examinations have been conducted by the County Supervisors, and papers sent to the Superintendent for grading the work. The Superintendent has had the assistance of competent educators in grading the work done.

The Superintendent has no option to select students from different counties, but must be guided by scholarship as shown by the examinations, by the physical health of the applicants and their purpose to make teaching their regular profession. Thus the applicant's location as to county has nothing whatever to do with securing a scholarship.

The following is the list of those receiving appointment of scholarship at Nashville, Tenn., 1897:

Mr. W. M. Stancell, Jackson, N. C., October 1, 1897, for two years.

Miss Blanch Dupey, Davidson, N. C., October 1, 1897, for two years.

Miss Emma Conn, Raleigh, N. C., October 1, 1897, for two years.

Mr. J. V. Simms, Dillsboro, N. C., October 1, 1897, for two years.

The above persons were awarded the scholarships by competitive examinations.

At the special request of Dr. Curry made to this office by President Payne, Miss Mary Hufham, of Henderson, was appointed as a scholarship student.

W. H. Payne, President of the Peabody Normal College, nominated the following non-scholarships in accordance with Article III, paragraph 2, of the Circular of Information :

- Miss Kate Bagley, Littleton, N. C.
- Mr. William G. Reeves, Lee, N. C.
- Miss Sallie C. Smith, Scotland Neck, N. C.
- Mr. Leander W. Trivitte, Net, N. C.

These persons were appointed as nominated by President Payne.

There were nine vacancies for Peabody scholarships for North Carolina at the end of the spring term, 1897, at Nashville Peabody Normal College.

President Payne nominated Wm. T. Graybeal and Joseph C. Wright as scholarship students to fill two of these vacancies. This was done by the President in accordance with Article III, paragraph 2, of the Circular of Information.

The following is a list of those to whom scholarships were awarded by competitive examination to fill the remaining seven vacancies :

- Miss Eva Culbreth, Clinton, Sampson county, N. C.
- Miss Stella M. Ray, Asheville, Buncombe county, N. C.
- Miss Carrie Owen, Winton, Hertford county, N. C.
- Miss Leila Thornton, Faison, Duplin county, N. C.
- Mr. J. D. Everett, Robersonville, Martin county, N. C.
- Mr. C. S. Kirkpatrick, Crabtree, Haywood county, N. C.
- Mr. F. H. Lyon, Wilkesboro, Wilkes county, N. C.

These scholarships are good for two years; worth \$100 per year and railroad fare to and from the college by the nearest route.

The Peabody Fund is given to the State by Dr. J. L. M. Curry, General Agent of the Fund.

The State Superintendent receives and disburses this fund according to the advice and direction of the General Agent.

Dr. Curry confers with the State Superintendent as to where and how the money shall be spent so as to accomplish the greatest good to the cause of education, and especially for the training of teachers.

The State Superintendent receives nothing from this Fund for his services and gives no bond.

The statement of receipts shows how much money has been received by me since I came into this office.

The statement of disbursements shows to what schools the money was paid, when paid, and how much to each one.

The vouchers are on file in this office for each item of disbursements.

North Carolina owes a debt of lasting gratitude to the memory of George Peabody. Though dead he speaks in our midst to-day.

There are young men and women in our State who call him blessed, who, without the aid received from the Peabody Fund, would have been compelled to grope in darkness, but because of this aid are a power and blessing to our State, who are letting their lights shine and giving intelligence and enlightenment to those about them.

I wish to express to Dr. Curry, the General Agent of this Fund, the thanks of a grateful people for what he has done for us in educational matters, not only in the generous and philanthropic spirit shown to us in the distribution of the Peabody Fund, but for his hearty interest shown in our legislation pertaining to education.

I, as Superintendent of Public Instruction, have had most pleasant business relations with him, and words of encouragement from time to time, for which I am personally very grateful.

We have done the best we could under the circumstances with the funds. I am not satisfied with the results altogether. Perhaps in some instances I expected to much.

## APPORTIONMENT OF PUBLIC SCHOOL FUND BY THE STATE BOARD OF EDUCATION.

The State school fund is apportioned by the State Board of Education. It has been the custom of the State Board for several years to allow the fund to accumulate until it would amount to from eight to ten cents per capita of the school population. This fund is composed of interest on bonds, sale of public lands and swamp lands.

The amount of the fund varies, as some years very little land is sold, while other years the sales may be much larger.

The following apportionment was made August, 1897, giving to each county nine cents per capita of school population, according to Superintendent's report for the scholastic year 1895 and '96:

The amount of the bonds belonging to the State school fund is \$145,250. Of this amount \$143,250 is four per cent. bonds, and the remaining \$2,000 is six per cent. bonds.

In the apportionment following, no part of the bonds were used, only the interest that had accumulated since the last apportionment by the former State Board of Education in 1894. In this apportionment there is also the money received from sale of public lands

There is now (November 14th) to the credit of the State school fund \$5,331.01 in addition to the bonds mentioned above.

COUNTIES.	NO. CHILDREN.	TOTAL FOR COUNTY.
Alamance .....	8,093	\$ 728 37
Alexander .....	3,722	334 98
Alleghany.....	2,819	253 71
Anson .....	7,908	711 72
Ashe .....	7,018	631 62
Beaufort .....	7,842	705 78
Bertie.....	7,879	709 11
Bladen.....	6,813	613 17
Brunswick.....	4,328	389 52

COUNTIES.	NO. CHILDREN.	TOTAL FOR COUNTY.
Buncombe .....	14,556	1,310 04
Burke.....	6,217	559 53
Cabarrus .....	7,490	674 10
Caldwell .....	5,420	487 89
Camden.....	1,854	166 86
Carteret .....	3,802	342 18
Caswell.....	4,902	441 18
Catawba (census of 1894) .....	7,632	686 88
Chatham.....	9,175	825 75
Cherokee.....	4,365	392 85
Chowan .....	3,045	273 75
Clay .....	1,715	154 35
Cleveland.....	9,659	869 31
Columbus.....	7,593	683 37
Craven .....	7,115	640 35
Cumberland .....	9,266	833 94
Currituck.....	2,204	198 36
Dare.....	1,494	134 46
Davidson.....	8,156	734 04
Davie .....	4,683	421 83
Duplin.....	7,542	678 78
Durham (census of 1894).....	7,091	638 19
Edgecombe.....	8,617	775 53
Forsyth.....	11,881	979 29
Franklin .....	6,096	548 64
Gaston.....	8,650	778 50
Gates.....	3,972	357 48
Graham .....	1,473	132 57
Granville.....	7,525	677 25
Greene (census of 1894).....	3,783	340 47
Guilford.....	10,870	978 30
Halifax.....	11,587	1,042 83
Harnett.....	5,708	513 72
Haywood .....	5,959	536 31
Henderson .....	5,427	488 43
Hertford .....	5,307	477 63
Hyde.....	3,375	303 75
Iredell .....	10,150	913 50
Jackson .....	4,210	378 90
Johnston .....	11,017	991 53
Jones.....	2,891	260 19
Lenoir .....	5,801	522 09
Lincoln .....	5,330	479 70
Macon .....	4,230	380 70
Madison.....	5,159	464 31

COUNTIES.	NO. CHILDREN.	TOTAL FOR COUNTY.
Martin (census of 1894).....	5,763	518 67
McDowell.....	4,330	389 70
Mecklenburg.....	13,384	1,204 56
Mitchell.....	5,783	520 47
Montgomery.....	4,531	407 79
Moore.....	8,406	756 54
Nash.....	8,758	788 22
New Hanover.....	7,609	684 81
Northampton.....	7,878	709 02
Onslow.....	4,085	367 65
Orange.....	4,815	433 35
Pamlico.....	2,842	255 78
Pasquotank.....	4,354	391 86
Pender.....	4,940	444 60
Perquimans.....	3,556	320 04
Person.....	5,108	459 72
Pitt.....	10,582	952 38
Polk.....	2,426	218 34
Randolph.....	10,105	909 45
Richmond.....	9,725	875 25
Robeson.....	12,916	1,167 84
Rockingham.....	10,325	929 25
Rowan.....	9,488	853 92
Rutherford.....	8,796	791 64
Sampson.....	9,673	870 57
Stanly.....	4,963	446 67
Stokes.....	7,095	638 55
Surry.....	6,686	601 74
Swain (census of 1894).....	2,222	199 98
Transylvania.....	2,375	213 75
Tyrrell.....	1,676	150 84
Union.....	9,740	876 60
Vance.....	5,470	492 30
Wake.....	17,724	1,595 16
Warren.....	6,980	628 20
Washington.....	3,626	326 34
Watauga.....	4,658	419 22
Wayne.....	10,605	954 45
Wilkes.....	9,988	898 92
Wilson.....	8,579	772 11
Yadkin.....	5,333	479 97
Yancey.....	4,279	385 11
	631,657	\$ 56,849 13

## SUMMARY OF STATISTICS.

## SUMMARY OF RECEIPTS FOR 1897 AND 1898.

	1897.	1898.
General poll tax: .....	\$305,647 93	\$318,933 58
General property tax.....	416,183 00	441,526 92
General property tax, local acts.....	13,167 13	21,522 32
Fines, forfeitures and penalties.....	13,507 74	15,653 50
Liquor license.....	65,998 74	74,777 01
Auctioneers .....		70 80
Estrays.....	9 49	11 24
State Treasurer.....		56,849 13
Other sources.....	15,986 15	57,170 35
Total.....	<u>\$830,500 18</u>	<u>\$986,514 85</u>

## SUMMARY OF DISBURSEMENTS 1897 AND 1898.

	1897.	1898.
Paid white teachers .....	\$451,474 84	\$412,455 43
Paid colored teachers .....	227,195 27	228,033 97
Paid houses and sites, white .....	30,663 63	41,823 34
Paid houses and sites, colored .....	16,507 61	12,177 28
Paid County Superintendents.....	149 07	21,283 08
Paid Institutes, whites.....		697 73
Paid Institutes, colored.....		234 74
Paid Treasurer commission.....	17,269 77	18,071 06
Paid milage per diem Board of Education...	3,217 62	5,886 03
Paid expenses Board of Education.....	2,976 26	3,903 71
Paid city schools .....	34,490 76	37,075 51
Paid other purposes.....	46,292 90	49,501 18
Total.....	<u>\$830,237 73</u>	<u>\$931,082 86</u>

## CENSUS SCHOOL CHILDREN FROM 6 TO 21 YEARS.

	WHITE.	COLORED.	TOTAL.
For 1897.....	412,143	211,519	623 662
For 1898 .....	415,262	213,218	628,480

## ENROLLMENT IN SCHOOLS.

	WHITE.	COLORED.	TOTAL.
For 1897.....	222,252	131,404	353,656
For 1898.....	261,223	138,152	399,375

## BIENNIAL REPORT OF THE

## PER CENTAGE OF SCHOOL CHILDREN ENROLLED IN SCHOOLS.

	WHITE.	COLORED.
For 1897 .....	53 $\frac{9}{10}$ per cent.	62 $\frac{7}{10}$ per cent.
For 1897 .....	62 $\frac{9}{10}$ per cent.	64 $\frac{7}{10}$ per cent.

## AVERAGE ATTENDANCE ON SCHOOLS.

	WHITE.	COLORED.	TOTAL.
For 1897 .....	110,677	58,548	169,225
For 1897 .....	144,357	68,894	213,240

## PER CENTAGE OF SCHOOL POPULATION IN AVERAGE ATTENDANCE ON SCHOOLS.

	WHITE.	COLORED.
For 1897 .....	26 $\frac{8}{10}$ per cent.	27 $\frac{6}{10}$ per cent.
For 1898 .....	34 $\frac{7}{10}$ per cent.	32 $\frac{3}{10}$ per cent.

## PER CENT. OF ENROLLMENT IN AVERAGE ATTENDANCE ON SCHOOLS.

	WHITE.	COLORED.
For 1897 .....	54 $\frac{2}{10}$ per cent.	44 $\frac{5}{10}$ per cent.
For 1898 .....	55 $\frac{2}{10}$ per cent.	54 $\frac{9}{10}$ per cent.

## AVERAGE LENGTH OF SCHOOL TERMS IN WEEKS OR DAYS.

	WHITE.	COLORED.
For 1897 .....	11 $\frac{3}{5}$ weeks or 58 days.	10 $\frac{4}{5}$ weeks or 54 days.
For 1898 .....	14 $\frac{1}{5}$ weeks or 71 days.	12 $\frac{4}{5}$ weeks or 64 days.

## AVERAGE SALARY OF TEACHERS REPORTED.

For 1897—White males .....	\$23 21
For 1897—White females .....	20 81
For 1897—Colored males .....	21 54
For 1897—Colored females .....	18 25
For 1898—White males .....	24 66
For 1898—White females .....	22 96
For 1898—Colored males .....	21 64
For 1898—Colored females .....	19 85

## VALUE OF PUBLIC SCHOOL PROPERTY REPORTED.

For 1897—Whites .....	\$644,309 75
For 1897—Colored .....	234,324 00
Total .....	\$878,633 75
For 1898—Whites .....	\$683,363 00
For 1898—Colored .....	246,851 00
Total .....	\$930,214 00

## NUMBER OF SCHOOL HOUSES REPORTED.

For 1897—White.....	4,369
For 1897—.....	2,037
Total.....	6,406

## NUMBER OF PUBLIC SCHOOLS TAUGHT.

For 1897—White.....	4,369
For 1897—Colored.....	2,037
Total.....	6,406
For 1898—White.....	4,297
For 1898—Colored.....	2,042
Total.....	6,339

## NUMBER OF SCHOOLS DISTRICTS REPORTED.

For 1887—White.....	5,247
For 1897—Colored.....	2,540
Total.....	7,787
For 1898—White.....	5,083
For 1898—Colored.....	2,404
Total.....	7,387

## COMPARATIVE STATISTICS FROM 1884 TO 1898, INCLUSIVE.

Receipts for 1884.....	\$ 580,311	60
Receipts for 1885.....	631,904	38
Receipts for 1886.....	670,671	79
Receipts for 1887.....	647,407	81
Receipts for 1888.....	670,944	73
Receipts for 1889 (8 months).....	612,151	31
Receipts for 1890.....	721,756	38
Receipts for 1891.....	714,966	27
Receipts for 1892.....	775,449	63
Receipts for 1893.....	751,608	11
Receipts for 1894.....	777,079	29
Receipts for 1895.....	825,988	84
Receipts for 1896.....	824,238	08
Receipts for 1897.....	822,757	09
Receipts for 1898.....	988,409	11

## CENSUS FROM 6 TO 21 YEARS.

	<i>White.</i>	<i>Colored.</i>	<i>Total.</i>
For 1884.....	321,561	193,843	515,404
For 1885.....	330,890	199,237	530,127

	<i>White.</i>	<i>Colored.</i>	<i>Total.</i>
For 1886.....	338,059	209,249	547,308
For 1887.....	353,481	212,789	566,270
For 1888.....	363,982	216,837	580,819
For 1889—Not taken.			
For 1890.....	370,144	216,524	586,668
For 1891.....	380,718	213,859	594,577
For 1892.....	386,560	211,696	588,256
For 1893.....	399,753	218,788	618,541
For 1894.....	389,709	212,191	601,900
For 1895.....	403,812	217,437	621,249
For 1896.....	420,809	223,376	634,185
For 1897.....	412,143	211,519	623,662
For 1898.....	415,262	213,218	628,480

## ENROLLMENT.

For 1884.....	170,925	113,391	284,316
For 1885.....	185,225	112,941	298,166
For 1886.....	188,036	117,562	305,598
For 1887.....	202,134	123,145	325,279
For 1888.....	211,498	125,824	337,372
For 1889..			
For 1890.....	205,844	116,689	322,533
For 1891.....	214,908	115,812	330,720
For 1892.....	215,919	119,441	335,358
For 1893.....	232,560	124,398	356,958
For 1894.....	235,486	323,899	359,385
For 1895.....	245,413	128,150	373,563
For 1896.....	231,059	117,551	348,616
For 1897.....	222,252	331,404	353,656
For 1898.....	261,223	138,152	399,375

## AVERAGE ATTENDANCE.

For 1884.....	106,316	66,679	172,995
For 1895.....	115,092	70,486	185,578
For 1886.....	117,121	68,585	185,706
For 1887.....	124,653	71,466	196,119
For 1888.....	133,427	75,230	208,657
For 1889			
For 1890.....	134,108	68,992	203,912
For 1891.....	120,747	71,016	201,863
For 1892.....	133,001	66,746	198,747
For 1893.....	142,362	74,417	216,779
For 1894.....	149,046	71,246	220,250
For 1895.....	136,954	70,461	207,415
For 1896.....	137,115	67,088	204,203
For 1897.....	110,677	58,548	169,225
For 1898.....	144,346	68,894	213,240 ✓

## AVERAGE LENGTH OF SCHOOL TERMS.

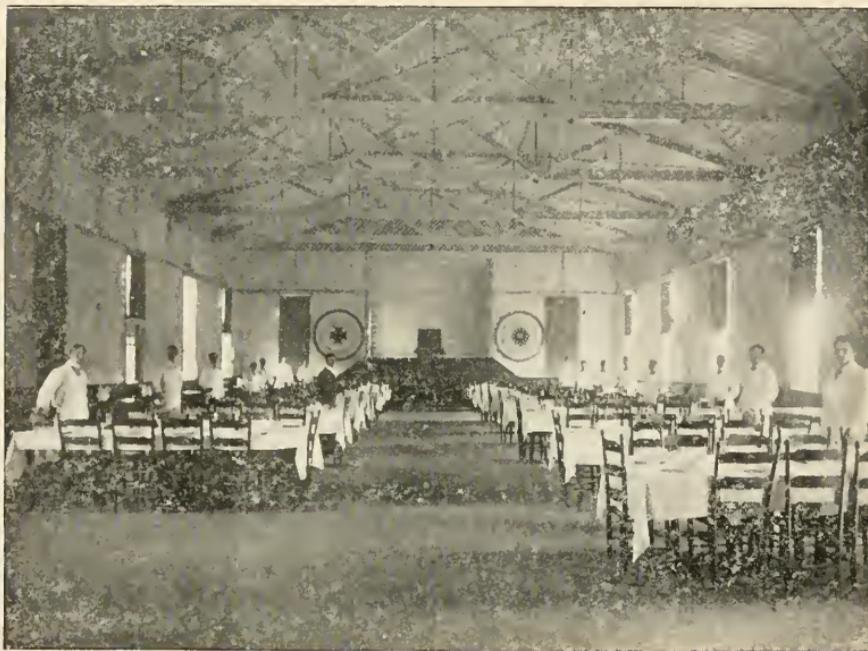
For 1884.....	11.50	weeks for whites and	11.75	for colored.
For 1885.....	12	“	“	11.75
For 1886.....	11.75	“	“	12
For 1887.....	12	“	“	12
For 1888.....	12.80	“	“	12.30
For 1889.....				
For 1890.....	11.85	“	“	11.81
For 1891.....	12.14	“	“	11.91
For 1892.....	12.66	“	“	12.15
For 1893.....	12.81	“	“	12
For 1894.....	12.85	“	“	12.12
For 1895.....	12.45	“	“	11.83
For 1896.....	12.42	“	“	11.75
For 1897.....	11.73	“	“	10.86
For 1898.....	14.06	“	“	12.79

## AVERAGE SALARY OF TEACHERS.

For 1886.....	white males,	\$26 23;	females,	\$23 77
For 1887.....	“	“ 25 10;	“	23 30
For 1888.....	“	“ 25 68;	“	22 82
For 1890.....	“	“ 25 80;	“	22 95
For 1891.....	“	“ 25 03;	“	23 11
For 1892.....	“	“ 26 20;	“	25 72
For 1893.....	“	“ 26 46;	“	23 37
For 1894.....	“	“ 25 53;	“	23 08
For 1895.....	“	“ 24 87;	“	22 39
For 1896.....	“	“ 24 75;	“	21 64
For 1897.....	“	“ 23 21;	“	20 81
For 1898.....	“	“ 24 66;	“	22 96
For 1886.....	colored males	24 69;	females,	20 36
For 1887.....	“	“ 24 10;	“	19 60
For 1888.....	“	“ 22 67;	“	20 45
For 1890.....	“	“ 22 72;	“	20 36
For 1891.....	“	“ 22 23;	“	18 45
For 1892.....	“	“ 23 33;	“	20 14
For 1893.....	“	“ 23 33;	“	21 28
For 1894.....	“	“ 23 08;	“	19 27
For 1895.....	“	“ 23 14;	“	20 91
For 1896.....	“	“ 26 70;	“	20 96
For 1897.....	“	“ 21 54;	“	18 25
For 1898.....	“	“ 21 64;	“	19 85

## VALUE OF PUBLIC SCHOOL PROPERTY

1888—For whites .....	\$ 506,291 90
1888—For colored .....	230,218 68
Total in 1888 .....	\$ 735,510 58
1890—For whites .....	\$ 612,303 51
1890—For colored .....	240,402 60
Total in 1890.....	\$ 852,705 11
1891—For whites .....	\$ 606,922 00
1891—For colored .....	241,152 00
Total in 1891.....	\$ 848,074 00
1892—For whites .....	\$ 636,525 00
1892—For colored .....	255,839 00
Total in 1892.....	\$ 892,364 00
1893—For whites .....	\$ 785,637 34
1893—For colored .....	269,147 60
Total in 1893.....	\$ 1,054,784 94
1894—For whites.....	\$ 817,148 08
1894—For colored .....	301,149 80
Total in 1894.....	\$ 1,118,297 88
1895—For whites .....	\$ 721,160 00
1895—For colored .....	372,074 50
Total in 1895.....	\$ 1,093,234 50
1896—For whites.....	\$ 654,925 75
1896—For colored .....	233,206 60
Total in 1896.....	\$ 888,132 35
1897—For whites.....	\$ 644,309 75
1897—For colored .....	234,324 00
Total in 1897.....	\$ 878,632 73
1898—For whites.....	\$ 683,363 00
1898—For colored .....	246,851 00
Total in 1898.....	\$ 930,214 00



COMMONS HALL—UNIVERSITY OF NORTH CAROLINA.



## NUMBER OF PUBLIC SCHOOL HOUSES.

1888—For whites.....	3,779
1888—For colored.....	1,766
Total in 1888.....	5,543
1890—For whites.....	3,973
1890—For colored.....	1,820
Total in 1890.....	5,793
1891—For whites.....	4,034
1891—For colored.....	1,779
Total in 1891.....	5,813
1892—For whites.....	4,168
1892—For colored.....	1,992
Total in 1892.....	6,160
1893—For whites.....	4,271
1893—For colored (five counties not reporting).....	1,942
Total in 1893.....	6,213
1894—For whites.....	4,356
1894—For colored (three counties not reporting).....	2,010
Total in 1894.....	3,366
1895—For whites.....	4,372
1895—For colored.....	2,213
Total for 1895.....	6,585
1896—For whites.....	4,875
1896—For colored.....	2,374
Total for 1896.....	7,249

## NUMBER OF PUBLIC SCHOOLS TAUGHT.

1888—For whites.....	4,438
1888—For colored.....	2,317
Total in 1888.....	6,755

1890—For whites.....	4,508
1890—For colored.....	2,327
Total in 1890.....	6,835
1891—For whites.....	4,574
1891—For colored.....	2,260
Total in 1891.....	6,834
1892—For whites.....	4,603
1892—For colored.....	2,376
Total in 1892.....	6,979
1893—For whites.....	4,599
1893—For colored.....	2,219
Total in 1893.....	6,818
1894—For whites.....	4,811
1894—For colored.....	2,296
Total in 1894.....	7,107
1895—For whites.....	4,372
1895—For colored.....	2,213
Total for 1895.....	6,585
1896—For whites.....	4,897
1896—For colored.....	2,374
Total in 1896.....	7,249
1897—For whites.....	4,368
1897—For colored.....	2,037
Total in 1897.....	6,406
1898—For whites.....	4,279
1898—For colored.....	2,042
Total in 1898.....	6,339

## NUMBER OF DISTRICTS REPORTED.

1888—For whites.....	4,763
1888—For colored.....	2,031
Total in 1888.....	6,794

1890—For whites.....	4,893
1890—For colored.....	2,289
Total in 1890.....	7,182
1891—For whites.....	4,926
1891—For colored.....	2,302
Total in 1891.....	7,228
1892—For whites.....	5,168
1892—For colored.....	2,387
Total in 1892.....	7,555
1893—For whites (four counties not reporting).....	4,937
1893—For colored “ “ “ “.....	2,296
Total in 1893.....	7,233
1894—For whites (three counties not reporting).....	5,123
1894—For colored “ “ “ “.....	2,424
Total in 1894.....	7,547
1895—For whites.....	4,484
1895—For colored.....	2,290
Total in 1895.....	6,774
1896—For whites.....	5,157
1896—For colored.....	2,404
Total in 1896.....	7,560
1897—For whites.....	5,247
1897—For colored.....	2,540
Total in 1897.....	7,787
1898—For whites.....	5,083
1898—For colored.....	2,403
Total in 1898.....	7,487

## TOWNSHIPS WITH SPECIAL DONATIONS.

The following is a list of counties and townships which raised the amounts named. These amounts were duplicated by the State, according to special act of the Legislature of 1897.

The total amount of donations raised is \$8,596.63, which being duplicated by the State, makes an increase in the School Fund of these townships of \$17,193.26.

## SPECIAL FUND BY SUBSCRIPTION.

Greene county . . . . .	Snow Hill township. . . . .	\$	354 50
Greene county . . . . .	District, No. 5. . . . .		37 25
Haywood county. . . . .	Township, No. 4. . . . .		210 00
Haywood county. . . . .	District, No. 1. . . . .		50 00
Jackson county. . . . .	Webster township, No. 6. . . . .		220 00
Jackson county. . . . .	Cullowhee township, No. 9 . . . . .		35 00
Jackson county. . . . .	Coney Fork township, No. 11. . . . .		60 00
Jackson county. . . . .	River township, No. 10 . . . . .		50 00
Rutherford county. . . . .	Rutherfordton township, No. 1. . . . .		500 00
Rutherford county. . . . .	High Shoal township, No. 5 . . . . .		500 00
Rutherford county. . . . .	Coal Spring township, No. 7. . . . .		403 00
Rutherford county. . . . .	Logan's Store township, No. 10. . . . .		447 35
Mecklenburg county. . . . .	Clear Creek township . . . . .		250 00
Buncombe county. . . . .	Avery's Creek township, No. 1. . . . .		60 00
Buncombe county. . . . .	Lower Hominy township, No. 2. . . . .		163 20
Buncombe county. . . . .	Upper Hominy township, No. 3. . . . .		147 00
Buncombe county. . . . .	Leicester township, No. 4. . . . .		56 69
Buncombe county. . . . .	Line Stone township, No. 6. . . . .		22 50
Buncombe county. . . . .	Swannanoa township, No. 8. . . . .		12 00
Buncombe county. . . . .	Asheville township, No. 9. . . . .		147 00
Buncombe county. . . . .	Reem's Creek township, No. 10. . . . .		30 00
Buncombe county. . . . .	Ivey township, No. 12. . . . .		500 00
Cleveland county. . . . .	Township, No. 3. . . . .		265 00
Cleveland county. . . . .	District, No. 4. . . . .		120 00
Cleveland county. . . . .	District, No. 5. . . . .		100 00
Cleveland county. . . . .	District, No. 7. . . . .		50 00
Cleveland county. . . . .	District, No. 8. . . . .		50 00
Surry county. . . . .	Township, No. 6. . . . .		50 00
Surry county. . . . .	Township, No. 5. . . . .		250 00
Yancey county. . . . .	District, No. 10. . . . .		125 00
Yancey county. . . . .	Jack's Creek township, No. 6. . . . .		122 40

Cleveland county.....	Township, No. 9 .....	500 00
Forsyth county.....	Kernersville township .....	30 00
Forsyth county.....	Kernersville township .....	25 00
Forsyth county.....	Old Town township .....	25 00
Forsyth county.....	Middle Fork township. ....	50 00
Forsyth county.....	Vienna township .....	32 00
Forsyth county.....	Vienna township.....	25 00
Pitt county.....	Farmville township.....	55 00
Watauga county.....	Beaver Dam township.....	92 00
Beaufort county.....	Washington District.....	500 00
Forsyth county.....	South Fork township.....	35 00
Forsyth county.....	Lewisville township.....	30 00
Greene county.....	Hookerton township, Dist. No. 3,	125 00
Buncombe county .....	Leicester township.....	80 00
Buncombe county.....	Swannanoa township.....	7 50
Buncombe county.....	Black Mountain township.....	12 50
Gaston county .....	District, No. 6 .....	125 98
Mecklenburg county.....	Pineville township.....	208 26
Jackson county.....	District, No. 9.....	17 50
Cleveland county.....	District, No. 2.....	500 00
Cleveland county.....	District, No. 3.....	71 00
Cleveland county.....	District, No. 4.....	15 00
Cleveland county.....	District, No. 5.....	42 50
Cleveland county.....	District, No. 6.....	85 00
Cleveland county.....	District, No. 7.....	26 50
Cleveland county.....	District, No. 8 .....	25 00
Cleveland county.....	District, No. 10.....	22 50
McDowell county .....	Crooked Creek township.....	31 00
Buncombe county.....	Asheville township, No. 9.....	100 00
Haywood county .....	District, No. 1.....	37 00
Greene county .....	District, No. 1 .....	50 00
Madison county.....	District, No. 14 .....	227 50
Total.....		\$ 8,596 63

## TOWNSHIPS VOTED LOCAL TAX.

The following is the list of townships that voted the special tax according to the Act of the Legislature of 1897. This is a small beginning, but we hope the number will increase until every township in the State will have its own special tax for schools :

## SPECIAL TAX VOTED.

Bertie county.....	Woodville township .....	\$ 356 97
Watauga county.....	North Fork township .....	50 87
Jackson county.....	Hamburg township .....	85 00
Mecklenburg county .....	Pineville township, Dis. No. 4.....	291 74
Davidson county .....	Yadkin College township.....	103 41
Surry county .....	Ararat township.....	114 28
Hyde county.....	Lake Landing township, Dis. No. 5	483 48
Surry county.....	Granite township .....	238 74
Surry county.....	Granite township .....	202 71
Surry county.....	Ararat township .....	94 73
Dare county .....	East Lake township. ....	105 86
Macon county .....	Ellija township .....	132 28
Total.. .....		<hr/> \$2,260 07

NORMAL DEPARTMENT OF THE CULLOWHEE  
HIGH SCHOOL.

The Legislature of 1893 provided for the establishment of a Normal Department in the Cullowhee High School, located in Jackson county, by the enactment of the following statute, Chapter 120, (Private Laws of 1893) which the Legislature of 1896 amended to read as printed below :

AN ACT TO AMEND CHAPTER 170, PRIVATE LAWS 1891, AMENDING CHAPTER OF THE CULLOWHEE HIGH SCHOOL, AS AMENDED BY CHAPTER 59, PRIVATE LAWS OF 1895.

*The General Assembly of North Carolina do enact:*

SECTION 1. That section one, chapter one hundred and seventy, Private Laws of 1891, be amended by adding at the end of said section the following: " And there shall be established in connection with said High School a Normal Department to fit and train young men and women for the position of teachers in the public schools of the State, and the sum of fifteen hundred dollars is annually appropriated for this purpose. Said Normal Department shall be under the supervision of the Superintendent of Public Instruction of the State and David Coward, John T. Wike, A. J. Long, Sr., Zebulon Watson and D. D. Davis, as a Board of Local Managers ; and said Superintendent and Board of Local Managers shall have power to prescribe rules for the regulation and management of the same. Said Superintendent and Board of Local Managers shall also have power, upon being satisfied that said Normal Department is inefficient or unnecessary, to discontinue the same, and the appropriation herein provided for shall thereupon cease. The Principal of said High School, upon the completion of the prescribed course in the Normal Department, shall grant certificates which shall entitle the holders to teach in any of the schools of the State, subject to the general school laws of the State as to character, which certificates shall be good for three years, subject to examinations upon branches that may be subsequently added to the public school course : *Provided*, that all young men and young women who are preparing themselves for teachers shall pay no charges for tuition.

SEC. 2. That this act shall be in force from and after its ratification.

The following is the list of the Local Board of Managers:  
J. M. Cowder, David Coward, J. R. Long, A. J. Long, John T. Wike, J. H. Painter, A. C. Queen, H. C. Cannon and D. D. Davis.

REPORT OF ROBT. L. MADISON AND W. D. WIKE OF THE  
CULLOWHEE HIGH SCHOOL.

PAINTER, N. C., May 19, 1898.

*To the Local Board of Managers of the Normal Department of Cullowhee High School.*

GENTLEMEN :—We respectfully present herein our joint report of the work done in our Normal Department during the fall and spring terms of the session 1897-'98

The total enrollment for the session is seventy.

The course of study has been adhered to faithfully. This embraces the common school branches, and, in addition, algebra, physics, physical geography, English composition, civil government, theory and practice of teaching, principles of education, history of education, psychology, practice teaching, lectures and professional reading. The methods of teaching and the discipline of the institution, we believe, will be found in accord with the latest practical advancement.

The work of the past five years has been eminently satisfactory, judged in the light of results. And we point with pride to the educational improvement made in this section of the State, in which this department has played no small part. Our graduates have nearly every one attained conspicuous success, and we are unable to supply the demand for them as teachers in this county and those adjoining. Four of them are at present county surveyors, one was a county examiner, one is the head of a high school in Rockingham county, one taught a nine months' school in Jackson county last year and will teach at the same place ten months' this year at an increased salary, and thirty or forty others might be mentioned who have completed our course with credit, and are doing or have done superior and lasting work for the State.

Our present equipment, while small and limited, is good. The library is small but select, and should be increased at an early date by the addition of some of the best recent professional publications. Also, the reading table should be provided with a few more of the most approved educational periodicals. An appropriation to purchase needed apparatus for the class in physics should be made before the spring term, 1899.

The department is now in excellent condition, and the outlook is brighter than ever before. State Superintendent Mebane paid us a visit at the close of the session, and delivered before the school and its patrons and friends an address of great power, replete with practical suggestions and timely advice. The results of this speech will be widespread and long-continued.

In conclusion, we would give hearty expression of our gratitude to the officials in charge of the Normal Department for their kindness, helpfulness and encouragement to us and their faithful endeavors to promote every interest of the work.

Respectfully submitted, ROBT. L. MADISON,

W. D. WIKE, *Principal of Cullowhee High School.*

*Teacher in charge of Normal Department.*

Approved by A. J. LONG, SR, } *Committee Appointed to*  
J. H. PAINTER, } *Receive the Report.*

## REPORT OF TREASURER, 1897 TO 1898.

J. D. Coward, Treasurer, in account with Cullowhee High School :

## DR.

1897—Received from Z. V. Watson, ex-Secretary.....	\$ 4 09	
Oct. 15.—Auditor's warrant .....	1,000 00	
1898—March 18.—Auditor's warrant.....	1,000 00	
Total.....		\$2,004 09

## CR.

By disbursements as per account filed with Superin- tendent Public Instruction.....	\$1,974 19	
1898—Sept. 2.—Balance on hand.....	29 90	
Total.....		\$2,004 09

## GENERAL INFORMATION.

This institution is situated in the centre of Jackson county. It was established in 1888 and incorporated in 1891. More than one thousand students have attended since the opening, representing nine States and one territory. In the past six years there have been one hundred and two graduations. The present organization includes two literary societies and seven departments, as follows: Primary, Intermediate, Classical, State Normal, Commercial, Military and Fine Arts. The enrollment last session was 234.

## SOME RESULTS.

## POSITIONS OF A FEW GRADUATES AND UNDER-GRADUATES.

W. Galloway, attorney at law, Brevard, N. C.

Mrs. Lena Smith Wallace, assistant teacher Government Indian School, Reserve, Wis.

C. A. Wallace, primary teacher Government Indian School, Reserve, Wis.

W. D. Wike, teacher in charge Normal Department Cullowhee High School.

J. N. Wilson, ex-County Examiner Jackson county; law student University of North Carolina.

A. C. Wike, Normal student University of Georgia, 1897; Normal student Howard Payne College, Texas.

J. U. Gibbs, County Supervisor of Schools Swain county.

F. E. Alley, nominee for office Clerk Superior Court Jackson county.

J. N. Moody, County Supervisor Schools Graham county.

Mrs. Nancy Wilson Brown, primary teacher Cullowhee High School.

J. K. Henderson, ministerial student Wake Forest College.

H. A. Price, student Tusculum College, Tenn.

- T. B. Davis, Principal of River Hill School, Jackson county.  
 J. Robt. Long, nominee for office Register of Deeds Jackson county.  
 A. G. Pless, Principal Glenville School, Jackson county.  
 M. Parker, nominee for office of Clerk of Superior Court Jackson county.  
 J. Parker Moore, nominee for office of Register Deeds Macon county.  
 S. B. Parris, Principal of Bryson City School, Swain county.  
 J. E. Triplett, Principal of Stoneville Collegiate Institute, Rockingham county.  
 J. H. Painter, County Supervisor of Schools Jackson county.  
 Judson Corn, County Supervisor of Schools Transylvania county.  
 Miss Nellie Smith, primary teacher Cullowhee High School, 1896-'97 and 1897-'98.  
 Miss Ida Smith, primary teacher Cullowhee High School, 1894-'95.  
 Mrs. Mary Robinson Sims, teacher of Dillsboro School, Jackson county.  
 W. T. Jenkins, nominee for office of Register of Deeds Swain county.  
 J. H. Clayton, traveling salesman for J. B. & E. C. Atkins, Atlanta, Ga.  
 J. C. Moss, private in U. S. Army, engaged at Santiago, July, 1898.  
 L. J. Zachary, merchant, Grange, Transylvania county.  
 Miss Lela Potts, postmaster, Sylva, N. C.  
 R. D. Sisk, attorney at law, Franklin, N. C.  
 W. H. Bryson, photographer, Vinita, Indian Territory.  
 N. A. Davis, salesman, Blackfoot, Idaho.

#### UNDERGRADUATES.

- A. J. DeHart, Register of Deeds Swain county.  
 C. B. Wike, telegraph operator, Washington, D. C.  
 W. H. Hayes, nominee for office of Clerk of Superior Court Swain county.  
 W. H. Painter, conductor on Southern Railway—Asheville to Salisbury.  
 A. D. Raby, attorney at law, Robbinsville, N. C.  
 John M. Moore, Presbyterian minister, Vinita, Indian Territory.  
 John Green, ex-County Superintendent Jackson county.  
 Nine volunteers in the Spanish-American war, besides about eighty public school teachers in various counties.

## NORMAL SCHOOLS FOR THE COLORED RACE.

STATE APPROPRIATION \$14,000 PER ANNUM.

## NAMES OF LOCAL BOARDS OF MANAGERS AND PRINCIPALS.

SALISBURY.—Sen. J. A. Ramsey, Capt. Chas. Price, Sen. S. A. Earnhardt, Dr. J. Rumble, Treasurer; Hon. Theo. F. Klu z, Rev. John O. Crosby, Principal.

WINSTON.—H. E. Fries, W. A. Blair, Treasurer; Rev. J. H. Clewell, Maj. J. T. Brown, J. J. Blair, D. D.; Lt. C. A. Reynolds, S. G. Atkins, Principal.

ELIZABETH CITY.—John Poleman, M. B. Culpepper, W. J. Griffin, C. E. Kramer, Treasurer; Prof S L. Sheep, Prof. P. W. Moore, Principal.

FRANKLINTON.—H. E. Long, B. S. Mitchell, J. A. Hawkin, Jas. I. Moore, T. H. Whitaker, Treasurer; Prof. J. A. Savage, Principal.

PLYMOUTH.—L. N. C. Spruil, Stewart Jones, Capt. G. W. Horney, James Hassell, F. M. Bunch, Treasurer; Prof. J. W. McDonald, Principal.

FAYETTEVILLE.—S. R. Deal, Dr. N. P. Melchor, F. P. Williston, Treasurer; D. A. Bryant, G. A. P. Wilkerson, Secretary; L. E. Fairley, Principal.

GOLDSBORO.—Dr. J. D. Spincer, W. D. Herring, Treasurer; A. C. Davis, B. S. Stephens Rev, P. W. Russell, Principal.

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 REPORTS OF THE STATE NORMAL SCHOOL AT WINSTON.

WINSTON, N. C., June 7, 1897.

*To the Local Board of Central State Normal School, Winston-Salem, N. C.*

GENTLEMEN :—As Principal of the Normal School under your direction, I beg to submit the following brief statement concerning the work being done.

The Normal School here has been organized only two years. From the first we have undertaken to develop a course of instruction and practice work that would offer such normal preparation as is considered important for teachers in the public schools. This we have undertaken by doing three things especially, viz.:

1. Giving the students a thorough knowledge of the common school branches, including all the subjects usually taught in our public schools.
2. Acquainting them with the main facts of the science, art and history of education through both text-books and lectures, using Page's "Theory and Practice of Teaching," Parker's "Talks on Teaching," and White's "School Management" as text-books.

Our reference library on Pedagogics includes such widely used professional books as White's "Elements of Pedagogy," Spencer's "Education," Payne's "Lectures of Education," Baldwin's "Art of School Management," Parker's "Talks on Pedagogics," Swett's "Methods of Instruction," Partridge's "The Quincy Methods," Bain's "Education as a Science," "Quick's Educational Reformers," etc.

3. Illustrating before the normal classes the principles thus learned by actual contact with class room work—sometimes the students observing and sometimes teaching under criticism.

Our plan is to enlarge this course of professional training by lectures, accompanied by diagrams and blackboard outlines on the history of education with Quick's "Educational Reformers" as a basis. We have made it a point to make haste with all necessary deliberation by requiring our students to take a course so full and thorough as to guarantee the best preparation when they leave us.

Although the Normal School has been open only two years, we might easily have graduated a class from courses of study often so-called normal if we had been satisfied to send them out poorly prepared to defend their diplomas.

But we think it better to lay the foundation well in our sub-normal department, and pass the students up regularly and successfully, than to rush them out with unsatisfactory preparation.

With the next school term there will pass regularly into the sub-normal department seventy-eight (78) pupils, and into the normal department proper twelve (12).

A number of these students have already taught and a large number of them are candidates for the teaching profession. The methods and means of doing this work for the State will be greatly improved with the opening of the next school year.

By the co-operative arrangement with the Slater Industrial Academy we shall have a stronger Faculty and superior accommodations in an up-to-date new building next session.

This arrangement has added one of the strongest teachers of the State to the Faculty, and thus furnished the Normal a larger instruction force than it would otherwise have. Besides, it has been determined that in the near future a model school, after the New England type, shall be opened under an expert to illustrate in the most modern and scientific way the latest and best methods of teaching.

In this way it is the purpose of the Board of Directors, we trust, to furnish the State in the Normal School here such facilities for the preparation of teachers and such results as will prove of ever-increasing value.

Your obedient servant,

S. G. ATKINS.

PRINCIPAL'S OFFICE,  
STATE NORMAL SCHOOL,  
WINSTON, N. C., August 29, 1898.

*To the Local Board of Managers,  
State Normal School, Winston, N. C.*

GENTLEMAN :—I beg to submit to your honorable Board the following statement regarding the work of the State Normal School for the past school session :

The school is still in its period of development, having been established only three years ago, and our efforts have necessarily been limited by the conditions which always obtain in the first years of the history of a school. We have been devoted during these three years mainly to the development of the course of instruction and to building up the classes according to the demands of the course of instruction. The class of 1899 will, therefore, be the first regular graduating class from the full course.

The attention of the Board is called to our courses of study as laid in the catalogue. It will be seen that the co-operation of the Normal School with the Slater Industrial Academy gives a decided advantage, in the fact that the Academic Department of the Academy furnishes the literary foundation requisite to a successful prosecution of the course in the Normal Training Department. This enables the institution to calculate upon purely professional training in the Normal Training Department, or Department of Pedagogy ; and thus put us in position to do the real normal work so much needed for the colored teachers of the State. This is a fact about the Normal School, as co-operating with the Slater Industrial Academy, to which we can well afford to call the attention of the State Board of Education and that of the public at large.

This co-operation has done even more for us. In the course of training of the Slater Industrial Academy, besides the Academic Department, there are the Industrial Department, the Music Department and the Commercial Department. The Industrial Department furnishes training for men in carpentry, shoe-making and agriculture, and, for girls, in sewing, cooking and general domestic economy.

All of this we feel to be important in the preparation of teachers ; and in view of the thoroughness of the work done in all these departments, it is the opinion of your humble servant that your Board, as well as the State, is to be congratulated on an arrangement which offers such all-around training to those who are candidates for the responsible place of teacher in our public schools.

The growth of the school in numbers and in the public favor during the past three years has been steady, and the outlook for the next session is unusually bright. Several of the instructors in the Normal School are visiting different places in the State in order to invite the attention of the people of the State to the benefits which are offered by the State Normal School under your direction, and I am receiving letters from them daily which give assurance of a largely increased attendance of boarding pupils

the next year. Others of the faculty have been, during this vacation, attending celebrated summer schools for teachers in New England.

There was enrolled in the Normal and Sub-Normal Departments of the school last year 95 males and 150 females, including the attendance upon the summer term.

The summer term of the school is held during one of the summer months, and is intended for only those who are actively connected with the work of teaching, or engaged in it.

It is earnestly hoped that the model school for observation and practice work may be brought up to the desired standard next year. This model school will exhibit the work of an expert teacher for the benefit of the members of our Normal Training Department.

It will doubtless be interesting to the Board to know that fifteen counties of the State were represented among our students during the past session. The names of the counties are as follows: Forsyth, Davidson, Wilkes, Rockingham, Surry, Iredell, Durham, Wake, New Hanover, Craven, Wilson, Nash, Yadkin, Davie and Guilford.

In addition to the means of training referred to above, the members of the school have the benefit of a good library, literary societies, and the Y. M. C. A. and C. E. society, organized as a part of the work of the school.

The moral tone of the school is notably high. The teachers are all active christian workers, and their influence is telling, not only in the class room, but particularly upon the moral character of the pupils. The effort is to do more than produce scholars. Our main purpose is to make good men and women with substantial character, who will go out from the school prepared to lift the colored race up along the lines that make for permanent, progressive, christian citizenship.

The Board, I am sure, will be glad to know that the splendid new building, which we have been trying to erect for the past two years, has been completed and occupied. This building will furnish us unusual facilities for successful work, and it marks a new era in the history of the institution.

I should not fail to make special reference to the generosity of friends at home and in the North, and of both races, who have aided in erecting and furnishing the building. The interest which has been manifested by the members of this Board has been particularly gratifying. Without desiring to be invidious, I wish to mention especially Mr. H. E. Fries and Mr. W. A. Blair, as a fitting recognition of their unceasing labors in connection with the work of the school, and in view of their frequent contributions of financial aid to the school in its struggles. The time and labor which both of them have given to the building up of the school are not to be easily estimated. I desire also to express my personal thanks to Profs. J. J. Blair and John W. Woods for their co-operation and help in making out the course of study; and we must not forget the cordial sympathy of the State Superintendent of Public Instruction with

our effort to bring the school up to a high standard of efficiency as a Normal School.

I am sure that the Board will join with me in acknowledging our gratitude to Superintendent Mebane.

Permit me, gentlemen of the Board, to call your attention to the importance of laying our needs and opportunities before the next Legislature. Normal education in North Carolina for the colored teachers has never been more than an experiment, and it is earnestly hoped that the next Legislature will change this condition of things. I am sure that it becomes our duty to help bring about this good result. In doing this we can only be true to the ideal which we have already been endeavoring to attain.

The report of the Treasurer will give you the condition of our finances. Thanking the Board for their uniform kindness and co operation, I am

Your obedient servant,

S. G. ATKINS.

RELATION OF THE SLATER INDUSTRIAL ACADEMY TO THE  
NORMAL SCHOOL, AS PROVIDED BY ACT OF THE  
LEGISLATURE OF 1895.

( See Public Laws of 1895, Chapter 393.)

Of the amount which goes to the Normal School at Winston under Act of the Legislature, 1895, as shown by the Public laws of 1895, chapter 393, \$1,000 is appropriated for the benefit of the Slater Industrial Academy, on condition that the Academy should raise a like amount. The following quotation from the Act is in point:

“For the purpose of aiding the Slater Industrial School, located near said towns (Winston-Salem), and for securing for the use of the State the buildings erected and now used by the Slater Industrial School, the State Treasurer shall pay to the State Board of Education, out of any funds in the Treasury not otherwise appropriated, a sum equal in amount to the sum annually raised by the trustees and officers of the Slater Industrial School; provided, that the amount in any one year shall not exceed the sum of one thousand dollars.”

Reference is made also to the report of Hon. John C. Scarborough, ex-Superintendent of Public Instruction, for 1894-'96. It will be seen that the Act gives the Slater Industrial Academy one thousand dollars on condition that it will raise one thousand dollars, and makes it an independent appropriation solely for the benefit of said institution, in order that the Normal School, established under the same Act, may profit by the one thousand dollars which the Slater Industrial Academy is required to raise to secure the appropriation therein made.

W. A. BLAIR, *Secretary and Treasurer.*

## STATEMENT OF RECEIPTS AND EXPENDITURES FOR INSTRUCTION AND INCIDENTALS IN CONNECTION WITH THE STATE NORMAL SCHOOL AT WINSTON.

W. A. BLAIR, *Secretary and Treasurer,**In account with Local Board of Directors.*

## DR.

To State appropriation for Normal School	\$ 1,852 00	
To State appropriation for benefit of the Slater Industrial Academy, on condition that it raise a like amount.....	1,000 00	
To Peabody appropriation.....	400 00	
		\$ 3,252 00

## CR.

By disbursements as per account filed with the Superintendent Public Instruction.....	\$ 3,200 00	
1898. Aug. 29. By balance on hand.....	52 00	
		\$ 3,252 00

W. A. BLAIR, *Secretary and Treasurer.*

## REPORTS OF THE STATE NORMAL SCHOOL AT GOLDSBORO.

STATE NORMAL SCHOOL,  
FOR THE TRAINING OF COLORED TEACHERS,  
GOLDSBORO, N. C., January, 1898.

*Hon. C. H. Mebane, Raleigh, N. C.:*

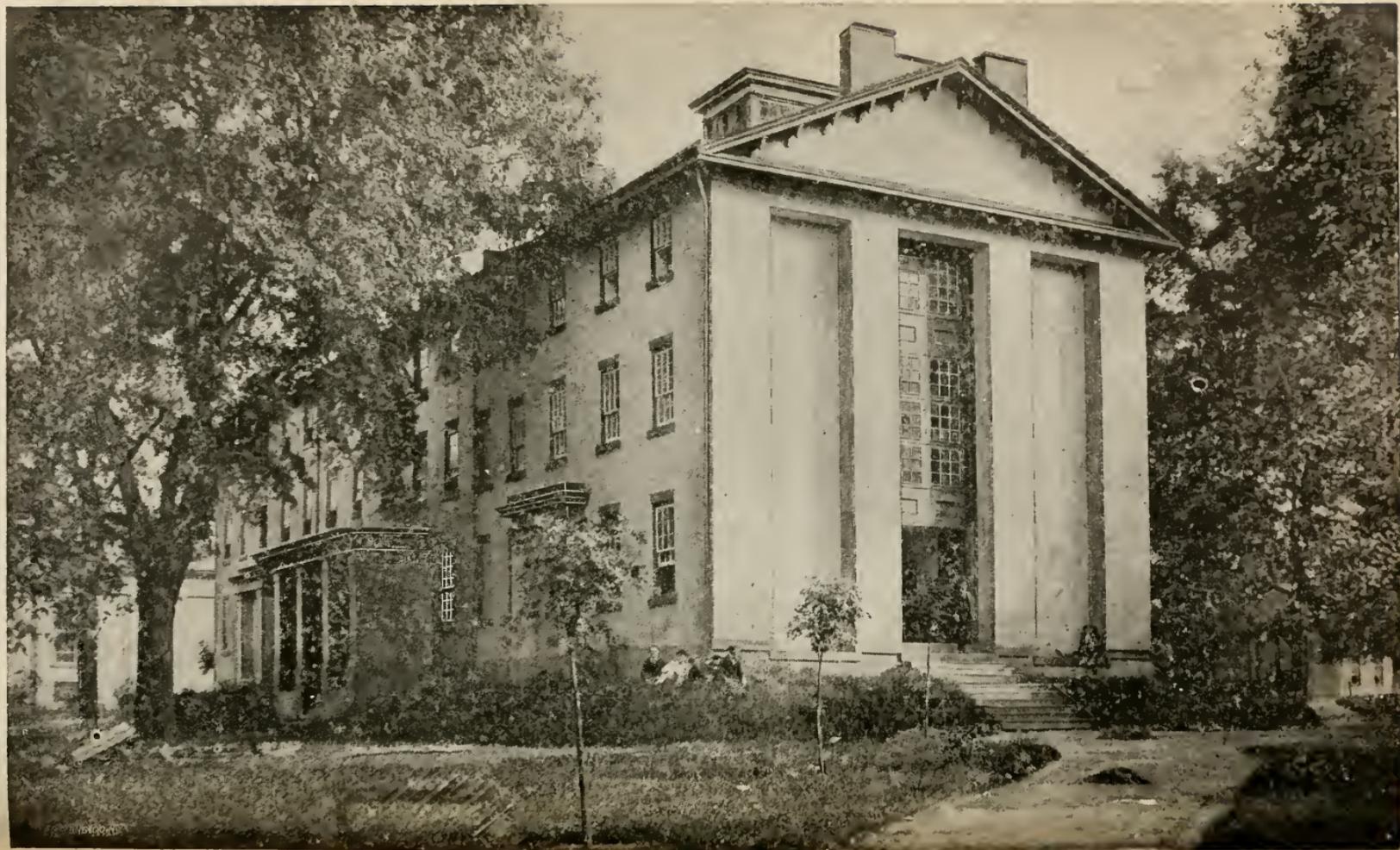
The school now enjoys, I think, the moral support of the entire community, which is inspiring both to the students and teachers.

Early in the session we organized a class in methods, which soon commended itself to the aspiring teachers of the community and section. Only a short time was necessary to enroll in this department of the Normal School more than twenty teachers of this and adjacent counties. They continued in regular attendance until the district schools opened last fall. Most of these, in fact all of them save two, are now engaged in teaching in this and neighboring counties.

We have now, and have had all along, a training class of some thirty others, who have never been examined to teach. In addition to the regular course in arithmetic, grammar, geography, history physiology, etc., which this class is pursuing, it receives weekly instruction and training in pedagogics. At the close of the session the Faculty hopes to be warranted in commending the members of this class as suitable candidates for certificates to teach.

In a few weeks the district schools will begin to close, and the mem-





bers of our class in methods are expected to return to the Normal. With the proper vigilance and interest put forth by the Faculty of our school there is no reason why the number enrolled in the class in methods should not be doubled after the schools in country districts close.

This, however, can the better be done by the addition of another, or rather by the increase of our teaching force to four, for the work of instructing and drilling the class in methods will require about all the time of the Principal, especially if the work be conducted as has been designed. And to continue the routine work of the school as mapped out, there must necessarily be at least three teachers, as there are twenty-four recitations to be heard daily.

I have respectfully recommended to the Local Board of Managers the appointment of an additional instructor. The instructors are anxious to effect the best results possible under existing circumstances. Doubtless the Local Board will expect good results from the session; and certainly the State Superintendent of Public Instruction is desirous to have the school accomplish all it possibly can to prepare proficient teachers for the public schools of the State, and thus assist in the development of useful and patriotic citizens.

The Normal School here is certainly located in a section of the State thickly settled by those for whom it was intended to directly benefit, and with the proper encouragement, and efficiently managed, it might easily become one of the most useful schools of its kind in the State. Already the attendance of the present session surpasses that of any former year; and permit me to remark by way of parenthesis, that the students enrolled are neither children nor "trashy," as has been stated by one. The age of the students range between twelve and forty years. Students unknown to the Faculty are required to present, upon application to enter the school, testimonials of good character. All must be twelve years of age or upwards, and pass a satisfactory examination in reading, writing, arithmetic and geography. Last week our daily attendance was nearly one hundred.

Respectfully,

E. E. SMITH, *Superintendent.*

#### REPORT OF TREASURER.

H. L. GRANT, *Treasurer,*

*In account with Goldsboro Colored Normal School.*

		DR.			
1896.		To balance last report .....	\$	277	97
Sept. 4.		To warrant.....		783	33
1897.					
Jan. 4.		To warrant.....		783	33
Mar. 3.		To check (Peabody Fund).....		200	00
				\$	2,044 63
1897.					
		CR.			
		By voucher .....	\$	1,800	00
		By voucher .....		164	48
		Amount turned over to J. F. Dobson, Secretary and Treasurer .....		80	15
10				\$	2,044 63

## REPORT OF TREASURER.

W. D. HERRING, *Treasurer*,*In account with Goldsboro Normal School.*

## DR.

1897.			
Sept. 8.	Received of former Treasurer.....	\$	31 25
Sept. 8.	Received of former Treasurer, cash...		138 90
Oct. 25.	Received of Supt. Public Instruction..		500 00
1898.			
Feb. 1.	Received of Supt. Public Instruction..		1,357 14
			<u>          </u> \$ 2,027 29

## CR.

	By disbursements as per account filed		
	with Supt. Public Instruction.....	\$	1,288 77
1898.			
June 11.	To balance on hand .....		738 52
			<u>          </u> \$ 2,027 29

## REPORTS OF THE STATE NORMAL SCHOOL AT SALISBURY.

STATE NORMAL SCHOOL,

SALISBURY, N. C., June 5, 1897.

*To the Hon. C. H. Mebane, Superintendent of Public Instruction of North Carolina, and the Directors of the Salisbury State Normal School.*

DEAR SIRS:—I have the honor to submit the following report of the Salisbury State Normal School for the session beginning September 21, 1896, and ending May 6, 1897:

There were enrolled during the session 134 students, 58 males and 76 females, an increase of more than 19 per cent. over the enrollment of the previous session, notwithstanding the age for admission was raised from 12 for girls and 13 for boys to 14 for girls and 15 for boys.

Fifteen counties were represented, as follows:

Alamance 1, Buncombe 5, Cabarrus 5, Catawba 5, Davie 5, Davidson 7, Forsyth 2, Guilford 1, Gaston 2, Iredell 3, McDowell 2, Mecklenburg 3, New Hanover 1, Rowan 88, Union 2. Of those accredited to Rowan county, 56 give Salisbury as their postoffice address, and the remaining 32 give their addresses as follows: Gold Hill 1, Millbridge 3, Omega 4, Trading Ford 2, China Grove 1, Mountulla 2, Spencer 7, Woodleaf 2, Zeb 1, Watsonville 2, and Rockwell 2. It is more than probable that some of these students should be accredited to other counties, as some of the above named postoffices are near the county line. At all events, only 63 of the students are from Salisbury and vicinity, which includes Spencer.

During the session of 1895-'96 there were enrolled 112 students, 44

males and 68 females, representing 12 counties, as follows: Anson 2, Cabarrus 4, Catawba 2, Davidson 1, Davie 4, Forsyth 2, Gaston 2, Iredell 3, Mecklenburg 2, Rowan 87, Union 1, and South Carolina 1. Of the 87 from Rowan, 53 were from Salisbury and vicinity, including what is now called Spencer.

It will be seen from the above statistics of the last session that 46 students were non-residents of Rowan county, as against 25 during the previous session. It will also be seen that more than half the total enrollment are non-residents of Salisbury and vicinity. I write this to show that the school is not altogether local in its character. Of the 134, fifty-eight were new students. The average age was  $17\frac{4}{11}$ , and the average daily attendance was the largest within the history of the institution. There were five graduates. The deportment of the students was excellent, the general progress commendable, and the relation of faculty and students harmonious. Every student went home well pleased with his year's work, and with the hope of returning at the opening of the next session.

Respectfully,

J. O. CROSBY.

STATE NORMAL SCHOOL,

SALISBURY, N. C., June, 1898.

*To the Hon. C. H. Mebane, Superintendent of Public Instruction of North Carolina, and the Directors of the Salisbury State Normal School.*

SIRS :—The session of the State Normal at Salisbury, which closed on the 26th of April, 1898, was, in all respects, the most successful within the entire history of the institution. The total attendance was 162—fifty-nine males and 103 females, the average age being a little more than  $18\frac{1}{2}$  years. Not only was the enrollment larger, but the average daily attendance exceeded that of any former session. By reference to the accompanying list of names it will be seen that fifteen counties and four States were represented. The enrollment, which is the greatest ever recorded, would have reached even a greater number had it not been for the "smallpox scare" which led the city to adopt an ordinance in favor of compulsory vaccination. Some students, rather than be vaccinated, left the school, and others lived in daily dread both of the smallpox and the vaccination.

Just as the "scare" was over, and things began to assume their normal condition, a genuine case of smallpox broke out. This put an end to further additions to the enrollment, as the quarantine continued till the end of the session. The school, however, has sustained no permanent injury, as each student went to his home with the full determination to return to the State Normal early next session. But we do not rely upon the enrollment alone to measure the success of the school—the work in the class-room furnishes a truer index to the real standing of an institution, and the industry and moral tone of the students a better gauge for

measuring its rank. We, therefore, prefer to estimate our success or failure by these standards. For many years the State Normal School at Salisbury ranked first for its thoroughness and efficiency, and its graduates compared favorably with those from other schools of greater pretensions and longer standing.

It is a pleasure to know that those in authority are making every reasonable effort to bring the institution back to its former position ; but this takes time as well as labor, as only so much is possible within a given period. The withdrawal of the Peabody money cannot be otherwise regarded than as an unwarranted and unjust discrimination against an institution, which, in point of usefulness and opportunity, is second to no Normal School in the State, and whose local directors, Faculty, graduates and students merit better treatment. The action on the part of Dr. Curry has greatly hampered the school.

A fact that seems to have escaped general notice is, that the colored population of this section of the State is sparse and widely distributed, and yet the school with its meager facilities and cramped accommodations has sustained itself nobly ; and measured by its work, and the men and women it has sent forth, and even by its enrollment (which does not include small children) has many things of which it feels justly proud. Notwithstanding the apportionment to colored districts does not exceed forty to fifty dollars, our young men and women have managed, by hard labor and rigid economy, to save sufficient money each year to take a few months in school.

The department of the students has been excellent, and their activity in behalf of the school unprecedented. The institution has been greatly favored with lectures by distinguished persons, who have, from time to time, dropped in to visit us. These lectures have been of a high order and well received by the students and friends of the school. The members of the faculty have given weekly lectures on "Theory and Practice," "North Carolina History," "School Management," etc.

The Faculty themselves have endeavored to keep abreast of the times, and to this end have held frequent meetings to discuss methods of instruction, discipline, etc. At these meetings the Post Graduate and Senior classes were present.

The present needs of the school are many, but the most urgent ones are, a good building, improved apparatus and two additional teachers. With these a broader and more liberal policy can be inaugurated which will be very helpful to those who are to lead in educational affairs among the colored people of the section. The colored teacher, in order to be highly successful, must be accomplished, in some degree at least, in many useful things. In most committees the teacher is a cyclopedia of general information.

The prospects for the coming session are bright. We are under many obligations to yourself and the State Board of Education for the timely aid given the institution. But for this assistance the school would have suffered permanent harm.

Very respectfully,

J. O. CROSBY, *Principal*.

## REPORT OF TREASURER.

J. RUMPLE, *Treasurer,**In account with Salisbury State Normal School.*

## DR.

1896.			
May 18.	To balance on hand.....	\$	66 49
June 3.	To amount received from J. C. Scarborough.....		60 00
Sept. 9.	To amount received from J. C. Scarborough.....		783 33
1897.			
Jan. 5.	To amount received from J. C. Scarborough.....		783 33
April 15.	To amount received from C. H. Mebane.....		200 00
May 26.	To amount received from C. H. Mebane, Peabody Fund.....		100 00
		—————	\$ 1,993 15

## CR.

By disbursements as per account filed with Superintendent of Public Instruction :

1897.			
May 26.	Total expenditures.....	\$	1,943 61
	To balance.....		49 54
		—————	\$ 1,993 15

## REPORT OF TREASURER.

J. RUMPLE, *Treasurer,**In account with Salisbury Colored Normal School.*

## DR.

1897.			
Jan. 16.	To balance last report.....	\$	49 54
Sept. 22.	To warrant Supt. Mebane.....		500 00
Nov. 26.	To warrant Supt. Mebane.....		500 00
1898.			
Jan. 31.	To warrant Supt. Mebane.....		657 15
Mar. 28.	To warrant Supt. Mebane.....		200 00
		—————	\$ 1,906 69

## CR.

By disbursements as per account filed with Superintendent of Public Instruction :

1898.			
May 30.	.....	\$	1,861 43
May 30.	To balance.....		45 26
		—————	\$ 1,906 69

BIENNIAL REPORT OF THE STATE NORMAL SCHOOL AT  
FAYETTEVILLE.

FAYETTEVILLE, N. C., August 17, 1898.

*To the State Superintendent Public Instruction, Hon. C. H. Mebane,  
Raleigh, N. C.*

As Assistant Principal of the above named school for 1896-'97, I beg leave to submit the following report for that interim:

The school opened September 6, 1896, with its usual encouraging prospects. The activity of Principal and teachers during the vacation in putting the claims and advantages of this school before the public did much to enhance the number of pupils at the opening.

The school has done much for the education of the sons and daughters of the people of this section, and, indeed, pupils from all parts of the State have taken advantage of the educational facilities here afforded.

At no period in the history of the school were the conditions and environments more conducive to a continuation of its usefulness than now.

Being the first Normal School founded in this State for the training of colored people, she enjoys a prestige, which constantly acts as a stimuli to both pupils and teachers, to keep her in the front rank among her Junior Normals.

Among those who have been trained here, are men in all the professions and useful occupations of life. Quite a large per cent. of her graduates have engaged in and distinguished themselves as teachers. Many who did not finish the course are rendering acceptable service as instructors in the county schools.

She enjoys the distinction of having been principalled by some of the ablest negro educators in the State, viz.: Harris, Smith, Chestnut, Williams, *et al.* These worthy Principals have usually been supported by able assistants—Hood, Council, Simpson, *et al.*

The school is divided into two departments—Normal and Preparatory Normal. Number of pupils in the Preparatory Normal, 60; number in the Normal Department, 83.

The Preparatory Normal is designed to fit pupils for the higher branches, by giving them a thorough rudimentary training.

During the last two weeks of the term a very successful Institute was conducted by the Principal and faculty. This was quite a stimulus to the teachers of the county. The Institute was addressed by some of the ablest educators of the State. Prof. M. C. S. Noble, Superintendent of the City Schools of Wilmington, took charge for a whole day.

Number of males enrolled in the Institute, 40; number of females enrolled, 77. Total enrollment in the Normal for the term, 153. Total enrollment in the Institute, 270. Enrollment of different students and teachers in both Normal and Institute, 205. Per cent. of daily attendance in Normal, 94; in the Institute, 985.

Duration of term, in weeks, 34.

Duration of Institute, two weeks.

Number of counties represented, 11.

Number graduated during the term, 10.

This school enjoys the sympathy and support of both races. The moral and intellectual influence it sheds upon the community evince the good results that emanate from it.

The school opened on the first Monday in September with the largest opening number in its annals. This number was augmented the entire term by fresh recruits, making the enrollment during the year the most numerically flattering of any previous year.

The school has a large area of operation, being located in a section of the State densely peopled by that race for whom it was founded. It is now in a measurably healthy condition.

This school, in common with other State Institutions, has had its usefulness impaired, at stated times in its history, by political bearings. This, in my opinion, has done more toward crippling the efforts of these Normal Schools than any other evil. The local political boss feels that they are public patronage; that he must control, and hence endeavors to secure his nominees for members of Local Boards, and thereby largely controls the appointment of teachers. You may readily see how a gateway is opened for the influx of incompetents.

The grand old man and statesman, in whose mind the idea of the founding of these schools originated, saw with prophetic eye and vision clear their imperative demand. Any failure on their part to meet the requirements of this demand is attributable, not to a want of clearness in the horizon of conception, but in our application of his idea to actual conditions. This, however, need not discourage us. "It is easier to plan than to execute."

We readily concede that our school, located here, has by no means reached the zenith of its usefulness, nor has it come up to the very sanguine expectations of some, but all things being considered, it is hard to see how more could have been accomplished under the circumstances.

Let the friends of education unite in helping us to secure local officers of these schools, who will not be actuated by partisan views or selfish motives in the selection of teachers. Let the State Board lend its influence in extirpation of the evil effects brought to bear upon our Normals by the little politicians who try to control them for selfish ends.

We are highly pleased with the very excellent service being rendered the State, in the cause of popular education, by our present Superintendent of Public Instruction, Hon. C. H. Mebane.

#### TEACHERS.

The school has four teachers, two males and two females. These are now men and women of unquestioned integrity and competency.

## LOCAL BOARD OF MANAGERS.

These are, as a rule, men who are thoroughly imbued with the idea of giving to the youth of the State such liberal education as shall fit them for usefulness and good citizenship.

The school disseminates a good influence upon the community, very often evoking high praise from individuals of both races. "Do right" is our motto.

The school is divided into two departments—Normal and Preparatory Normal. The latter is designed to prepare the student for the Normal course, and give him a thorough rudimentary training.

## SOCIETIES.

A Literary Society, which meets every Friday night, and a Band of Hope-Templars, are among the agencies designed for the literary and moral culture of the students.

Total enrollment during the term, 163. Number of males enrolled, 65; number females enrolled, 98. Per cent. of daily attendance, 96. Duration of session, in weeks, 36. Number having completed course this year, 8. Number looking forward to teaching, 75. Number in school having already taught, 25. Counties represented, 11. States, 2.

Very respectfully submitted,

PROF. L. E. FAIRLY, A. M., *Principal.*

## REPORT OF TREASURER FOR 1897 AND 1898.

F. P. WILLISTON, *Treasurer,*

*In account with Fayetteville Colored Normal School.*

## DR.

1897.			
Sept. 1.	By balance last report. ....	\$	37 58
Sept. 1.	By State vouchers. ....		833 33
Jan. 22.	By State vouchers. ....		833 33
Mar. 19.	By Peabody fund. ....		200 00
Apr. 22.	By Peabody fund. ....		190 00
			\$ 2,094 24

## CR.

1897.			
May 14.	Total expenditures as per account filed with Supt. Public Instruction. ....	\$	1,923 38
	Balance on hand. ....		170 86
			\$ 2,094 24

## DR.

1897.			
May 19.	By balance last report. ....	\$	170 86
	By Peabody fund. ....		300 00
1898.			
July 29.	By amount all other sources. ....		1,857 14
			\$ 2,328 00

CR.

1898.

May 29. By disbursments as per account filed with Supt. Public Instruction.....	\$ 2,046 50	
Balance on hand.....	281 50	
		\$ 2,328 00

REPORTS OF THE STATE NORMAL SCHOOL AT  
ELIZABETH CITY.

ELIZABETH CITY, N. C., June 8, 1897.

*Hon. C. H. Mebane, Supt. Public Instruction, Raleigh, N. C.*

DEAR SIR:—I have the honor to submit for your consideration my sixth annual report of the work which has been done in the State Colored Normal School, located at Elizabeth City, N. C., for the year 1896-'97.

The session was begun Monday, September 14th, 1896, and closed Friday, May 28th, 1897, making a session of nine months. During this time 162 pupils were enrolled, representing twenty (20) counties as follows: Pasquotank, Camden, Perquimans, Currituck, Chowan, Dare, Northampton, Washington, Pamlico, Martin, Wayne, Tyrrell, Gates, Jones, Onslow, Bertie, Pitt, Hyde, Norfolk, Va., and Southampton, Va.

Fifty-three (53) of the above number are public school teachers. Twenty (20) have first-grade certificates; twenty-six (26) have second-grade certificates, and seven (7) have third-grade certificates, while there are others as well qualified, who have never applied for a teachers' certificate.

The graduating class consisted of eleven (11) young men and women, who will continue to teach in the public schools of the State. A portion of the class will apply for first-grade life certificates.

Much of the work done consisted of real class-work in the common school branches, because the students were deficient in these branches. A student cannot be taught very well the methods of teaching arithmetic until he learns how to work arithmetic. Nevertheless, we accomplished some excellent professional work with the graduating class and with the members of the middle class. We have used White's Elements of Pedagogy for two years as a text-book in the Senior class. Page's Theory and Practice has been used in the Middle class. Simple lectures on the best and most effective methods of teaching have been made by the Principal. The "Practice work" has been done with the Preparatory class, and with the members of the Senior class teaching each other, while acting in turn, as student and teacher, respectively. We have pursued this course for the lack of funds, and because a large amount of academic work had to be done. The work for training teachers to teach in the public schools of the State has been greatly improved for the next year.

A one-year professional course has been added to the course of study, including a Training School for practice, both of which are hereto subjoined:

## ONE-YEAR PROFESSIONAL COURSE.

The Professional Teachers' Course of study for one year comprises the following subjects:

1. Psychology, Pedagogy (Compayre's), School Management, Child Study (in connection with Psychology), History of Pedagogy and Solid Geometry.

2. Methods of teaching the Elementary English branches of study and Cæsar.

3. Observation and practice in the Training School, observation in the city public school, and the school law of North Carolina.

4. Students completing the Teachers' Course of study will be required to write a thesis evidencing some independent reasearch with reference to authorities substantiating the views set forth.

NOTE —There will be occasional lectures.

## TRAINING SCHOOL.

The training school will contain pupils in the Primary and Intermediate grades. The Primary grade is divided into first, second and third-reader grade. The Intermediate is the fourth-reader grade. Students in the Intermediate grade pursue some of the Preparatory class studies by which they are prepared to enter the Normal Department.

Each grade is limited as to number of pupils; first, for lack of accommodation; second, in order that the student teacher may gain skill in management before he assumes the responsibility of larger classes.

The work in the practice school is designed to prepare teachers for the public schools of the State. The teaching is to be done by students of the Senior and Professional classes, under the supervision of the Principal of the Normal School until money is available to employ a teacher for the Training School.

Our plans in this department are not perfect. As soon as we can have sufficient funds the course of study will be varied and improved, to the extent that we may educate and train teachers who will do most effective and efficient work in the public schools.

The chief object of the Training School is to afford the students of the Senior and Professional classes an opportunity to manifest their natural aptitude to teach and to apply the methods and principles learned in their other professional work.

We humbly but sincerely ask that you use your best influence with Dr. J. L. M. Curry for sufficient aid of the Peabody funds to run the school successfully.

Three assistant teachers are needed regularly in the Normal Department, and one teacher in the Training School.

Complete harmony prevailed in the school during the session. Our students are faithful, earnest and courteous in deportment. They are taught how to be virtuous, moral and upright ladies and gentlemen. We have but one rule—"Do right."

The daily average attendance was by far the largest in the history of the school.

The citizens manifested considerable interest in boarding the students and in the general welfare of the school.

The Commencement Exercises were more largely attended than ever before. It has been estimated that about eight or nine hundred people were present on Tuesday and Wednesday evenings of Commencement week. The annual address was delivered by Mr. J. E. Felton, of Winfall, N. C., a graduate of the class of '96. The Diplomas were presented in a most happy and graceful manner by Rev. C. S. Blackwell, of Elizabeth City.

I desire to thank the Local Board of Managers, under whose very wise and efficient management the school has steadily improved for six consecutive years in usefulness and power, for the great interest and untiring energy which they have manifested in the welfare of the school.

Faithfully submitted,

P. W. MOORE, *Principal*.

ELIZABETH CITY, N. C., June 27, 1898.

*Hon. C. H. Mebane, Superintendent Public Instruction, Raleigh, N. C.*

DEAR SIR :—Obeying legal requirements, I have the pleasure to offer herewith to you, and through you to the public, a brief report of the work which has been accomplished by the State Colored Normal School, located at this place, for the year ending May 27, 1898.

This institution having completed six years of its useful existence, resumed the task of the seventh session September 13, 1897, with an enrollment of sixty-three (63) pupils, who represented nine (9) separate counties and twenty (20) post-offices.

The Normal Department was in session thirty-six weeks, being a term of nine (9) months. For lack of funds the Model School Department was not formally opened until November 17. The Model School was in session six months and thirteen days.

The following account of the year's work, as compared with the results of former sessions, proves the session just closed to be the most successful one in the history of the school. The Normal Department maintains five separate classes, represented as follows :

Preparatory class.....	58
Junior class.....	64
Middle class.....	23
Senior class .....	34
Professional class.....	5

Total number of students in the Normal Department is one hundred and eighty-four (184), representing fifty-seven (57) post-offices, and twenty-one (21) counties. During the session of 1896-'97, we enrolled one hundred and sixty-two (162) pupils, representatives of twenty (20) counties and about forty (40) post-offices.

In the Normal Department we aim, first, to assist the student in laying a substantial foundation in all the common school branches of learning which is necessary to good teaching. In fact, it is essential that academic instruction be given before a knowledge of the history of pedagogy and the methods of teaching can be acquired and comprehended, but our students readily acquire this knowledge afterwards by theory, observation and practice in the Department of Pedagogy and the Model School.

The Model School is organized with four grades—first, second, third and fourth—which embrace the principles that are required to be taught in the rural schools. Not having teaching force, this school did not admit but thirty-five (35) pupils, which makes the total number, including both departments, two hundred and nineteen (219) pupils.

Thirty-nine normal pupils of the senior and professional classes devoted, on an average, one recitation period daily to observation and practice under efficient supervision in the Model School. The instructor of this school and the Principal, who is in charge of the Department of Pedagogy, demonstrated, as observation work, the most approved methods of teaching the common school branches from time to time. The class also had practice in organizing, classifying of pupils, and in school government, including lectures on the different phases of these topics.

All of this work throughout is planned and executed with reference to preparing teachers for the public schools of the State.

Twenty-three (23) of the students who attended the Normal during the session have first grade certificates. Forty (40) taught in the public schools a few months during the session.

We thank the following counties for patronage: Pasquotank, Hyde, Perquimans, Martin, Pitt, Washington, Dare, Bertie, Wayne, Gates, Jones, Onslow, Camden, Tyrrell, Craven, Northampton, Currituck, Chowan, Beaufort, Norfolk, (Va.,) and New Haven, (Conn.)

It is evident that the Elizabeth City State Normal School is doing as thorough and practical work as can reasonably be hoped under its present equipment. However, it shall be our constant aim to improve along every line year by year.

The general deportment of the students for the year, in school and before the public, was commendable, with few exceptions. We teach our students chiefly by example to be courteous, truthful, honest, orderly and to do and act right because it is right. They are also taught the necessity of honest labor. They are told that good education helps one to be more useful in the performance of any task, whether it be cutting wood or cooking a meal. But until better facilities are afforded us there can be but little accomplished along industrial lines.

A kind and gracious providence greatly favored us during the session. There was no serious sickness among us, and not one student was lost by death.

#### STUDENT TEACHERS.

Besides doing practice-teaching in the Model School, the following

students, who have first-grade certificates, taught one recitation period per day for several weeks in the preparatory class, under the supervision of the Principal :

- Miss H. S. Rayner (Bertie), Geography.
- Miss Georgianna Harrell (Northampton), Grammar.
- Miss M. E. Mebane (Chowan), Grammar.
- Miss M. E. Brockett (Pasquotank), Spelling.
- Miss M. E. Lewter (Bertie), Spelling.
- Mr. I. Williams (Camden), Negro History.
- Mr. W. W. Parker (Ouslow), Arithmetic.
- Mr. G. R. Whitfield (Pitt), Negro History.
- Mr. J. F. Pierce (Bertie), Reading.

The teachers who were associated with me were faithful in the performance of the work assigned to them, and their influence upon the students was helpful.

The following gentlemen visited and addressed the Normal School :

The Superintendent of Public Instruction, Hon. C. H. Mebane, delivered an interesting, highly instructive and practical address to the school in a happy and pleasant style. He impressed the school as a Christian gentleman of broad culture. Mr. C. E. Kramer, Treasurer of the Normal, accompanied the Superintendent and made a practical address which was highly appreciated and enjoyed by the Faculty and students. Dr. Palemon John delighted the school by his presence and visit to each room by which he acquainted himself with the character of the work. His address was a literary treat. It greatly encouraged us. Hon. John C. Dancy, Collector of Customs, Wilmington, N. C., addressed the school on the subject, "Be True to Yourself;" Misses Waugh and Williams, of James City, "Morals and the Heart;" that scholar and Christian gentleman, Prof. T. H. Briggs, of the Faculty of the Atlantic and Collegiate Institute, subject, "How to Study a Poem;" Mrs. C. E. Cartwright, "Africa;" Rev. C. C. Somerville, "Which Way Out;" Rev. S. P. Smith, "Diligence and Its Reward;" Rev. Luke Pierce, "A Great Resolution." Among others whose addresses were beneficial are: Dr. John A. Savage, Principal of Franklinton Normal School; Rev. Davis, of Raleigh; Dr. Mabrey; Rev. Byrd, of Newbern; Rev. Russell, of Goldsboro; Rev. Bonard, of Wilmington; and Prof. Vick, of Wilson.

The closing exercises were on a higher order than formerly. They were well attended and much enjoyed by those who witnessed them. Prof. E. A. Johnson, of Raleigh, delivered the annual address, subject: "Self-Reliance." The annual sermon was preached by Rev. P. R. Anderson, of this city, and the address before the Normal School Lyceum was made by Mr. A. B. Rogers, of Columbia, N. C., member of the class of '97. There were no graduates. The course of study has been raised. Students are required to know more subject matter and be better qualified to teach. We are succeeding in convincing our students that short cuts in learning are detrimental to intellectual and moral developments, and that teaching should be a profession in the sense in which law and medicine are professions.

I wish herein to make acknowledgements of my gratitude to you for your manifest interest in the Normal School at this place, and in the educational uplift of the whole people of North Carolina.

It should be noted that the enrollment for the session is the largest in the existence of the school, and the results in qualifying teachers the best. This school is located within accessible reach of a large number of young men and women, who are gradually being induced to enter this Normal for training.

I cannot conclude this report without placing myself upon record in gratefulness to the Local Board of Managers, under whose helpful supervision and wise counsel I have worked during the past session for the respect and confidence shown to me by them.

Sincerely submitted,

P. W. MOORE, *Principal.*

REPORT OF TREASURER, 1896 TO 1898.

F. F. CAHOON, *Treasurer,*

*In account with Elizabeth City Colored Normal School.*

DR.

1896.			
Aug. 1.	To balance on hand . . . . .	\$	289 14
1897.			
	To Peabody Fund . . . . .		330 00
	To State appropriations . . . . .		1,066 66
June 1.	To Peabody Fund (Paid C. E. K.) . . . . .		115 00
			<hr/>
			\$ 1,800 80

CR.

1896-'97.			
	By disbursements as per account filed with Supt. Public Instruction . . . . .	\$	1,789 75
1896.			
July 6.	By balance on hand . . . . .		11 05
			<hr/>
			\$ 1,800 80

C. E. KRAMER, *Treasurer,*

*In account with Elizabeth City Normal School.*

DR.

1897.			
May 25.	To check Peabody Fund (C. H. Mebane) \$		210 00
Aug. 3.	To check Peabody Fund (C. H. Mebane)		100 00
Oct. 25.	To State appropriation . . . . .		500 00
Dec. 16.	To check Peabody Fund (C. H. Mebane)		300 00
Feb. 1.	To State appropriation . . . . .		1,357 14
Aug. 1.	Amount due from F. F. Cahoon . . . . .		11 05
			<hr/>
			\$ 2,478 19

CR.

1897-'98.			
	By disbursements as per account filed with Supt. Public Instruction . . . . .	\$	1,899 79
1898.			
Aug. 1.	Balance on hand . . . . .		578 40
			<hr/>
			\$ 2,478 19

A SHORT SKETCH OF THE PLYMOUTH STATE  
COLORED NORMAL SCHOOL.

Plymouth Normal School was established by an Act of the General Assembly of North Carolina, appropriating a small sum for that purpose. This institution, located at Plymouth, N. C., opened its first session on August 8th, 1881, under the supervision of Prof. Alexander Hicks, Jr. He died in the latter part of the second session, and was succeeded by Prof. H. Cheatham, (now Recorder of Deeds, Washington, D. C.) who acceptably filled the position of Principal for the next two sessions. He resigned to become Register of Deeds of Vance county, N. C. He was succeeded as Principal by Prof. J. W. Pope. The institution was rapidly losing its prestige, but in the autumn of 1886, the late Dr. H. C. Crosby was elected Principal. He at once completely reorganized the school, adopting new methods and awakening a great educational enthusiasm throughout this section. The school, under his superior management, took on new life, and for eleven years increased in popularity and usefulness, until it is now regarded as the beacon light of education in Eastern North Carolina. Under his control, not only was its enrollment increased from eighty-four (84) in 1886-'87 to one hundred and eighty-four (184), representing nineteen counties, but there was erected at a cost of several hundred dollars a beautiful two-story frame building, 25 feet by 60 feet, capable of accommodating two hundred and fifty (250) scholars. Nowhere else in North Carolina has there been constructed a building especially for a State Colored Normal School. This fact should be emphasized and credit given to whom credit is due, for this fact shows the interest the citizens of both races take in the Plymouth Normal. The General Assembly of 1887 appropriated an additional one thousand dollars, annually, for its support. The

lamented Dr. H. C. Crosby, having resigned, owing to ill health, in April 1897, the present Principal, Prof. John W. McDonald, was elected to fill the vacancy. That there is no better Colored Normal School in North Carolina than that located at Plymouth, N. C., is evidenced by its work. There have been two thousand and ninety-five (2,095) students matriculated during its seventeen sessions. Its graduates are among the best colored teachers in the State. It has in the past sixteen years sent out over *one hundred and fifty* young men and women to instruct the youth and bless the homes of the colored citizens of the State. Besides teachers it has sent out a score of preachers, three doctors, two lawyers, several government clerks, two postmasters, several merchants and seamstresses, and two mechanics, all of whom are a credit to the school. Prominent among the teachers are Profs. J. H. M. Butler, A. M., Greensboro A. and M. College; George T. Hill, Scotland Neck Training School; R. H. Riddick, Edenton Industrial High School; R. R. Cartright, J. C. Cordon and J. W. McDonald, (all teachers in the Plymouth State Normal); L. F. Sharp, Albemarle Training School; W. A. Taylor, Hertfort Academy, and others. Among ministers, Revs. M. W. D. Norman, A. M., ex-Dean of the Theological Department of Shaw University, Raleigh, N. C.; W. W. Ryan, Connecticut; A. S. Dunston, Z. W. White, North Carolina, and J. T. Askew, Pennsylvania. Among doctors, Drs. A. L. Winslow, Danville, Va., and J. S. Sessoms, Rendville, Ohio. Among lawyers, J. E. White, Esq., Chicago, and G. H. Walker, Esq., Portsmouth, Va.

This institution is indeed a fountain of life and light in its section—a truth accentuated by the annual increase of its attendance. Under the present management the increase in enrollment, regular actual attendance, interest manifested in study, are phenomenal. Among the improvements this session the most important is the addition of a *sewing department* for girls. The students Sewing Club



LIBRARY—UNIVERSITY OF NORTH CAROLINA.



raised the major part of the money to purchase the sewing-machines. The opening of this department necessitated the use of another building, and an annex of some forty feet was generously given by our colored citizens. In the few months since this department has been added, some fifty dresses and other garments have been made, besides quilting, knitting, crocheting, etc. The work in vocal music, writing and drawing departments is excellent.

Plymouth Normal was established for the purpose of *training colored teachers in the common school branches*; and along this line we have labored faithfully, and endeavored to do our work as thoroughly as possible, but we have not failed to give special attention to *moral training* as well, for we believe now, as we always have, that the training of the heart is of more importance than that of the head. We believe in virtue, truthfulness, honesty, industry and economy, for without these no home can be happy and no people prosperous. With this end in view, a number of lectures by the teachers and prominent white and colored clergymen have been delivered to the students this session. The Plymouth Normal is doing her share as best she can in purifying the moral atmosphere of the home. We are striving to brighten the prospects of the next generation by properly training the teachers of the public schools, and emphasizing the importance of both *manual and moral training*.

## REPORTS OF STATE NORMAL SCHOOL AT PLYMOUTH.

PLYMOUTH, N. C., June, 1897.

*To the State Superintendent Public Instruction, Raleigh, N. C.*

DEAR SIR.—I take pleasure in submitting, for your consideration, the following report:

The sixteenth session of the Plymouth State Normal opened September 7, 1896, and continued forty weeks, closing June 11, 1897.

We enrolled fifty-eight males and one hundred and fifteen females, making a total of one hundred and seventy-three, representing seventeen counties.

For January, February, March and April, the average attendance was over a hundred; for the entire session, it was about ninety.

The health of the students was good, their deportment commendable, and their advancement in study was all that might be expected.

Eight young men and one young woman finished the course of study and received diplomas.

Peace and harmony prevailed among the pupils from the opening to the close. There was no friction of any kind in the school. On the other hand, everything moved on like clock work. All things considered, I believe the last is the best session this school ever had.

For further information, we refer you to the catalogue of 1896-'97, all of which we most respectfully submit for your consideration.

H. C. CROSBY.

PLYMOUTH, N. C., June 11, 1898.

*Hon. C. H. Mebane, State Superintendent Public Instruction, Raleigh, N. C.*

DEAR SIR :—I have the pleasure to submit the following report of the Plymouth State Colored Normal School to your consideration :

The seventeenth session, just ended, opened August 30, 1897, continued forty weeks, and closed June 3, 1898. There were enrolled 205 pupils—72 males and 133 females. Thirteen counties were represented, as follows : Beaufort, 1 ; Bertie, 14 ; Camden, 3 ; Chowan, 2 ; Gates, 5 ; Halifax, 1 ; Hertford, 1 ; Martin, 23 ; Pitt, 2 ; Washington, 146 ; Baltimore, Md., 1 ; Brooklyn, N. Y., 2 ; Norfolk, Va., 4.

The average attendance was better than ever before. The course of study was adhered to and the most strenuous efforts were put forth to teach more thoroughly than ever the branches prescribed. There were seven members of the Senior class, one of which completed the required course and received a certificate of graduation. He is above the average graduates of this school. Financial environments prevented the regular attendance of the others, hence they failed to complete the course. During the year White's Elements of Pedagogy was added to the course, otherwise the course remains unchanged from previous reports. Special

lectures on moral and intellectual subjects were delivered weekly by the Principal and Assistants during the session. Not only have the colored people of the community shown a deeper interest in the school, but the whites have really manifested a magnanimous spirit. Never have they shown so much concern in the moral and educational welfare of the students as this session by their frequent visits and telling lectures to the school. The following white gentlemen delivered lectures to the school: Reverends F. T. Wooten, J. L. Cuninggim, D. W. Davis, Editor W. F. Ausbon and Hon. L. N. C. Spruill, Secretary of the Local Board. The following colored gentlemen, prominent in church and educational work, also delivered lectures: Revs. W. L. Clayton, S. P. Knight, of Edenton, N. C.; John A. Faulk, of Hertford, N. C.; C. C. Summerville; A. B. Easton, District Missionary, Rocky Mount, N. C.; Messrs. W. A. Taylor, of Hertford Academy; B. F. Haley, Edenton, N. C.; R. A. Lloyd, Williamston, N. C.; J. J. Jones, Henry Williams, medical students, and H. G. Wilson, law student of Shaw University, Raleigh, N. C.

These practical lectures have had telling effect, and much good was accomplished. Special attention was given this session to drawing, vocal music and composition work. Prizes were offered to stimulate interest in drawing and essay writing. The results of these "special efforts" were gratifying in every way.

During the session an Industrial Department was added, to the delight of both students and patrons. The moment the establishment of the department was assured the school took on new life. Applications from new students began to pour in. Never was an addition to a school hailed with greater joy. Not only did the enrollment far surpass any in the history of the school, but the actual regular attendance was unprecedented. The leisure hours of the female students, which had been fruitlessly wasted in previous sessions, were now utilized in sewing, and when called to the recitation rooms they were as cheerful and deeply interested in their studies as soldiers ever were when they charged under the strains of music. Even in the spring term the listless student was seldom seen. Early in the session clubs were organized to raise money to assist in purchasing machines. The willingness and eagerness of these young people, both sexes (for the brothers were glad to see the opportunity of their sisters to learn how to sew), would alone satisfy Dr. Curry for his liberal donation. The wisdom of this great man has been more than vindicated in this school. During the few months this department has been opened some two hundred (200) different pieces have been made by the students. Besides crocheting, quilting, knitting, cutting, fitting, making chair tidies, etc., ninety per cent. of the dresses for the closing exercises were made by them. Several who had some knowledge before have gone home and commenced to take sewing for others. One student went to Brooklyn, N. Y., and obtained a situation in the Soldiers Home at a good salary. Never has the Peabody money been spent wiser in this school nor the results more gratifying. At an art exhibition, which the students gave to show their needle work, map

drawing, writing, two white gentlemen, who examined the needle work, and the colored people generally, expressed astonishment at the results. The number of teachers sent out this session was larger, and the high character of their work won the commendation of the supervisors. It is estimated that twelve hundred pupils were under the instruction of the Plymouth Normal's students the past winter and spring. An "era of good feeling" and harmonious work characterized this school year. Every one apparently gave their heartiest support. The mouth of the "croaker" was closed. The unique closing exercises were a fitting climax to the year's work. Besides the regular exercises of public debate, annual oration and class exercises, an annual sermon was preached and memorial exercises in honor of the late Dr. Henry Clay Crosby, ex-Principal, added greatly to the occasion. Many distinguished friends from afar, and many white ladies and gentlemen, attended the exercises and expressed surprise at the work accomplished. Every one says they were the finest literary exercises ever held in this section of the State. A gentleman who had visited four of the State Normals says the work of this school was far above the others. From applications already coming in the prospects for next year are indeed bright. Great credit is due Mrs. E. J. Dance, Prof. R. R. Cartwright, Mrs. E. H. Corprew and Rev. J. C. Cordon, assistant teachers, for the success which has attended this session of the Plymouth Normal. They did all in their power to build the school up.

In conclusion, we tender our profound gratitude to Dr. J. L. M. Curry for his invaluable aid, Hon. C. H. Mebane, State Superintendent, for his instruction, the Local Board for their encouragement, our white friends for their advice, the patrons generally for their loyal support, and Hon. Wheeler Martin for the donation of a gold medal to the school. A Teachers' Institute was held during the last two weeks of the school for which there was no compensation. This has indeed been the best session of the Plymouth State Normal School.

For further particulars, see Catalogue for 1897-'98.

J. W. McDONALD, *Principal*.

#### REPORT OF TREASURER FOR 1896-'97.

GEORGE W. HORNEY, *Treasurer*,

*In account with Plymouth Colored Normal School.*

DR.

1896.			
June 6.	To balance on hand last report.....	\$	266 26
Oct. 14.	To State appropriation.....		783 33
1897.			
Jan. 6.	To State appropriation.....		783 33
April 24.	To C. H. Mebane, check Peabody Fund,		290 00
			<hr/> \$ 2,122 92

CR.

1897.

May 14.	By disbursements filed with Superintendent Public Instruction.....	\$ 1,782 84	
May 24.	To balance paid (F. M. Bunch).....	340 08	
		\$ 2,122 92	

F. M. BUNCH, *Treasurer,*

*In account with Plymouth Colored Normal School.*

DR.

1897.

May 24.	Balance on hand.....	\$ 340 08	
Oct. 21.	State warrant.....	500 00	
Dec. 7.	State warrant.....	500 00	
Dec. 17.	Peabody Fund.....	150 00	
1898.			
Feb. 2.	State warrant.....	357 15	
Feb. 5.	State warrant.....	500 00	
		\$ 2,347 23	

CR.

1898.

Feb. 5.	By disbursements as per account filed with Supt. Public Instruction.....	\$ 2,325 69	
Feb. 5.	Balance on hand.....	21 54	
		\$ 2,347 23	

REPORTS OF THE STATE NORMAL SCHOOL, AT  
FRANKLINTON.

FRANKLINTON, N. C., June 9, 1897.

*Hon. C. H. Mebane, State Superintendent Public Instruction of North Carolina.*

HONORED SIR:—I beg leave to submit our annual report, covering the academic year of 1896-'97.

Our term began October 5, 1896, and closed May 14, 1897, making a term of eight months.

There were enrolled 258 pupils from the following counties: Alamance, Cabarrus, Carteret, Craven, Bertie, Edgecombe, Franklin, Granville, Greene, Halifax, Harnett, Iredell, Jones, Nash, Johnston, Lenoir, Mecklenburg, Moore, Northampton, Orange, Robeson, Vance, Richmond, Wake, Warren, Wayne and Wilson.

We employed ten teachers during the year, and in the main they were competent and faithful.

The industrial feature of the school is made very prominent. The young men do all of the carpenter work and shoe-making. The young ladies are under proficient teachers, and are taught housekeeping, washing, cooking, etc., as well as their regular Normal studies.

The needs of my people are peculiar, and, to meet them, an industrial education is imperative.

Our teachers can do their best work when they can teach books and every day economies by precepts and examples.

The girls deserve great praise for the progress they have made in the art of home-making.

Our cottages are models of neatness. We have ample facilities for the accomplishment of great things here.

The discipline is good. No insubordination, no scandal. The sexes are kept apart, and live in separate buildings with their teachers.

The location is happy. We are in the midst of a large negro population, and this town is very healthy. The races live happily together in all their business relations. The entire white population is proud of this school and its work for the negro. All of our entertainments are largely attended by the best people of the city, both white and colored. The school is an honor to the State and the race.

Our plan has been to require all applicants for admission to our senior class to bring a teacher's first-grade certificate, as well as stand the examination here. Persons thus prepared can easily take the advanced studies, and, at the same time, do practice work in our model school. Our graduates will work in ungraded schools, and should be trained for that specific work. It is quite easy for one to accommodate himself to graded school work if such a position should come to him.

Our efforts are in the direction of bettering the country school. Accordingly, a regular district school is organized for the training of the senior class in actual teaching. The best teacher in the school is put at the head of this work.

During the year several gentlemen delivered lectures before the school and public on practical themes.

The commencement exercises were well attended by both races, and the citizens seemed to be pleased.

We graduated a class of ten. Several of our pupils are teaching in different counties in the State, and the reports sent up indicate great improvement on all lines in school work.

Our Local Board of Managers exercised a helpful oversight, and spared no pains to make our school a success.

We own over \$10,000 of property, free from all incumbrance. The State has the use of all of it.

Believe me, kind sir, your most obedient servant,

JOHN A. SAVAGE.

FRANKLINTON, N. C., July 1, 1898.

*Hon. C. H. Mebane, State Superintendent Public Instruction, Raleigh, N. C.*

DEAR AND HONORED SIR:—I respectfully submit the report of the work done in the Colored State Normal School of the above named place for the year 1897-'98.

The term began October 4, 1897, and closed May 13, 1898, making a term of eight months.

There were enrolled during the term 268 pupils from 41 counties.

Ten teachers were employed last scholastic year.

While the primary object of the school is to prepare teachers for the instruction of the youth, by thoroughly grounding them in the essentials of English, Mathematics, History, Hygiene, Physiology, Geography, Drawing and Music, a high standard of morality is held up and insisted upon, and encouragement is given to industry in all departments.

The location is everything that could be desired, being near the main line of the railroad. We are in the midst of a large negro population, and this is the only school of its kind in this Congressional District. The town is healthy as well as inexpensive to those who come to us from afar. The races live happily together in all of their business relations. The entire white population speak kindly of the work done here, and encourage us on all public occasions. All of our entertainments are largely attended by the best people of the city, both white and colored. The school is an honor to the State and the race.

During the year several lectures on practical subjects were given by prominent educators.

The last two weeks of the term a Normal Institute was held, and attended by teachers from all over the State. The departure was a happy one. In this Institute the most improved and successful methods of teaching were used by able and efficient instructors. The interest raised and fostered by this, our first Normal Institute, has encouraged us to devote two weeks, at the beginning, next term, to the same kind of Institute work. This is done that old teachers may have an opportunity to see and learn improved methods, and carry them with them in their winter's work.

The commencement exercises were well attended by both races, and the citizens seemed to be pleased. We graduated a class of five. The grade of the school is varied, and the requirements more than ever; hence, the few to graduate this year. The class will be larger and better after this.

The teachers have been faithful and are worthy of high commendation.

Several of our people are now teaching in different counties of the State, and the reports sent us up to date indicate great improvement on all lines in school work.

Our receipts from all sources have amounted to \$6,000. We report no debt—the salaries have been too small.

Our Local Board of Managers exercised a helpful oversight, and spared no pains to make our school a success. They visited the school several times during the year.

We thank you personally for your interest in our behalf, and for the words of comfort and good cheer you brought us.

Very respectfully,

J. A. SAVAGE, *Principal*.

## REPORT OF TREASURER, 1896-'97.

B. W. BALLARD, *Treasurer*,*In account with Franklinton Colored Normal School.*

## DR.

1896.			
June 30.	To balance on hand.....	\$	54 01
Sept. 1.	To R. M. Furman (voucher).....		783 33
1897.			
Jan. 15.	To R. M. Furman (voucher).....		783 33
April 20.	To C. H. Mebane (Peabody Fund)....		290 00
			<hr/>
		\$	1,910 67

## CR.

1896.			
June 30.	By disbursements as per account filed with Supt. Public Instruction.....		\$ 1,910 67

## REPORT OF TREASURER, 1897-'98.

T. H. WHITAKER, *Treasurer*,*In account with Franklinton Colored Normal School.*

## DR.

1897.			
Aug. 25.	To State warrant (C. H. Mebane). ....	\$	250 00
Oct. 29.	To State warrant (C. H. Mebane).....		500 00
Dec. 15.	To Peabody Fund (C. H. Mebane).....		200 00
1898.			
Jan. 31.	To State warrant (C. H. Mebane).....		1,107 14
			<hr/>
		\$	2,057 14

## CR.

1898.			
June 30.	By disbursements as per account filed with Supt. Public Instruction.....	\$	1,759 32
	Musical instrument.....		280 00
June 30.	To balance .....		17 81
			<hr/>
		\$	2,057 13

## STATE BOARD OF EXAMINERS.

The present State Board of Examiners is composed of the following persons :

C. H. Mebane, President, ex-officio ; W. L. Poteat, M. C. S. Noble and L. L. Hobbs.

This Board prepared the first set of examination questions for life certificate during the spring of 1897. The list of questions for that year and for the year 1898 will be found in the following pages.

There were very few applicants the first year on account of lack of time to put the matter before our people. Only two were granted diplomas the first year, as follows :

R. C. Craven and A. M. Garwood.

The second year (which is the present, 1898) there was a great increase in number of applicants. The following is a list of those receiving diplomas this year :

C. N. Jervis, Mrs. N. W. P. Garden, O. E. Sams, E. P. Mendenhall and J. N. Bradly.

This Board also prepared a course of study for teachers in the Public Schools of North Carolina, published in this Report.

The following is the form of diploma issued by the State Board of Examiners :

# State Board of Examiners



*has passed the examination prescribed by this Board, and in testimony thereof this*

## First Grade Life Certificate

*is granted.....is therefore entitled, without further examination, to teach in the Public Schools of any  
County in the State, in accordance with the provisions of Chapter 108, Section 3, of the Laws of 1897.*

*....., Supt. Public Instruction.*

## LIFE CERTIFICATES.

The following law was enacted by the Legislature of 1897 in regard to life certificates :

“The State Board of School Examiners shall have power to grant first-grade life certificates, which may be used in any county in the State, and shall furnish to the public, through the several County Supervisors, at least one month before the regular annual county examination of teachers, full information as to the nature and character of the requirements for such first-grade life certificates ; it shall annually prepare and furnish to the several County Supervisors a set of examination questions covering subjects required by law to be taught in the public schools of the State, which shall be submitted at the regular annual county examination of teachers in July to all applicants for a first-grade life certificate, under such rules and regulations as the State Board of School Examiners may prescribe. The State Board of School Examiners shall examine and grade the papers of all applicants for a first-grade life certificate, and shall issue said certificate to such applicants as are properly qualified and justly entitled thereto, and all examination papers of applicants to whom first-grade life certificates shall have been granted under this act shall be kept on file in the office of the State Superintendent of Public Instruction : *Provided*, that each applicant for a first-grade life certificate shall pay in advance to the County Supervisor the sum of five dollars, which shall be reported to the County Board of Education and paid into the general school fund of the county : *Provided further*, that every first-grade life certificate, to continue valid and operative, shall be renewed by the State Board of School Examiners every five years, and before such board shall renew said certificate it shall be accompanied with an affidavit of the teacher holding said certificate that he or she has been actually engaged in teaching school since receiving said certificate, or since its last renewal, and no charge shall be made for such renewal.”

The following is the examination prepared by the State Board of Examiners for applicants for life certificates during the year 1897:

### HISTORY EXAMINATION.

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1. What nations settled North America, and where did each settle?
2. Give a brief account of the "French and Indian War."
3. Bound the United States, as recognized by Great Britain, and describe briefly the territorial growth of the country.
4. Tell something of the public acts of Thomas Jefferson.
5. What were the causes of the "War of 1812?"
6. What was the "Omnibus bill?" Tell something of its author.
7. Tell something of the early settlement of North Carolina.
8. Describe briefly any battle fought in North Carolina during the Revolution.
9. Give a short account of any one of the following battles: Bentonville, Seven Pines, Gettysburg, Fort Fisher and The Crater.
10. Name five important inventions made by Americans and give the name of the inventor.

PHYSICS EXAMINATION.

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1. Define (*a*) energy, (*b*) matter, (*c*) tenacity.
2. Give the three laws of motion.
3. What is the difference between adhesion and cohesion? Illustrate.
4. What is meant by "specific gravity?" Tell how it is found.
5. Why do we make two openings in a barrel of vinegar when we wish to tap it?
6. Define (*a*) ohm, (*b*) volt.
7. What is the effect of heat upon most metals?
8. State and illustrate the difference between induction and conduction.
9. Define luminous, translucent and transparent bodies.
10. Define centrifugal force and give an illustration of it.
11. A cubic foot of water weighs 1,000 oz. What is the pressure upon the bottom of a tank which is ten feet square and eight feet high, when the tank is three-fourths full of water?

PHYSIOLOGY AND HYGIENE.  
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1. Define organ and tissue and give examples.
2. Tell how bones are nourished.
3. Explain the advantage of exercise.
4. Describe the structure and state the functions of the skin.
5. Explain how the body maintains a uniform temperature.
6. Define waste and repair.
7. How does food pass from the alimentary canal, where it is digested, to the tissues where it is used?
8. Explain the difference between arterial and venous blood.
9. Mention the chief ganglia of the brain and state their function.
10. Explain "short-sight" and "long-sight."

## ALGEBRA EXAMINATION.

1. Explain why  $-3x - 2 = 6$ .
2. When is  $a^n + b^n$  divisible by  $a + b$ ?  $a^n - b^n$  divisible by  $a + b$ ?  
 $a^n - b^n$  divisible by  $a - b$ ?
3. Factor in as many ways as possible  $a^{12} - b^{12}$ ;  $a^{10} - b^{10}$ ; Factor  $a^2 - a - 42$ ;  $a^2 + a - 12$ ;  $a^2 - 10a + 24$ ;  $a^2 + 12a + 35$ ;  $x^4 + x^2 + y^2 + y^4$ .
4.  $\frac{m^2 + n^2 + 2mn - c^2}{c^2 - m^2 - n^2 + 2mn} \div \frac{m + n + c}{n + c - m}$ ,
5. Divide 20 into two parts such that the sum of three times one part and five times the other part, may be 84.
6. A can do half as much work as B, B can do half as much as C, and together they can complete a piece of work in 24 days; in what time could each alone complete the work?
7.  $x + 2y = 7$ , and  $x + y = 5$ , find value of  $x$  and  $y$ .
8.  $\frac{1}{x} + \frac{1}{y} = a$ ,  $\frac{1}{x} + \frac{1}{z} = b$ ,  $\frac{1}{y} + \frac{1}{z} = c$ .
9. The sum of two numbers is twenty-four; their difference is eight; what are they?
10. Expand  $(a + b)(a - b)(a^2 - b^2)(a^4 - b^4)$ .

SCHOOL LAW.

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- 1st. What are the principal duties of the State Superintendent Public Instruction?
- 2d. Name some of the duties of the State Board of Education.
- 3d. Who compose the State Board of Education?
- 4th. When and for what purpose was the State Board of Examiners established?
- 5th. How are the County Boards of education elected, and what are their duties?
- 6th. Who elects the County Supervisor, and what are his duties?
- 7th. Where does the school fund come from?
- 8th. Who adopts the text-books to be used in our public schools, and how often?
- 9th. How would a public school teacher proceed to obtain his salary?
- 10th. Give some of the duties of the School Committee.

## ARITHMETIC EXAMINATION.

1st. If silk is worth \$3-4 a yard, how much can be bought for \$2-3?

If satin is worth \$2-5 a yard, how much can be bought for \$7-8?

In these two examples is the arithmetical thought identical? If so, explain. If not, explain. Under which one of the "Four Rules" is each of these examples classed? State the "Rule."

2d. Tell how you would explain to a class why "you divide by 2 to find one-half of a number," as for instance \$24.

3d. A can build a fence in six days, B in ten days, and C in twelve days. If they all work together, how long will it take them to finish the fence?

4th. At what per cent. must I mark goods so that I may fall 25 per cent. below the marked price and still make 25 per cent. on the original cost?

5th. I have two pieces of cloth, each 15 yards long; one is 25 per cent. longer than it should be, and the other 25 per cent. shorter than it should be. What would be the combined length of the two pieces if each was of the proper length?

6th. The commissioners of a certain county wish to build a courthouse, to cost \$18,000. The cost of collecting this sum, together with several incidental expenses, will amount to \$1,644. The total cost must be raised by a tax on property valued at \$6,584,000. How much will I have to pay on a piece of property valued at \$987.63?

7th. An estate is divided among three persons, A, B and C, so that A has  $\frac{5}{8}$  of the whole, and B twice as much as C. It is found that B has 27 acres more than C. How large is the estate?

8th. Copper weighs 550 lb. and tin 462 lb. to the cubic foot. What is the weight of one cubic foot of the mixture containing 6 parts of copper and five parts of tin?

9th. A has \$8 and B \$7, with which they buy a boat for \$15. C gave \$10 for  $\frac{1}{3}$  interest in the boat, with the understanding that each of them shall own only  $\frac{1}{3}$  of the boat. How much of the \$10 received from C belongs to A and how much to B?

10th. Find the difference between the bank discount and the true discount on \$987.56 due in one year, 6 months and 15 days, money being worth 6 per cent.

GEOGRAPHY EXAMINATION.

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- 1st. Define mathematical, physical and political geography.
- 2d. How many motions has the earth, and what is the effect of each?
- 3d. Describe the great globe water-parting and name the principal rivers on either side of it.
- 4th. How does the climate of the eastern coast of North Carolina compare with that of western Europe?
- 5th. Name six of the largest cities in the world, and tell some facts of importance about each.
- 6th. Name and locate six places (cities, counties, or towns) in North Carolina named after foreign places, and locate these also.
- 7th. Name and locate five countries in Europe, tell some fact of importance about each, give their form of government, name and locate the capital of each.
- 8th. Describe the surface and drainage of Asia.
- 9th. Draw a map of North Carolina, locate and name the principal rivers, mountain ranges, capes and sounds. Locate Raleigh, Wilmington, Asheville, Charlotte, Winston, Greensboro, Goldsboro, Newbern, Durham, and tell one fact of either commercial or historical importance about each.
- 10th. Write a very short sketch (not more than 200 words) about your county.

QUESTIONS ON CIVIL GOVERNMENT.

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1. (a) How many members in Congress, counting both branches? (b) How are Senators elected? (c) If a vacancy should occur, what would be done? (d) If there should be no election as provided by law what would be the result?

2. (a) How many Justices on the United States Supreme Court Bench? How are they chosen and what is the term of office? (b) Could Congress abolish the United States Supreme Court? (c) Could Congress increase the number of Justices? (d) What is a circuit justice?

3. (a) How is the President elected? (b) Give full account? (c) Is the vote of the Territories counted in election of the President? (d) The twenty-three smallest States have 57 votes in the House of Representatives, the ten largest States have 229 votes; if the House should have to elect a President in 1900 and these twenty-three States with 57 Representatives should vote solidly for a Republican, these ten States, with 229 votes, for a Democrat, and the remaining States should give their votes all for a Populist, who would be elected? (e) Suppose no President should be elected before the 4th of March, 1901, what would be done?

4. (a) How many members in each branch of the Legislature of this State? (b) How are they elected? (c) Can the Governor veto a bill passed by the Legislature? (d) What is the term of office of the members of the Legislature?

5. (a) How many Justices on North Carolina Supreme Court Bench? (b) Can the number be increased or diminished by the Legislature? (c) How are the Superior Court Judges chosen? (d) How are Solicitors chosen? (e) What is the salary of Judges? Are the Solicitors all paid the same?

ENGLISH LITERATURE.

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1. The English : Their original home, their *migration* to the British Islands, their *religion*, their *language*, their relations to the *original Britons*.

2. The Normans : Their origin, their conquest of England, their influence on the English language and literature.

3. Elizabethan England : Give the various influences that were shaping the *rational life* and *literature* at this time.

4. Modern period : Give the various causes, *political*, *social*, *religious* and *literary* which brought about the *revival in literature* in the 18th century.

5. Brief biographical sketch of any one of the following : Shakespeare, Milton, Addison, Burns, Wordsworth, Scott, Tennyson.

QUESTIONS IN ELEMENTARY PSYCHOLOGY.

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1. Define Psychology, and mention some phenomena belonging to this science.
2. Into how many classes may all psychical phenomena be divided?
3. Give an example under each of the above classes.
4. Point out the distinction between the terms subjective and objective. Which preceded, the objective or the subjective, Brooklyn bridge?
5. Define attention, and name one or more conditions which operate to secure attention. Comment upon the difference between the force or power of attention of a robust and a sickly child ; upon food, ventilation, exercise, sleep, as they may be related to mental growth.
6. Define perception, and show how its cultivation may be promoted. Why is its cultivation in early life important? Mention some studies which are useful in the cultivation of perception. What effect will drawing have? Why?
7. Define memory, and show how the power of memory may be effected by perception, and by cultivation, and suggest some means by which its cultivation at school may be promoted.
8. Point out the difference between the will element and the emotional and cognitive elements in any psychical state.
9. Suggest one or more ways by which the power of right willing may be cultivated.

ENGLISH COMPOSITION.

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1. Choice of words: Explain what is meant (1) by standard usage; (2) by good taste. Give two rules under each head, and illustrate by examples from your own experience.

2. Phraseology: Give three rules for placing of modifiers and illustrate by examples.

3. The sentence: (1) Explain what is meant by the *unity* of the sentence. (2) Give three rules to be observed in the *structure or organization* of the sentence. Illustrate, as far as you can, by examples under each head.

4. The paragraph: *Define the paragraph*, showing how it is related to the sentence. How is the beginning of a new paragraph indicated? Illustrate in the page you are now writing. Give *two general principles* to be observed in the use of the *paragraph as a whole*.

EXAMINATION ON BOTANY.  

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1. Describe the structure of a seed.
2. Describe root-hairs and state their function.
3. What changes take place during the germination of a seed?
4. What constitutes a fruit?
5. What are the parts and functions of a typical leaf?
6. Give some of the properties of protoplasm?
7. What food does the plant get from the soil and what from the air?
8. Name the parts of a typical flower and state the function of each part.
9. Mention some special contrivances for the dispersal of seeds.
10. Describe two ways in which stems increase in diameter.

## ENGLISH GRAMMAR.

Thought is the property of him who can entertain it, and of him who can accurately place it.—*Emerson*.

Oh, when I am safe in my sylvan home,  
I mock at the pride of Greece and Rome ;  
And when I am stretched beneath the pines,  
Where the evening star so holy shines,  
I laugh at the lore and pride of man,  
At the sophist schools and the learned clan ;  
For what are they all in their high conceit,  
When man in the bush with God they meet?—*Emerson*.

The first five questions refer to the paragraphs above :

1. Name the various kinds of clauses.
2. Classify the verbs as (*a*) transitive or intransitive, (*b*) regular or irregular, giving your reason for such classification.
3. Give two modifiers each for *mock*, *laugh* and *am stretched*.
4. State to what part of speech each of the following words belong : *Who*, *holy*, *all*, *their*, *for*.
5. Give all the case forms, both singular and plural, of *my*, *their*, *who*, *man*, *pride*.
6. (*a*) Give the plurals of *genus*, *son-in-law*, *goose-quill*, *pailful*, *fish*, *sky*, *motto*, *staff*, *flag-staff*, *axis*. (*b*) Give the feminine of *Sultan*, *hero*, *administrator*, *Paul*, *tiger*.
7. Write a sentence containing a participle used as a noun, and a sentence containing a participle used as an adjective.
8. Write sentences containing (*a*) a noun used as an adjective, (*b*) an adjective used as a noun, (*c*) a verb in the passive voice, (*d*) a verb in the imperative mode, (*e*) a noun used as an adverb.
9. What determines the person, number, gender and case of a relative pronoun?
10. Correct, if necessary, and give your reason for so doing : (*a*) May I lay down for an hour? (*b*) How could you set still and see the barrel bursted by those careless children? (*c*) There comes the butcher, baker and milkman. (*d*) No time, no money and no labor was spared. (*e*) Five dollars was offered for the book.

The following is the examination prepared by the State Board of Examiners for applicants for life certificates during the year 1898 :

### HISTORY EXAMINATION.

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1. Write a short account of De Soto.
2. Define the "Monroe Doctrine" and tell who was Monroe.
3. What was the "Missouri Compromise?"
4. Give a short account of "The Battle of King's Mountain."
5. Give the cause and result of the "Mexican War."
6. Give a short account of the battle between the Virginia (Merrimac) and the Monitor, and tell the influence of that battle upon modern warfare.
7. Tell something of the discovery and settlement of Roanoke Island.
8. Locate and name three early permanent settlements in North Carolina.
9. Give a short account of the Battle of Moore's Creek.
10. Tell one or more facts about Wm. A. Graham, James C. Dobbin, Z. B. Vance, T. H. Benton, Thos. L. Clingman, Jos. E. Johnson, Gen. Wolfe.

## ARITHMETIC.

1. Give the "Rule" for the division and addition of Decimal Fractions and give the reason for the "Rule" in each case.

2. A pole 60 feet high broke into two pieces, such that two-fifths of one piece equalled two-sevenths of the other. What was the length of each piece?

3. Three men bought a factory. A gave \$20,000, B gave two-fifths more than A, and C gave 25 per cent. less than the total amount paid by both of the others. If a six per cent. dividend is declared on the capital stock, how much money should C receive?

4. A man's property is assessed at \$6,741. His State tax is  $41\frac{1}{2}$  cents on a hundred dollars, his county tax is  $22\frac{2}{3}$  cents on a hundred dollars, his road tax is 2 cents on a hundred dollars, and his poll tax is \$2. What is his whole tax?

5. At what per cent. above cost must I mark goods so as to fall 10 per cent. below the marked price and still make  $12\frac{1}{2}$  per cent.?

6. What are the proceeds of a note for \$968, due in 90 days, with interest at 6 per cent., and discounted at a bank at the same rate of interest?

7. A note dated January 4, 1895, for \$9,874.69, with interest at 6 per cent., had the following indorsements:

July 1, 1895, received \$379.28.

February 18, 1896, received \$458.74.

What was due on the note January 1, 1898?

8. Two men start from the same point. One travels 30 miles due north, and the other travels 40 miles due west in the same time, and then they both turn and travel towards each other at their former rates of speed. When they meet, how far will each have traveled from the common starting point?

9. A man bought hats for \$1.25 each. He sold half of them at a profit of  $33\frac{1}{3}$  per cent. The remainder he sold at a loss of \$50, and then found that he had lost  $8\frac{1}{3}$  per cent. on the whole transaction. How many hats did he buy?

10. How many cubic feet in a wall 2 feet thick and 6 feet high, built about a rectangular cellar whose interior dimensions, when the wall is completed, shall be 20 feet long and 16 feet wide?

## CIVIL GOVERNMENT.

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1. Name and define the three principal departments of our Government.
2. How is the President elected?
3. (a) How are Senators elected? (b) Members of the House?
4. If you had a bill drawn up in due form, explain how this could be made a law.
5. (a) Name some of the chief duties of the Government. (b) Of the Lieutenant Governor. (c) Secretary of State. (d) State Treasurer. (e) Attorney General. (f) Auditor. (g) Superintendent of Public Instruction.
6. (a) How many Justices on North Carolina Supreme Court Bench? (b) How are they chosen? (c) How are Superior Court Judges chosen?
7. How are Solicitors chosen, and what are some of their duties?
8. Explain how a case may pass from a Magistrate's Court to the Supreme Court of the State.
9. Explain how a bill is found by a Grand Jury and a case made out against a man for violating a law of the State.

## PHYSIOLOGY AND HYGIENE.

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1. Name the organs which lie in the thorax and those which lie in the abdomen.
2. Describe the articulation of the bones of the skull.
3. State the function of the red corpuscles of the blood.
4. Explain the coagulation of the blood.
5. Describe the structure of the heart.
6. Explain the movement of the air into and out of lungs in respiration.
7. State the function of the pancreatic juice.
8. Describe the structure and state the functions of the spinal cord.
9. Distinguish voice from speech.
10. Name the structures through which air vibrations pass to the auditory centre in the brain.

ENGLISH LITERATURE.

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1. Show how the introduction of Christianity influenced the early literature of England.
2. King Alfred and his work in behalf of literature.
3. The influence of the Norman Conquest on English literature. Name four *cycles* or groups of poems that grew up under Norman influence.
4. Discuss at some length Shakespeare and his works, referring to such of the plays as you have read.
5. Addison ; his life and his work as the originator of a new form of literature.
6. Tennyson, as the representative poet of the nineteenth century.

## SCHOOL LAW.

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1. Who compose the State Board of Education, and what are the duties of this Board?
2. When and for what purpose was the State Board created?
3. Explain why we have five months school in some counties, and only two and a half in others.
5. (a) How is the County Board of Education elected? (b) The County Supervisor? (c) The School Committee?
6. When and by whom are text books adopted for our public schools?
7. (a) Give the principal duties of County Supervisor. (b) Duties of the committees under the present law.
8. What are the sources of the public school fund?
9. How would a public school teacher proceed to obtain his salary?

PHYSICS EXAMINATION.

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1. Define hardness and brittleness.
2. State the law of inertia.
3. With what momentum would a steamboat, weighing 12,000 tons, strike against a sunken rock if the steamboat were running at the rate of twelve miles an hour?
4. Define adhesion and capillarity.
5. Are any two plumb lines parallel? If they are, why? If not, why?
6. What is the pressure of the air on a piece of ground eight feet long and six feet wide?
7. What is the difference between noise and music?
8. What is a spectroscope?
9. Define evaporation.
10. What is the difference between static and dynamic electricity?

## ENGLISH GRAMMAR.

1. "The whole cavalcade paused simultaneously when Jerusalem appeared in view; the greater number fell upon their knees, and laid their foreheads in the dust, whilst a profound silence, more impressive than the loudest exclamations, prevailed over all; even the Moslems gazed reverently on what was to them a holy city, and recalled to mind the pathetic appeal of their forefathers. 'Hast thou not a blessing for me, also, O my father?'"

2. "Having reached the house I found its rescued inmate safely lodged, and in serene possession of himself, beside a fire."

Questions 1—5 refer to the first selection, and No. 6 to the second.

1. Give all the dependent clauses and state how each one is used.
2. What are the modifiers of *paused*, *silence* and *appeal*?
3. (a) Write in separate columns the transitive and intransitive verbs. (b) Write in separate columns the regular and irregular verbs. (c) Give the principal parts of *all* of the irregular and *one* of the regular verbs.
4. State the voice of any two of the transitive verbs, and change the clauses in which they are used so that the verbs will be in the other voice.
5. (a) Give the rules for the capital letters in this selection. (b) What part of speech is *what*, and how is it used in this selection?
6. (a) Analyze the second selection. (b) Give the case of each noun and pronoun, and your reason for thinking so.
7. Correct the following, if needful, giving reason for each correction. (a) Who can this telegram be from? (b) My head feels badly this morning. (c) She is a girl of twelve years old. (d) It is I that you fear. (e) This has been a real cold day.
8. Write the plural of *fish*, *courtyard*, *German*, *Englishman*, *son-in-law*, *deer*, *spoonful*, *tooth-pick*, *daisy*, *gulf*, *sheaf*.
9. (a) Write the possessive form, singular number, of *James*, *mother-in-law*, *fox*. (b) The possessive, both singular and plural of *chair*, *child*, *chimney*, *who*, *ally*.
10. Write sentences containing, (a) A participle used as a noun. (b) A participle used as an adjective. (c) An infinitive phrase used adverbially. (d) An infinitive phrase used as an adjective. (e) A relative clause. (f) An adverbial clause. (g) A noun clause.



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## ALGEBRA.

—2.

1. If  $-9$  is an example in subtraction, why do you change the sign of the subtrahend and add it to the minuend?

2. Factor in as many ways as possible  $a^6 - b^6$ ,  $a^2 + b^2 + c^2 - 2ab - 2ac + 2bc$ ,  $c^4 - y^4$ ,  $x^4 + x^2y^2 + y^4$ .

$$3. \frac{1}{x} + \frac{1}{y} = \frac{5}{6}, \frac{1}{2x} + \frac{1}{3y} = \frac{17}{36}. \text{ Find value of } x \text{ and } y.$$

4. Find greatest common divisor of  $2a^3 + 2a^2 - 4a$ ,  $3a^4 + 6a^3 - 9a^2$ ,  $4a^5 - 20a^4 + 16a^3$ .

$$5. \frac{1}{a} + \frac{1}{b} = 1, \frac{1}{b} + \frac{1}{c} = \frac{3}{2}, \frac{1}{c} + \frac{1}{a} = 2. \text{ Find value of } a, b \text{ and } c.$$

6. If 1 be added to the numerator of a fraction its value is  $\frac{1}{3}$ , if 1 be added to the denominator its value is  $\frac{1}{4}$ . Find the fraction.

7. Find the square root of  $4x^4 - 4x^3 - 3x^2 + 2x + 1$ .

8. Separate 29 into two parts, such that the larger divided by the smaller will give 3 as a quotient and 1 as a remainder.

$$9. \text{ Solve } \frac{4a-b}{2a-b} - \frac{a+b}{a-b} = 1.$$

10. Reduce to simplest form

$$\frac{a^2+b^2}{a^2-b^2} - \frac{a^2-b^2}{a^2+b^2}$$

$$\frac{a+b}{a-b} - \frac{a-b}{a+b}$$

BOTANY.  

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1. Describe the vegetative organs of a young seedling.
2. Explain the passage of soil water into the root-hairs.
3. Distinguish trees, shrubs and herbs.
4. Describe the structure of a bud.
5. Mention examples of the daily movement of leaves.
6. What is pollen? State three ways by which it reaches its destination.
7. State the characteristics of the fungi.
8. Tell how ferns reproduce themselves.
9. Explain the wilting of a cut stem.
10. Describe a cell.

## PSYCHOLOGY.

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1. Give a definition of the term psychology and explain the meaning of the words used in your definition.
2. Give the usual classification of the mental powers, state why such classification is made, what it means, what it does not mean, show their interdependence, and give examples of phenomena belonging to each class.
3. What constitutes the nervous system proper, and what is the relation of the activities of the mind to the nervous system?
4. Mention some facts which illustrate the connection of mind and body.
5. Explain and illustrate what is meant by consciousness.
6. Explain what is meant by presentative power, and distinguish the same from representative power. To which of these does memory belong?
7. Define and illustrate induction and deduction.
8. Give an example showing the operation of the will element in a mental activity.

GEOGRAPHY EXAMINATION.

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1. Describe the surface of Asia and tell some of its striking features.
2. Describe the surface and drainage of North America and compare it with that of South America.
3. Give a brief outline of your plan of teaching Geography to a class of beginners.
4. Name five of the largest cities in the United States and give some facts of importance in regard to each.
5. What city or town in North Carolina has bright prospects of growth because of its geographical advantages? Name those advantages.
6. Name five European cities, and give some facts of importance relating to each.
8. Define Latitude, Longitude, Tropic of Cancer, Tropic of Capricorn.
9. Name all the larger rivers flowing into the Atlantic Ocean, its gulfs and bays.
9. What is a river basin? In what river basin do you live? What river basins bound the one in which you live.
10. Draw a map of North Carolina, locate and name the sounds, capes, rivers, lakes and mountains.

COURSE OF STUDY

FOR

TEACHERS

IN THE

**Public Schools of North Carolina,**

BY

STATE BOARD OF EXAMINERS.

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1898.

## INTRODUCTION.

It is the purpose of the State Board of Examiners to help especially those teachers who are willing to help themselves.

Under the various subjects will be found helpful suggestions not only upon the work in the school-room, but also suggestions on private study for the teachers.

We feel sure that there are many honest, conscientious teachers, who are not satisfied with their present qualifications for their work, but are not sure just what to do or what course to pursue in order to make progress and to better prepare themselves for the school-room and its duties.

Owing to the multiplicity of books at this time, the average public-school teacher is at a loss to know what is best for him when he needs a book on any special subject.

The State Board of Examiners has suggested, under each subject, books that are among the best. It is not expected that the average teacher will purchase all of the books on any subject. If only one can be purchased, we think the first one named under a given subject should be selected.

We would like especially to impress upon the teachers the importance of making, if necessary, a sacrifice in order to have some good educational books. You should study the history and the science of education. You should become acquainted with some of the master minds in the teaching profession. Our successful lawyers study law. Our successful physicians study medicine. Our successful business men study business, and no less true is it that our successful teachers study teaching.

Let not any teacher throw aside this book, with the idea that it may do some good to teachers who are in the school-room for eight or ten months in the year, but for a teacher of three or four months work it will be of no service. The subjects were especially prepared with this in mind, that the terms are very short, and because the terms are short makes it all the more important for the teacher to be prepared for his work. The shorter the time to teach the children the better prepared should be the teacher in order for results to be what they should.

We call especial attention to the suggestions in the latter part of this pamphlet. These subjects are passed over lightly and sometimes totally disregarded by some teachers. The "Care of the Eyes," by Dr. Lewis, should receive careful study by our teachers.

These things are perhaps of more importance in the public schools than in private schools. To many children the standard or ideal of what is manly and womanly is gotten from the school-room.

We send this pamphlet out trusting it may be helpful to many of our teachers; that it may be the means of infusing life and inspiration in the

hearts of some who may have become weary, discouraged and disheartened; that it may enable our teachers to more fully realize the importance of their work; and most important of all, that our teachers may realize that they *must study* and keep up with their profession, or fall out by the way and make room for those who are progressive.

C. H. MEBANE, *Pres. ex-officio :*

W. L. POTEAT,

M. C. S. NOBLE,

L. L. HOBBS, *Secretary,*

*State Board of Examiners.*

## COURSE OF STUDY.

## READING.

Every pupil in the public schools of our State studies reading. One half of the pupils in our country public schools never pass beyond the Third Reader, and therefore their teachers should make a special effort to teach primary reading in the very best way. Good reading means the ability to read not only for one's self, but for others. Reading for one's self is silent reading; reading for others is oral reading or "reading out aloud." In both cases the pupil must get thought from a printed page. Oral reading depends upon the reader's ability to not only get thought from the printed page, but to call plainly and distinctly the words that contain the thought thereon. All reading lessons should finally be "read out aloud" by the pupil for the teacher's correction and criticism. Many children come to school unable to pronounce correctly the simplest words used by them every day. "Some of them cannot speak their own names correctly; Smith may be Smif; Ethel, Effel; Robert, Wobbet, etc.\* Care, then, should be taken, at the first, to teach beginners to correctly pronounce words in every-day use since they, in the main, constitute the words of the First Reader.

A spoken word is a combination of elementary sounds. A written word is a combination of letters, or letters and diphthongs, which stand for elementary sounds. He who can make the sound that a letter or diphthong stands for, and knows how to combine into a word the sounds they stand for, is able to call at sight that word without the teacher's help. When he has this power he has mastered the first great difficulty in reading. Until he knows words at sight, or knows "how to find them out" for himself, he is unable to get thought from the printed page.

The teacher's attention is called to the following usual methods of teaching reading:

1. Alphabetic.
2. Word.
3. Sentence.
4. Phonic.
5. A combination of any two or more of the above.

The alphabetic method consists of—

(a) Having the pupil learn the names of letters so that he may call them at sight.

(b) Having the pupil call the names of the letters in a word, after which the teacher pronounces the word for him.

(c) Having the pupil call the names of the letters in a word, and then pronounce by memory the word as it was at first pronounced for him by the teacher.

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\*Moses' Phonic Reader, Page 8.

THE ALPHABETIC METHOD.—Of course, the first time a pupil calls the names of a letter in a word the teacher must tell him "what they spell."

For instance, the pupil looks at the word "sit" and says "es-i-te," then the teacher says "sit."

THE WORD METHOD is the alphabetic method, omitting the calling of the names of the letters. The teacher shows the word as a whole, and trains the pupil to know it at sight, without reference to the powers of the letters it contains.

"THE SENTENCE METHOD begins with sentences rather than with letters or words. The thought is expressed first orally, and then the printed or written expression is presented and taught."—*Raub.*

#### THE PHONIC METHOD.

By the phonic method pupils are taught the sounds of the letters and how to combine them into words, thus acquiring the ability to find out words for themselves without the aid of the teacher. The following indicates the order in which the different steps may be taken:

(a) Teach pupils to pronounce correctly simple monosyllabic words used by them in their daily conversation, especially those which are to be met with in the future lessons of the First Reader.

(b) Let the teacher pronounce slowly the elementary sounds in a word and then have the pupils tell the word thus pronounced.

(c) Pronounce a simple monosyllabic word for the pupils and have them give the elementary sounds in that word, *i. e.* have pupils to separate a word into its elementary sounds.

(d) Teach pupils the sound each letter stands for, and later on the sound each diphthong stands for.

(e) Have pupils look at each letter in a word, give the sound it stands for, and then combine into the correct word the sounds thus given.

The successive steps as above given constitute, in the main, the essential features of the phonic method. All who have given this method a fair trial are well pleased with it. A letter is intended to indicate to the reader that a certain sound is to be made, and the phonic method insists upon teaching the power of a letter.

Those who use the alphabetic method are finely forced to resort to either the phonic method or the word method. For instance, suppose the words, fit, bed, fed, fun, sun, have been spelled by the pupil and pronounced for him by the teacher, he is then sent to his seat and told to "study his lesson." In due time he is called up to recite. He points to the letters one by one calls their names, but fails to remember the word which a few minutes before was pronounced for him by the teacher, and hence comes to a standstill. At this point the teacher, to help him, either tells him the word at once, or pronounces the initial sound of the word, which is the sound represented by the initial letter. Suppose the word be "fit" and the pupil calls the names of the letters,—ef, i, te, and is yet unable to give the word. Now the teacher, resorting to phonics, gives for him the "f" sound as a hint, next she gives slowly

and distinctly "f" sound followed by the sound of short i, and finally, if the pupil is yet unable to catch the word, she gives the "f" sound, short i sound, and "t" sound so clearly and distinctly that the word is at last caught by the pupil's ear. In other words, she emphasizes the second step of the phonic method. It is safe to say that the phonic method is the only one by which a pupil ever finds out for himself any new word, and then he becomes his own helper in reading.

No matter what other method a teacher may use with beginners, all agree that the sounds of the letters or phonics must be taught finally. For those who use either alphabetic, word, or sentence method, a plan for introducing the teaching of phonics is here given. It has been often tried with gratifying results.

The following list of words, or one similar to it, may be made from those to be found on the first twenty or twenty-five pages of the ordinary First Reader :

and, boy, cat, dog, fat, girl, hat, it, jump, kite, let, me, not,  
pig, run, see, top, up, very, was, yes.

In making a list of words the teacher should have reference to the alphabetical arrangement of the initial letter, should take a word for each letter as soon as found in a lesson, and in the case of words beginning with vowels, should take those beginning with short sounds only,—as and, every, it, ox, up.

As soon as a word has been learned and adopted as a list word, put it there and place the initial letter some distance to the right, show pupils that it is first in the word and stands for the first sound in the word. Train them to give this first sound by "starting to say" the word. Ask them to tell you some words beginning like it, as for instance, if the word be "and" you will get such words as apple, axe, ant, axle, etc. In this way the sound of short "a" or any other letter may be taught.

On page 5, Holmes' First Reader, the new words are cut, see, rat, I. When pupils reach this page, no matter by what method, place the three first in the list either upon the blackboard or upon stout paper. They may be written or printed, as the teacher prefers, but the sooner a pupil knows written letters, the sooner the teacher may do a much greater amount of teaching by using the blackboard. The words should be put in the list just where they ought to be after it shall have been completed. Follow the same plan with Lesson 3, page 6, at which time the list will be in this shape :

and a Lesson 4, page 6, has the following words : I, a can, cup. I and  
.... a should be taught as words pronounced like their names as let-  
cat c ters. From this point on pupils should be taught to utilize the  
.... knowledge gained as to the sound of letters in finding out other  
dog d words. For instance, let pupils look at the list and tell which  
... of the new words begins like the list word, cat. Pupils will  
man m point to the word can. The teacher should now write the list  
word just over the new word, thus : cat

can ; after which she should ask pu-

pils to "begin to say" cat, and show that in beginning to say "ca'," they have really begun to say "can." In the same way use "and" of the list to get the sound of short "a," with which knowledge the pupils will be able to find out for themselves almost all of the new word can.

A SUGGESTED PLAN OF LESSON XXIII, HOLMES' FIRST READER.

First Step. Awaken interest in the lesson and thus lead pupils to wish to read it.

Means. Use picture which is very suggestive. The skilful teacher may, by well directed questions, lead the pupils to use the new words in sentences descriptive of the picture. These sentences may be like the following, and should, if possible, be written on the blackboard :

I see a *swan*.

A swan is a *bird*.

A swan can swim.

. A swan can swim fast.

A swan can swim very fast.

A swan cannot walk very fast.

I see the neck of the swan.

I see the side of the neck.

Second Step. The above, or similar sentences having been written on the board, have pupils point out the new words in each.

Learning the new words. Write "sw" on the board, give the combined sound of the two letters, and have pupils repeat the sound after you.

Method. Next, give four pupils the sound that "an" has in "swan" and have them repeat it after you, and by again giving the sounds of "sw" and "an" more and more rapidly, pupils doing the same, lead them to give the correct pronunciation to the word.

"Swim" is easily taught after "swan" has been taught. It is merely a combination of the sw sound, short i, and the m sound.

The next word in the lesson is "bird," and is easily taught if the pupils have a fair knowledge of phonics. The "ir" sound has been learned in the word "girl" on page 8. The three sounds involved are the "b" sound, "ir" sound, and the "d" sound. And again, even if the pupils should be led by the teacher to give the sound of b, short i, r, and d, he would so nearly give the correct pronunciation of the word as to know how it should be pronounced and call it accordingly.

"Side" may be taught by telling pupils that "e" at the end of a word makes "i" say its own name.

"Very." Here we have a "v" sound at the begin-

ning of a word. Show how to give its sound by placing the upper teeth upon the lower lip and causing breath to pass out of the mouth.

"Fast" and "neck" are regular save that ck in neck has the same sound that either c or k has by itself.

"Walk" may be utilized to show that "a" before "l" has the sound of "a" in the word all.

After the above has been rapidly developed before the class, Lesson XXIII may be assigned for the "next lesson," which may then well become a "recitation."

Pupils will have acquired much power for finding out new words for themselves when they have learned the short sounds of the vowels, the sounds of the consonants, that final "e" in words of one syllable lengthens the other vowel and makes it say its own name, that "a" before "l" has the "au" sound, and before "r" has the sound of "a" in "car".

#### "THE BLUE BACK SPELLER."

This book is yet used in many of our public schools. If it is used as its author intended it should be used; it is a great aid to the First and Second Reader pupils, in that it will drill them in the use of the powers or sounds of the letters in finding out a new word. Its author believed absolutely in the phonic method, and never for a moment thought that teachers would ever abuse the book by having their pupils call the letters in a word as a means of finding out the pronunciation of the word.

There is a phonic chart on the top of every page, and there is a seven-page preface devoted to a discussion of the sounds of the letters. On page 8 we read: "Each of the vowels has its regular *long and short sounds*, which are *most used*, and also certain occasional sounds," etc. Guided by this it would be well for the teacher to give careful drill, first in such words only as contain short-vowel sounds; next, those containing long-vowel sounds, and after that, those which contain vowels having the "occasional sounds," in the order here suggested: Nos. 4, 5, 12, 13, 14, 15 (omitting bar, far, tar, etc., unless the teacher should prefer to teach just here the sound of "a" before "r"), 21 (omitting the first line and carp, scarp, etc., unless the teacher wishes to teach the sounds of "ar," "or," "ur") 36 and 37. After this have careful drill in the short sounds, teach the fact that as a rule "e" at the end of a word (monosyllable) lengthens the preceding vowel and makes it say its name, and drill in this by use of the following lessons:

Nos. 17, 18, 19, 20, 55, 61, after which, the regular long and short sounds now having been taught, begin at No. 21 and follow the order given in the book.

One of the very best books for primary teachers wishing to learn or teach the phonic method is Moses' Phonic Reader, published by Edwards & Broughton, Raleigh. Nearly every page contains valuable hints and suggestions for the teacher.

## SPELLING.

Every person who writes spells some way or other, but every writer is not a correct speller.

One should not write a word unless he knows its meaning, therefore it would be well to see that the pupil knows the meaning of every word in the spelling lesson that you assign. Part of the spelling time might be well spent in "going over" with the class the words in next day's lesson and helping each child to master the meaning of the words. The written recitation is the best that can be used, but nothing works up more enthusiasm than an old time spelling class once or twice a week, and allowing the pupils to have "cutting down."

## WRITING.

The teacher should rule the slates of all pupils who do not have copy-books. The slates should be ruled in conformity to the copy-book used in the school. The ruling should be done with the point of a sharp knife. Care should be taken not to bear too hard upon the knife while ruling.

Many teachers devote much time to their writing lessons and yet spoil it by imposing writing tasks for bad conduct or bad lessons. These tasks are not performed with care, and thus the good effects of the training in writing are lost.

## TEACHING ENGLISH.

Language teaching should be made incidental with instruction in History, Geography, Botany, and especially with reading.

In all recitations, whatever be the subject, care should be exercised, in a kind, helpful way, over the spoken as well as the written language of pupils.

A clear and forceful reading of a sentence will often bring to light the relations of words, phrases and clauses not before seen by pupils; and it is not possible for teacher or pupil to give such reading without a perception of such relation. Good reading will aid deficient knowledge of language; and clear linguistic perception will facilitate good reading.

The tendency of our children is to adopt the incorrect forms of speech uttered in their hearing; and our schools should make intelligent and persistent effort to counteract this tendency, and to inspire pupils with a love for our mother tongue in its purity and simplicity. The teacher, therefore, has a two-fold object before him—to secure in pupils the habitual use of good English, and to inspire in them a love of our English Classics. Happily in this day of multiplied books, there are very valuable aids to teaching the English language to young pupils in some of the admirable books published for this purpose.

Less is said about formal Grammar than about language-learning, because formal Grammar is an inheritance which has come down to us from Greece and Rome and is not necessary to the understanding of English; while language-learning concerns every child from the time the first words are spoken till the use of good English has become a fixed

habit. The purpose sought in our schools in the teaching of English may be better gained by giving more time to Language Lessons and composition, and less to technical English Grammar.

The length of time our children are likely to remain in school cannot wisely be ignored by a teacher in adjusting subjects to be taught; and it is ever well to remember that a few things well learned will be much better than a smattering in many.

The following are given as example lessons in the beginning of this subject. The best plan will probably be to get the best text-book published, if possible, and follow it with such abbreviation and variation as the needs of the people may clearly show.

If the length of time during which all the schools are operated were the same, and the text-books the same, a scheme might here be presented that would be very helpful to many teachers. The following outline of lessons is intended to be suggestive and thereby helpful.

#### LESSON ON THE SENTENCE.

The thought must precede its expression. The sentence is the expression of a thought. The proper method will require first the study of the thought, and second the study of the sentence.

Teacher. Children, you may write something on your slates about horses, dogs, birds, men.

You may write thus :

Horses run.

The pupils write :

Horses run.

Men walk.

Birds fly.

T. Which did you do first, think, or write?

Pupils. We thought.

T. What then do the words written tell?

P. They tell what we thought.

T. From this lesson I wish you to learn that words so put together as to express a thought, form a sentence.

Definition :

A sentence is the expression of a thought in words. Copy this and be able to repeat it to-morrow.

T. Do the words as thus arranged express a thought : Horses run.

P. They do.

T. What is a sentence?

P. A sentence is the expression of a thought in words.

T. What then may we call the expression, Horses run?

P. A sentence.

T. Men walk.

P. A sentence.

T. Birds fly?

P. A sentence.

Continue, if time allows, by other examples.

## LESSON ON SUBJECT AND PREDICATE.

1. Apples are good.
2. The teacher rang the bell.
3. The boys brought water.
4. The school closed on Friday.

T. What may each of these four expressions be called?

P. A sentence.

T. About what is something said in the first?

P. Apples.

T. In the second?

P. Teacher.

T. In the third, in the fourth?

T. That part or word in a sentence which tells the person or thing about which something is said is called the subject of the sentence.

T. What is the subject of the first sentence?

P. Apples.

T. Of the second?

P. Teacher.

T. Of the third?

P. Boys.

T. Of the fourth?

P. School.

T. What is said in the first sentence about apples?

P. Are good.

T. What in the second about teacher?

P. Rang the bell—the teacher rang.

T. What in the third about boys?

P. Brought water.

T. What in the fourth about school?

P. Closed on Friday.

T. Copy the following definition:

*What is said of the subject is called the predicate.*

T. Class, what is the predicate of the first sentence? Of the second? Of the third? Of the fourth?

Other examples may be given and the pupils asked to name subject and predicate in each and give their reasons for so thinking.

## LESSON ON THE NOUN.

T. Each pupil please name five things that may be seen in the school-room.

P. Chair.

Desk.

Stove.

Books.

Boys.

T. Each of these is the name of something, and so is called a name, or *noun*, the two words, noun and name, meaning the same thing.

T. Class, please to write five sentences using the names you have mentioned as subjects.

Pupils write :

The chair stands on four legs.

The desk is made of wood.

The stove is made of iron.

Books are read by the boys.

Boys like to play ball.

T. Name every noun in these five sentences.

The pupils name all but "legs," "wood," and "iron."

T. Does the word "legs" name anything?

Think!—"Legs" is the name of the four wooden posts on which the chair stands, as a man stands on his two legs. Also wood is the name of the material out of which the chair is made; and "iron," the name of the metal or material of which the stove is made. Therefore they are nouns.

Write the following definition on your slates:

*A noun is the name of anything.*

Write ten names of things not before used in this lesson:

Pupils write birds, horses, hog, chicken, duck, water, bread, fire, tree, axe.

T. Why do you think the word birds is a noun?

P. Because it is a name.

The same may be asked of every other of the ten words.

T. What is the definition of noun?

P. A noun is the name of anything

#### LESSON ON KINDS OF SENTENCES.

A sentence may make a statement, ask a question, give a command, or utter an exclamation.

Examples:

1. The boy went home.

2. Has the boy gone home?

3. Bring in some wood.

4. How glad I am to see you!

T. Each pupil please write four sentences of each of the four kinds here mentioned.

A sentence that declares is called declarative.

A sentence that asks a question is called interrogative.

A sentence that commands is called imperative.

A sentence that expresses an emotion is called exclamatory.

#### LESSON ON ERRORS.

The following expressions are correct. Drill the pupils on them, and call attention to the errors heard in the school or at home in relation to these expressions:





FACULTY CHAPEL HILL SCHOOL, CHAPEL HILL, N. C.

1. He doesn't know anything about it.
2. I don't know where my book is.
3. He does not recite well.
4. We do not wish to go.
5. We don't wish to go.
6. I wasn't there.
7. I was not there.
8. It was I that broke that slate; it was not she.
9. It is they that need advice, and not we.
10. I don't like that kind of hats.

Teachers of English Language should carefully study the text-books adopted in their counties. Valuable aid may be obtained from W. D. Whitney's *Essentials of English Grammar*, and the same author's *Language and Language Study*, from Tarbell's *Lessons in Language*, and Hyde's *Practical Lessons in the use of English*.

See also Rev. A. H. Sayce's article on Grammar in *Encyclopædia Britannica*, and the work of Mr. Sweet on Words, Logic and Grammar; also Richard Grant White's *Everyday English*, and Lounsbury's *History of the English Language*.

It is suggested that teachers may render great service to the communities in which they teach by leading in the formation of School Libraries. In some counties Literary Societies have been formed, and such deserve encouragement. These cannot be conducted satisfactorily without books. A school can do nothing better for a child than the implanting of such a thirst for knowledge as will lead to the formation of a habit of reading. Books are cheap, yet wisdom is needed in their selection.

The following list is suggested with the hope that it may prove helpful to those teachers throughout the State who are impressed with the importance of this kind of work.

Seek to form the nucleus of a Library in every community in which you teach.

No effort is made to indicate the importance of a book by the order in which it is named.

1. Grimm's Tales, selected, 2 vols., Ginn & Co.
2. Ruskin's King of the Golden River, Ginn & Co.
3. Robinson Crusoe, condensed, Ginn & Co.
4. Hans Andersen's Tales, first and second series.
5. Hawthorne's Wonder Book and Tanglewood Tales, Houghton, Mifflin & Co.
6. Beautiful Joe, the story of a dog.
7. Black Beauty, the story of a horse.
8. Kingsley's Water Babies, Ginn & Co.
9. Alice in Wonderland, Macmillan & Co.
10. Palgrave's Children's Treasury of Lyrical Poetry, Macmillan & Co.
11. Mrs. Gatty's Parables from Nature, Macmillan & Co.

12. Boyesen's Viking Tales, Scribners.
  13. Miss Alcott's Little Women.
  14. Miss Alcott's Old-fashioned Girl.
  15. The Heart of Oak Books, edited by C. E. Norton.
  16. Bunyan's Pilgrim's Progress.
  17. Gulliver's Travels.
  18. Church's Stories from Homer.
  19. Fiske's History of the United States.
  20. Dickens' Child's History of England.
  21. The Boys of '76.
  22. Scott's Novels.
  23. Leatherstocking Stories, by Jas. Fennimore Cooper.
  24. Self-Help, by Samuel Smiles.
  25. Macaulay's Lays of Ancient Rome.
  26. Tom Brown at Rugby.
  27. The First and Second Jungle Book by Rudyard Kipling.
- Harris. Uncle Remus, Songs and Sayings.  
 Andrews. Ten Boys. (Ginn & Co.)  
 Longfellow. Evangline. (Crowell)  
 Lubbock. Beauties of Nature. (Macmillan.)  
 Creasy. Fifteen Decisive Battles. (Crowell.)  
 George Eliot. Silas Marner. (Crowell.)  
 Scott. Lady of the Lake. (Crowell.)  
 Buckley. Fairy Land of Science. (Appleton.)  
 Osgood. Citizen Bird. (Macmillan.)  
 Osgood. Four Footed Americans. (Macmillan.)  
 Goldsmith. Vicar of Wakefield. (Crowell.)

#### ENGLISH LITERATURE.

The teacher should always be mindful of Matthew Arnold's maxim that "a single line of poetry, a single great thought, put to work in a pupil's mind, is worth any number of facts of literary history." With this end in view, the pupil should be given real literature as soon as possible. Mere selections are to be avoided, and the traditional "Reader," if retained, should be supplemented with un mutilated classics in prose and verse. Only under exceptional circumstances should pupils be given disjointed passages from the novelists or dramatists. It will be found helpful to give a small part of each day to reading aloud some short story or poem to the whole school. Drill in elocution, when directed to reading, rather than to speaking, is time well spent. Pupils should be especially encouraged to memorize passages of prose and verse suited to their age and progress.

The following course of supplementary reading is recommended :

FIRST READER GRADE.—Golden-Rod Book No. 1 (University Publishing Co., 20c.); Scudder's Fables and Folk Stories, Part 1.

SECOND READER GRADE.—Golden-Rod Book No. 2 (25c.); Scudder's Fables and Folk Stories, Parts 2 and 3 (Houghton, Mifflin & Co., 15c. a part in paper, or all three parts in one volume, cloth, 40c.).

THIRD READER GRADE.—Hans Andersen's Tales, first series (Ginn & Co., 25c.); Ruskin's King of the Golden River (Maynard's Classics, 10c.); Golden-Rod Book No. 3 (30c.).

FOURTH READER GRADE.—Palgrave's Children's Treasury, (Macmillan Co., 50c.); Dickens' Christmas Carol (Maynard's Classics, 10c.); Kingsley's Water Babies (Ginn & Co., 25c.); Selections from Irving's Sketch Book (Ginn & Co., 25c.); Robinson Crusoe (Maynard's Classics, 20c.).

#### TEACHER'S COURSE.

The basis of the teacher's private study should be Pancoast's Introduction to English Literature, supplemented by Green's Short History of the English People. The following classics should be read in connection with the study of the periods they illustrate :

I. NORMAN-FRENCH PERIOD.—Tennyson's Harold, Shakespeare's King John, Scott's The Betrothed and Ivanhoe, Bulwer's Last of the Barons.

II. ELIZABETHAN PERIOD.—Shakespeare's Merchant of Venice, Julius Cæsar, and King Lear, Palgrave's Golden Treasury, (Part I), Scott's Kenilworth.

III. PURITAN PERIOD.—Scott's Woodstock, Milton's L'Allegro, II Pensive, Comus, and Paradise Lost (Books I and II), Bunyan's Pilgrim's Progress.

IV. EIGHTEENTH CENTURY.—Selections from Addison and Steele and Macaulay's Life of Addison (Allyn and Bacon's edition in one volume, 50c.); Macaulay's Life of Johnson (Maynard's Classics, 10c.); Goldsmith's Deserted Village (Maynard's Classics, 10c.); Pope's Rape of the Lock (Maynard's Classics, 10c.); Palgrave's Golden Treasury (Part III), Burns' Tam O'Shanter and Cotter's Saturday Night (Maynard's Classics, 10c.).

In fiction, Thackeray's Henry Esmond and The Virginians cover this period.

V. THE MODERN PERIOD.—Wordsworth (Selections in Maynard's Classics), Byron's Prisoner of Chillon (Maynard's Classics, 10c.); Scott's Marmion (Maynard's Classics, 10c.); Keats' St. Agnes' Eve (Maynard's Classics, 10c.); Tennyson's Enoch Arden, Locksley Hall, Crossing the Bar (the Astor edition of Tennyson may be had for 35c.); Dickens' David Copperfield, Old Curiosity Shop, and Oliver Twist; George Eliot's Silas Marner, Mill on the Floss, and Adam Bede; Thackeray's The Newcomes, Pendennis, and Vanity Fair.

The novels mentioned above may be had in the Astor edition at 35c. Shakespeare may be studied alone best in Hudson's edition (Ginn & Co., 40c. a play). Palgrave's Golden Treasury may be had in the school edition at 50c. (Macmillan Co.); the selections from Milton, one volume, with notes (Houghton, Mifflin & Co., 40c.).

## GEOGRAPHY.

In too many schools Geography is confined to the printed page of the text-book. The recitation consists of the teacher's asking the questions laid down at the end of each lesson, and requiring the pupil to give the correct answer. If the pupil succeeds he has "said his lesson," if not, he is "kept in at recess" or "must say it after school." Geography teaching of this kind has no connection with nature and develops in the pupil no profitable interest in a study which is of the greatest value, on account of the mental training and culture to be derived from it when properly taught. The average child comes to school possessing a knowledge of many facts and phenomena that are the basis of much geographical knowledge. He should be taught to so use these facts as to gain a knowledge of the great world far removed from his every-day life. It will be impossible to give at length in this manual a full discussion of the best methods of teaching geography. It is hoped that many may make an effort to bring their work to a higher standard each year. The work done by the class would be more permanent in its results if the teacher would make for review a short blackboard outline of what has been studied. Certainly after each continent has been studied, the teacher should, with the aid of the class, make a blackboard outline of the leading facts learned. This should be preserved and made the basis of frequent reviews. The following is by no means complete, but is offered by way of suggestion, as a brief

## ANALYSIS OF NORTH AMERICA.

## Position—

1. In? Hemisphere.
2. North (?) or South (?) of Equator.
3. In? Zones.

Boundaries—North, South, East, West.

## Size—

1. Length and breadth (approximately).
2. Third in size.
3. ? are larger and ? smaller.

## Form—

1. General Form—Triangular.
2. General direction of Arctic coast-line.
3. General direction of Atlantic coast-line.
4. General direction of Pacific coast-line.
5. Prominent projections, Peninsulars and Capes, on coast from Gulf of California northward to Point Barrow.
6. Prominent projections from Point Barrow to Gulf of Mexico.
7. Prominent indentations (Gulfs and Bays) from Point Barrow to Yucatan.

## 8. Prominent indentations on the Pacific coast.

## Surface—

1. Atlantic Highlands.
2. Atlantic Slope.
3. Pacific Highlands.
4. Pacific Slope.
5. Great Central Plain.
6. Height of Land.

## Atlantic Highlands—

1. Green Mountains.
2. Adirondacks.
3. White Mountains.
4. Alleghanies.
5. Blue Ridge Mountains.
6. Smoky Mountains.

## Pacific Highlands—

1. Rocky Mountains.
2. Sierra Nevada.
3. Coast Range.
4. Sierra Madre.

## Drainage—

1. Atlantic Slope—give six rivers.
2. Pacific Slope—give four rivers.
3. Northern Portion of Great Central Plain—give two rivers.
4. Southern Portion of Great Central Plain—give two rivers.

## Lakes—

1. Fresh.
2. Salt.

## Islands—Give larger ones only.

## Climate—

1. With reference to distance from the Equator—Northern, Southern and Central portions.
2. As modified by elevations, winds, oceans currents.

## Vegetation—

1. In extreme Northern portion.
2. In extreme Southern portion.
3. In intermediate portion.
4. Locate corn, cotton, wheat.

## Minerals—

1. Gold.
2. Silver.
3. Copper.
4. Iron.
5. Lead.
6. Coal.

## Inhabitants—

1. White.
2. Negro.
3. Indian.

## Political Divisions—

1. British America.
2. Danish America.
3. United States.
4. Mexico.

In using this "Analysis" for a review, point to each topic and have pupils tell about it. Have pupils supply the proper word where the "?" occurs.

## TEACHERS' COURSE.

Teachers should carefully study the books adopted for use in the schools in their county, and should endeavor to thoroughly acquaint themselves with the author's plans of teaching the subject.

The following books are especially helpful to those who wish to increase their knowledge and power of teaching Geography:

King's Methods and Aids in Geography.

Parker's How to Study Geography.

Maury's Physical Geography.

Geological Story Briefly Told. (Dana).

Frye's Child and Nature.

N. C. Edition of the Geography adopted in your county.

North Carolina and Her Resources. (Agr. Department, Raleigh).

Bulletin and all other publications of the Agricultural Department, Raleigh.

All publications of N. C. Geological Survey. (Prof. J. A. Holmes, Chapel Hill, N. C.).

Any advertising matter published by Railroads of the State.

Railroad Commission Map of the State.

This list might be indefinitely extended, but it is thought better to recommend a few than too many for, etc.

## HISTORY.

## THE PURPOSE OF HISTORY TEACHING.

1. To increase our love of home and native land—to make our boys and girls true patriots.

2. To get a view of the great men of the past and be thereby stimulated to endeavor to become like them.

3. To learn wisdom by studying the lives of great men.

4. To learn how the blessings of liberty were secured, and how they must be preserved.

5. To strengthen the memory, cultivate the imagination, and to acquire such knowledge from the experience of others as will enable us to judge wisely, and act correctly at all times.

## HOW AND WHEN TO INTRODUCE THE STUDY.

Children like stories and pictures; every teacher of history, therefore, should know how to tell a story and draw a map upon the blackboard. He must know how to draw as he talks, and how to fill in each detail on the map as he speaks of it to the class. The school terms in our State are so very short, and of such unequal lengths that it is impossible to say just what should be accomplished in each school. In the average school of three or four months term, it would be well to divide the whole number of pupils into three classes in history, as follows:

1. All who cannot read well enough to study a book or who will not get one.
2. Those who read well enough to study the primary history book.
3. Those who are prepared to study the larger book.

## WHAT TO TEACH EACH CLASS.

*First Class.*

Teach orally stories of Columbus, the Indians, omitting cruelties, the Mound Builders, Americus Vesputius, the Cabots, Ponce de Leon, Balboa, De Soto, Magellan, Sir Humphrey Gilbert, Sir Walter Raleigh, Amadas and Barlowe, Roanoke Settlements, Drake, Pocahontas and John Smith.

*Second Class.*

This class should begin the use of the smaller history. Teach orally Plymouth Rock, Jamestown, Cartier, Champlain, Father Marquette, La Salle. Locate on the map all the places connected with the above. The fact that the class has or has not reached all of these topics as laid down in the text-book need not prevent you from teaching them orally. This oral instruction should be given carefully so as to emphasize these important and leading facts in American history. If your county is named after a person, your pupils should be taught something of his life, and every pupil should know after whom our State was named and something of his history.

*Third Class.*

This class should study the larger book. In studying the Revolution, reinforce the text-book by teaching carefully and thoroughly the battles of Moore's Creek, Alamance, Ramsour's Mill, King's Mountain, and Guilford Court House, and the Mecklenburg Declaration of Independence. The Stamp Act Disturbances on the Cape Fear should be taught by all means. When the anniversary of any of these important revolutionary events occurs during the school term it should be observed by the whole school and made the special lesson of the day.

## SUGGESTIONS TO TEACHERS.

The amount of work assigned to each class should be made larger or smaller, as the interests of the pupils may demand.

*First Class.*

The most available help for teaching any of the subjects in this class is found in the opening chapters of any United States History. The instruction need not necessarily be given daily, and should be entirely oral or read to the children from some well-written history. If a pupil should become so much interested in the subject as to bring to school any old history book he might find at home, it may stimulate the others to let him read aloud certain passages selected by the teacher. Reading "The Story of Columbus" from first one history and then another will not tire the pupils, but will hold their interest. The same is true of stories descriptive of the Indians. These stories may be as many and as comprehensive as desired, but the main points should finally be brought out in short sentences, written in reply to such questions as the following, written on the blackboard :

Where did Columbus live?

What was his occupation?

What did he think was the shape of the earth?

What country did he think he could reach by sailing westwardly?

In sailing westwardly what country did he reach?

What country did he think it was?

These questions are merely suggestive and should be added to. Those who know the answers and are unable to write the replies should be allowed to answer orally.

*Second Class.*

Follow the same general plan laid down for the first class, but make the work more comprehensive. Insist upon a great deal of written work in reply to questions on the blackboard. In this kind of work it is always best to let pupils give oral replies before they attempt to write them. Be sure to answer such questions as may be answered with a short sentence.

*Third Class.*

Continue plan used in the other classes. Throw light upon the text by reading occasionally to the class the same subject from another book. Make frequent use of "Topical Outline" and "Blackboard Form" as an aid in review lessons. Let these be written on the board and "questioned" about as they are built up before the pupils.

## TEACHERS' COURSE.

Study the text-books adopted for use in the schools of the county.

Study also any history that you may get possession of, whether you regard it as trustworthy or impartial or not. The fairest student of history will read not only those books which he regards as impartial, but those also which are said to be partial, and thus make an honest investigation for the truth. In teaching United States History much attention must be given to the history of our own State. The following books are very

helpful: Spencer's First Steps; Moore's History of North Carolina; Tales of the Cape Fear (Sprunt); A Colonial Officer and His Times (Waddell); Wiley's North Carolina Reader; Caruthers' Old North State; Wheeler's History of North Carolina; Colonial Records (Office Clerk of Court).

PEDAGOGICAL LIBRARY.

North Carolina Journal of Education.  
 The Essentials of Method, (DeGarmo).  
 Applied Psychology, (McLellan).  
 Elements of General Method, (McMurray).  
 Herbart and the Herbartians.  
 Practical Lessons in Pedagogy, (Krohn).  
 Talks on Pedagogics, (Parker).  
 History of Education, (Painter).

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A BRIEF COURSE IN CIVICS OUTLINED FOR THE  
 PUBLIC SCHOOLS.

INTRODUCTORY.—A prominent educator spoke a great truth when he said, "The object of education is not to teach men to be great scholars, but *how to live*." The teacher has no grander opportunity to carry out this idea than in teaching civil government. The study of civil government, or Civics, is finding out how people live under government, and its object should be to teach boys and girls the *best* way of living. And would not our teaching be more effective if we should impress upon their minds that they become citizens, in the broader sense, as soon as they are born, and that they should strive to be good, patriotic citizens—beginning right *now*.

Pupils cannot too early be taught to be patriotic, but this is often done improperly. Patriotism does not consist—as many suppose—in bragging about one's country, nor in sneering at other nations or races. Patriots are those people who love their country and can tell *whv* they love it. They can only tell *why* when they know something of its government. A man's opinion about his country isn't worth much, and will not be respected, unless it is based upon knowledge, for "knowledge is power." Patriots, then, are men who know the history of their country, how it is governed, how its laws are made, what rights are to be enjoyed, and what duties are to be performed. People who are without this knowledge are nearly always narrow-minded, prejudiced, unscrupulous, wavering, and ready to follow any popular craze that comes along.

The class of people above referred to is becoming a dangerous element in our country, and the only sure way of meeting the danger is to begin with the public schools, and there apply the remedy.

Let all the public school pupils in our country be instructed in the history of our government, its constitution, its laws, and the great princi-

FOOT NOTE.—The course in Civics was prepared by Prof. C. F. Tomlinson, Winston, at the request of the Superintendent of Public Instruction.

ples that guided its founders, and then there need be no fears for our future.

In preparing the following brief course in Civics the foremost aim of the writer has been, not to stick strictly to the "pedagogic arrangement of the course," but to present something that is suitable for the public schools of North Carolina just as we find them *to-day*—a course that may be completed in three months' time, and one which every teacher holding a certificate should be able to teach successfully.

BOOKS.—The teacher should be supplied with "The American Citizen" by Dole (D. C. Heath & Co., Boston, \$1.00); "Finger's Civics," (University Publishing Co., N. Y., 60 cents); "Civic Reader" (Maynard, Merrill & Co., N. Y., 60 cents), and a World's or Washington Post Almanac. The first mentioned book contains an excellent list of additional works—some of which may be desired. If the pupils can afford a book, Finger's Civics will be of most benefit to them, as it contains the State Constitution.

CLASSES.—A public school may be divided, for our purposes, into two classes—the one composed of younger pupils, the other of older. In a school of 65 pupils probably 40 would rank in the former and 25 in the latter class. The outline given is intended to be followed only by the older pupils. But the younger ones (not including beginners) should not be left out entirely. Read them a chapter three times a week from that elegant, yet simple Civic Reader mentioned in the book list. Ask them questions on what is read, and they will know the book from cover to cover at the close of the term.

#### OUTLINE OF WORK.

Civil government is inseparably associated with history—therefore the historical feature of the study should receive all the consideration necessary to make the course complete. It will also stimulate interest and original research on the part of pupils.

THE VILLAGE.—Every village, every town or city, every county, has a history. Let the pupils, if they live in a village, find out all they can about its history. Who were some of its first inhabitants? Have any very prominent men lived in it? Has it grown fast? If not, are the reasons to be attributed to its location, its soil, its climate, or lack of the progressive spirit? All sorts of answers to such questions will be given by the pupils, but they will all help to get down to the real facts.

Do any officers live in the village? A Justice of the Peace? How did he become an officer? Who appointed or elected him? Does he get a good salary? What are his duties? Can he send a horse thief to the penitentiary? Can he send him to the county roads? Could he settle a dispute over a piece of land valued at \$500?

Similar questions may be asked concerning any other officer that lives in or near the village. If the public school is in a larger town, or city, which has a Mayor, commissioners, policemen, tax collectors, school committee and numerous other officers, the duties, election, salaries, etc., of

these men should be fully discussed. The topic might be concluded with a general debate on the question: "Resolved, that country life is preferable to town, or city life."

**THE COUNTY.**—This must be the starting point with many schools situated in thinly populated districts, for the people in such districts come in contact only with the officers of county government. A historical study of the county is first made—when formed, for whom named, county seat, for whom named, etc. Take Mecklenburg county for an example. It was named in honor of the wife of George III—Charlotte of Mecklenburg. We can easily see in a moment just where the name of county and county seat came from. And as it was Admiral Anson who brought Charlotte of Mecklenburg to England, it was quite natural that the county adjacent to Mecklenburg should be named for him—hence Anson county. These two counties being very large, it was thought best in 1842 to *unite* adjoining parts of each, and form a new county. The result was Union. These exercises may be made exceedingly interesting.

Next take up the county officers—their names, duties, salaries, when and how elected. Taxes will also be an interesting topic to discuss. Let the pupils find out the meaning of poll-tax, tax on personal and real property, what taxes are used for, why every citizen should pay tax, etc. They should know also that in North Carolina the rule is that the tax on \$300 worth of property must always be the same as the poll-tax. Give them simple problems like this: "What tax must a man pay on \$750 worth of property, if poll-tax is \$1.50? What will his total tax be?" Each pupil should know the rate of taxation in his own county, and how much is used for county, and how much for State purposes.

**THE STATE.**—A brief sketch of the history of the State—such as may be found in Superintendent Noble's Supplement to Mauray's Geography—should be read to the class, even if they have made North Carolina History a regular study previously.

Departments of State Government follow—Legislative, Judicial. Executive.

The pupils should know that the Legislature is divided into two bodies—House and Senate, the one composed of 120 members, the other of 50. The members of the two Houses are elected by the voters of the counties. Each county must be represented in the Legislature. The Legislature meets every two years in Raleigh—the capital. The Lieutenant-Governor presides over the Senate, and the Speaker over the House. The duty of the Legislature is to make laws.

The Judicial Department finds out whether or not the laws made are just and constitutional. The Supreme Court Judges should be known, where they meet, how often, etc.

The Superior Courts, held in each county at stated times, are a branch of the Judicial Department of the State. There are twelve Superior Court Judges and a like number of judicial districts. The pupils ought to know the judge from their own district, and all the officers that are in any way connected with the Superior Court held in their county.

They should know the duties of the grand jury, solicitor, regular jury, etc., understand such terms as indictment, bail, evidence, testimony, the oath, cross-examination, and appeal. Also explain what the judge does when he "charges the grand jury."

The Executive Department sees that the laws of the State are executed, or enforced. The chief executive officer is the Governor. The names, duties, salaries, term of office, etc., of all the executive officers should be known. The Governor of North Carolina does not have as much power as governors of some States, because he cannot *veto* bills. The Governor has a Council of State to advise him on matters of public concern. This council is composed of the Secretary of State, the Auditor, the Treasurer and the State Superintendent of Public Instruction.

When the Executive Department is studied, a history of all the governors of the State excites interest and brings out valuable information. The study of the Judicial Department should cause inquiry concerning the State's greatest jurists and members of the bar.

When the Legislative Department is taken up each pupil should know who represents his county in the Legislature. Let the teacher add further topics under State government according to the time that can be devoted to the subject.

THE GENERAL GOVERNMENT.—Why do we say "General Government"? Because this government makes laws that affect people generally. It does not legislate for any particular section. It is for the protection of the people of all the States *united*.

The study of the General Government may be carried on in much the same manner as that of State government. It is divided into the same number of departments, with corresponding duties. Possibly the best way to study this topic is through the Constitution, which we take up later. All along, the teacher and pupils should note the points of similarity between State and General Government. For example, the term of a member of the Legislature begins when he is elected, while the term of a congressman does not begin until the 4th of March following his election. By contrasting such facts, they will easily be remembered.

THE STATE CONSTITUTION.—The first Constitution of North Carolina was made at Halifax in December, 1776, by "representatives of the free-men of the State." This continued to be our fundamental law until 1835, when a convention held in the city of Raleigh adopted amendments which were ratified by the people. Subsequent amendments have been made from time. There are two ways of changing our State Constitution: (1.) By calling a convention. Two-thirds of all the members can make a change. (2.) By legislative enactment. Three-fifths of all the members of the legislature must first pass the constitutional change, then publish it, and then it must be passed by a two-thirds majority in the *next* legislature.

Under the old Constitution a man could not vote unless he had property in land, or paid a certain amount of taxes. The State officers were then elected by the Legislature. By amendments to the Constitution any free-

man may now vote, and State officers are no longer elected by the Legislature, but by the people directly.

The present State Constitution may be divided into fourteen leading topics, viz: (1.) Declaration of rights. (2.) Legislative department. (3.) Executive department. (4.) Judicial department. (5.) Revenue and taxation (6.) Suffrage and eligibility to office. (7.) Municipal corporations. (8.) Other corporations. (9.) Education. (10.) Homesteads and exemptions. (11.) Punishments. (12.) Militia. (13.) Amendments—how made. (14.) Miscellaneous.

The best way to study the Constitution is to make an outline of each topic, copy on the blackboard, and require the pupils to fill in the answers. In this way they not only read the Constitution but make an analysis of it also.

Below is given an analysis of the ninth topic—Education. The teacher can easily outline the others in a similar manner, always guarding against too many details, for it is the Constitution as a whole that we wish to be familiar with. Details destroy its unity.

	I. Why the State should educate.	
IX. Education.	II. *Legislature required to provide	{ Free public school, for both races, for all children of State between ages of 6 and 21, said schools to be maintained at least four months in every year.
	III. *Legislature may provide for	{ 1. State University. 2. Colleges of Agriculture, Mechanics, Mining, Normal Colleges, etc. 3. Compulsory attendance in public schools.
	IV. Sources of support for public education.	
	V. State Board of Education.	{ 1. Of whom composed. 2. Powers.

CONSTITUTION OF UNITED STATES.—May be studied in a similar manner to that of the State. Pupils are often required to commit to memory the Preamble, but do they always get the full meaning out of it? If not, place on blackboard, as the first lesson on the Constitution, the following outline :

*The Constitution of U. S. †*

I. Parties to the compact.	{
II. Purposes.	{ 1 2 3 4 5 6 ————— } 1 2
III. Things done.	{

\* These questions filled out to illustrate the method.  
 † Doles' American Citizen.

Ask the pupils to get *every answer* to the above from the Preamble. When they have done this they will not only know the Preamble, but also know *why* they *should* know it.

\* \* \* \* \*

The outline may be continued after the following manner, always requiring that the answers be fitted in directly from the Constitution itself.

I. Parts of the General Government.

(a.) Law-making power, or Congress.

1. House of Representatives composed of 357 members (at present), apportioned to the various States according to population. The qualifications, election, term of office, salary, etc., of Representatives should be noticed. North Carolina has nine Congressmen from as many districts. The pupils should at least know the Congressman from their own district.

2. Senate—composed of 90 members, two from each State. Apply same questions given above to Senators.

(b.) Judicial or Law-Interpreting power.

1. Judges of Supreme Court.

2. Judges of Inferior Courts held in the State of North Carolina.

Numerous examples should be given of cases that come before the United States Courts at their sessions in different parts of the State.

(c.) Executive.

1. President—term, election, qualifications, duties, powers, etc.

2. Vice-President (same questions).

Duties of cabinet officers should be considered here also. The name of each cabinet officer should be known.

II. Powers granted to Congress.

III. Powers denied to Congress.

IV. Powers denied to the States.

All powers not granted to Congress nor denied to the States, *are reserved for the people of the States.*

The final work along this line should be a comparison of the Constitution of the State with the Federal Constitution—so far, at least, as is necessary to show that the one is a Constitution of limitations, while the other is one of grants; that the Constitution of the United States is the supreme law of the land only because the States have made it so, and that, therefore, the real supremacy in our government lies in the people, as members of sovereign States.

SUPPLEMENTARY—DUTIES OF CITIZENS.

Pupils may easily get the notion that the object of the study of Civics is to enable them to discover all the *rights* that are due them by the government. Unfortunately the average citizen knows too well how to get something *out* of the government, but too little about what his duties *toward* the government are.

Our government fulfills its mission, and helps the people, just in proportion as the people do their duty toward it. Because of the importance of this idea, a brief supplementary outline is added.

#### I. SOME DUTIES OF CITIZENS.

- (1.) Voting.
- (2.) Pay taxes.
- (3.) Assume responsibility.
- (4.) Work for education of all the people.
- (5.) Make sacrifices for the good of all.
- (6.) Obey the laws.
- (7.) Respect authority.
- (8.) Protect public property.
- (9.) Serve the public for the public good.
- (10.) Possess public spirit.

#### II. SOME ABUSES GOOD CITIZENS SHOULD SEEK TO REMEDY.

- (1.) Government meddling with business.
- (2.) Offensive partisanship.
- (3.) Selfishness on part of those in power.
- (4.) "Jobbery" and "patronage."
- (5.) Government going into debt.
- (6.) Allowing ignorant men to vote.
- (7.) Lobbying.
- (8.) Following popular crazes.

III. Finally let the pupils sum up the qualities that a person should possess to make him a good citizen. Their statements summarized will doubtless include the following :

A GOOD CITIZEN is one who is obedient, polite, orderly, clean, chivalrous, able to control himself, has a high sense of honor, knows how to use money, is thorough, truthful, respects authority, does not shirk responsibility, knows how to use power rightly, is conservative yet liberal, and is always hopeful that good will triumph over evil.

#### ARITHMETIC.

The teacher of arithmetic should ever have in mind the fact that the subject is of great practical value and that the pupil will have an immediate need for a knowledge of it in every walk of life. As necessary preparation for the teacher the following is suggested :

- (1.) All possible arithmetical knowledge.
- (2.) An accurate knowledge of the relative value of problems and puzzles.
- (3.) A clear conception of the aims of the author of the text-book used.
- (4.) Such a knowledge of the uses of arithmetic as will enable him to know what subjects in the book should be either omitted or postponed until the more useful subjects have been mastered.
- (5.) A knowledge of what problems are of greatest worth.

(6.) An accurate knowledge of the problems occurring in the business circles of the community where the school is located, and

(7.) To thoroughly understand that a "Rule" should be derived from experience in solving a problem, and that it should not be first committed to memory and *then* used as a means of "finding the answer."

(8.) To know how to make charts that will help in the work, and not only to know *how* to make them but to actually make them and use them.

The following order of teaching the different subjects treated in the usual arithmetics is suggested as the best to be followed so as to impart the greatest amount of knowledge in the short time the pupils spend in our schools:

1. The four fundamental processes of addition, subtraction, multiplication and division.
2. Common fractions.
3. Decimal fractions.
4. United States currency.
5. Compound quantities.
6. Percentage.
7. Interest.
8. Analysis

In following the above order it will be necessary to skip much of the text in the book, but this may be done without injury to the class and then those subjects which have been postponed may be taken up after the more important subjects are thoroughly understood.

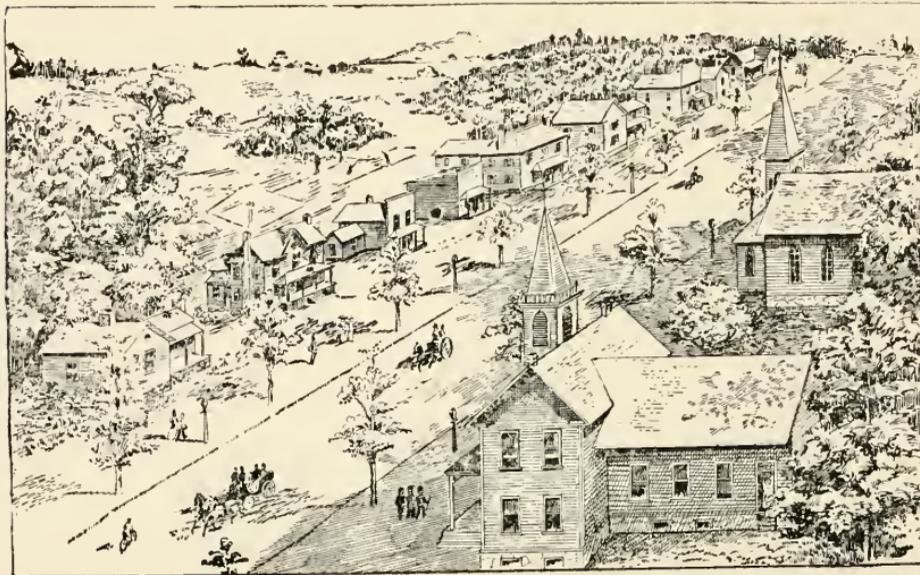
#### "THE FOUR FUNDAMENTAL RULES."

It will be impossible in this manual to present an extended discussion of the many excellent devices and methods employed by the best teachers of arithmetic.

*Addition.* A careful study of objects should precede the use of figures. After addition has been studied objectively, make a chart containing the following combinations:

2	1	7	5	1	6	1	2	4	6	3	3	8
3	5	2	4	1	3	9	5	1	4	1	3	1
<hr/>												
4	2	4	8	6	5	4	7	2	5	7	2	
2	1	3	2	1	3	4	1	2	5	3	6	
<hr/>												
6	5	2	6	4		6	7	5	4	3		
6	8	9	7	8		5	8	9	7	9		
<hr/>												
4	8	5	8	7	3	9	7	8	9			
9	8	7	6	9	8	9	7	9	6			
<hr/>												

This chart should be made on a large piece of manilla paper and



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fastened to the wall and the children should be taught to know the sum of each group at sight as the teacher points to it.

Give a great many examples like these for slate work.

Give longer columns to the higher classes. There should be frequent drill in addition and children should never be allowed to "count on their fingers." Aim at accuracy first, and then rapidity.

In adding a column of figures like the ones here given do not  
 let pupils say: "Two and six are eight, and eight and five are  
 thirteen, and thirteen and four are seventeen, and seventeen and  
 three are twenty, and twenty and eight are twenty-eight, and  
 twenty-eight and seven are thirty-five." Insist upon their adding  
 in this way: Two, eight, thirteen, seventeen, etc.

7  
8  
3  
4  
5  
6  
2  
—

Sprague's Rapid Addition, price 10 cents, published by Ginn & Co., will help any teacher.

*Subtraction.*—Three classes of problems occur.

1. I had 9 cents and spent 3 cents. How many did I then have? This problem involves the use of nine objects of the same kind and is readily understood by any child who knows that 9 cents is the sum of 6 cents and 3 cents.

2. I had 9 cents and John had 3 cents. How many cents did I have more than John? This problem involves the use of 12 objects of the same kind.

3. A farmer had 9 horses and 3 mules. How many more horses than mules did he have? This problem involves the use of 12 objects of different kinds. The first of the above should be taught thoroughly before the others are studied. The process of subtraction is soon understood and mastered by the pupils. The process of "borrowing and carrying" is too often so very much explained as to become difficult to understand.

*Multiplication.*—Great care should be used in teaching the "thought" of multiplication. Very frequently teachers begin the subject by requiring the pupil to commit to memory a part or all the table by a certain time. Of course it must be finally committed to memory, but the "thought" should be taught first and then the process. We have here . . . . ., three groups of two each or "three times two = six. Substitute  $\times$  for "times" and we may write it  $3 \times 2 = 6$ . Make this plain by having pupils write on slates figures for  $\cdot \cdot \cdot =$ ,  $\ddot{\cdot} \ddot{\cdot} \ddot{\cdot} =$ , as  $2 \times 3 = 6$ ,  $3 \times 4 = 12$ .

Next require pupils to express with figures in the same way such examples as

. . . . .,  $\cdot \cdot \cdot \cdot \cdot$ ,  $\ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot}$ ,  $\ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot}$ ,  $\ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot} \ddot{\cdot}$ .

Give a great many examples in multiplication, but be sure to have many short problems rather than a few long ones. Such an example as,

$$\begin{array}{r} 7897643 \\ 298764 \\ \hline 31580572 \\ 47395858 \end{array}$$

etc., are too long and tedious for real profit.

A few short problems are far more valuable than one like the above.

*Division.*—A few intelligent remarks by the teacher will make division very simple for those who know the multiplication table. Show the meaning of such expressions as  $12 \div 3 = 4$ . Illustrate by drawing . . . . . and dividing them into groups of three, as ... ... Show that the quotient 4 and the dividend 12 are equal, the one being four threes and the other being twelve ones. Long division should be taught, as every one does, just after short division. Remember that the operation is a difficult one to perform, and hence require pupils to go slowly.

*Fractions.*—The size of this manual will not admit of any extended outline of a treatment of fractions. They should be taught thoroughly rather than rapidly, and the addition, subtraction, multiplication, and division of fractions should be taught by means of objects. Each principle should be learned from objects. In fact, all arithmetic should be taught from objects, and in no other way.

Pupils should be required to explain each problem in correct English, and in a proper tone of voice. Insist upon neat work and plain figures. Occasionally give exercises in such multiplication as  $9876$

$7435$  and require the figures of the product to be written in straight columns. Dictate many long columns to advanced classes for addition and require neat work.

The "Four Fundamental Rules" are employed every day in business, and pupils should receive careful instruction in them. Time spent upon Greatest Common Factor, Least Common Multiple and Allegation is, practically, time lost.

#### PHYSIOLOGY AND HYGIENE.

Instruction in these subjects is prescribed by the school law, as are the text-books to be used. The study of the physiological effects of alcohol and narcotics is important, but it is a mistake and a perversion to subordinate the whole science of physiology to it. The best practical results for the pupil should be expected, not from exaggerated accounts and flaming pictures of abnormal conditions, but from a clear comprehension of the normal processes that go forward in the body. The text-book ought to be supplemented by demonstrations wherever possible. For example, the relations of the bones to one another, the different kinds of joints and levers, may be illustrated by a portion of the skeletons of other animals; so also the structure of the muscles, the internal organs, the heart, lungs, kidneys, etc., may be demonstrated upon specimens to be had by keeping an eye open for the opportunities which the kitchen offers.

#### TEACHER'S COURSE.

The teacher will find almost indispensable for his private study some such book as Martin's Human Body, Briefer Course (Henry Holt & Co., \$1.20). Most valuable directions for practical demonstrations are given

in the appendixes to a number of the chapters. If a more elaborate reference book is desired, Kirke's Handbook of Physiology (Blakiston, Son & Co., Philadelphia, 14th edition, §3), is recommended.

### BOTANY.

The study of plants ought to begin early in the school life of the child. It occupies those two faculties which are the first to assert themselves in development—observation and memory—and the teacher cannot afford to violate the order of nature.

The material for the study is everywhere abundant, costs nothing, is easily handled and attractive, and, contrary to the common opinion, may be had all the year round. This is important, because without this material botany counts for nothing. There can be no profitable study of plants apart from the plants themselves. Indeed, mere book knowledge is here not only worthless, but positively harmful. Instead of feeding, it dwarfs the very faculty for the sake of which botany stands in the school course. Accordingly, no lesson should be given without the material actually in hand to illustrate it, particularly in the case of pupils beginning to study.

The school law does not require instruction in botany, but the introduction of it into the course will not to any extent displace what is prescribed. On the contrary, it will give the teacher an opportunity to quicken the minds and enliven the energies of the whole school, so that when the brief lesson here suggested is over, the pupils will turn refreshed to their other work.

First, as to the time of the lesson. It need not occupy more than five minutes, say, three times a week, though the material in hand may warrant an extension beyond this limit. Let it be taken up whenever the circumstances of the day seem to call for it. An occasional excursion under the guidance of the teacher will be useful. It may fall at the mid-day recess or on Saturday, according to the distance to be covered.

The lesson itself will be conducted in a variety of ways by the alert teacher. The following suggestions are offered to indicate the kind of work which may be undertaken profitably and the general way in which it ought to be done. Turn the entire school for the time into one class. Let there be no text-book. Direct attention to the specimen in hand by questions, such as, What is it? Where does it grow? What is it good for, etc? Suppose the plant to be a mushroom gathered on the way to school. By questioning, guide the observation of the pupils to the chief features in the structure of the plant and give the names (the common names whenever possible) of these features. Cut the cap from the stem and lay it, gills down, on a piece of paper with some such statement as "We shall see to-morrow what will happen." The spores will be found to have fallen from the gills in radial ridges on the paper, when the cap is lifted carefully. There may follow comment on the number of the spores, their minute size, their dispersal by the wind, and their work in

making new plants when they fall in the proper places. The spores from a mushroom which bears on the underside many tubes instead of gills may be collected in the same way. They will fall out of the tubes in little heaps. In a favorable season the pupils may be asked to bring as many different kinds of mushrooms to the school as they can find, with the suggestion that the situation in which they grow be noted. There may follow a lesson on moulds, specimens of which are to be found on decaying fruit, etc. In some two or three lessons the pupils have discovered the great group of the fungi. The same method may be pursued with a moss, a fern, and a number of flowering plants. Germinating beans and other seeds in wet sand, and noting the stages of their growth will be simple and profitable. There should be lessons on leaves, on buds, on the storage of food, on flowers and insects, and on fruits.

#### TEACHER'S COURSE.

The more thoroughly at home in the plant world the teacher is, the more effective will the instruction in botany be. But this work may be taken up on a much slighter basis of knowledge than would appear to be necessary, provided the preparation for the particular lesson is genuine and full. Sufficient preparation for the work here suggested may be made by the study of the following books: Bergen's *Elements of Botany* (Ginn & Co., \$1.10) and Spalding's *Introduction of Botany* (D. C. Heath & Co., \$1). These books supplement one another and may be mastered without a teacher. Goodale's little book *Concerning a Few Common Plants* (Heath's Guides for Science Teaching, 20c.) is strongly recommended. Wilson's *Nature Study* (Macmillan Co., 90c.) is a teacher's manual and abounds in helpful suggestions. Bailey's *Lessons with Plants* (Macmillan Co., \$1.10) will prove itself an invaluable companion. Geddes' *Chapters in Modern Botany* (Scribner's Sons, \$1.25), presents the wider aspects of the science and will give the teacher a rich fund of illustrative material. If a microscope is available, so much the better; but it is not absolutely necessary.

#### SCHOOL-ROOM SUGGESTIONS.

Have few rules and never make a rule unless you need it. A good teacher is seldom troubled with disorder.

On the first day of school—and every day of school—be in the room ready to receive the pupils. Organize at once and endeavor to give each pupil something to do as soon as possible. Do not talk your pupils into disorder by telling what "nice boys and girls" you wish them to be, or by boasting that your last school was the best you ever had and that you don't see why your present one may not even surpass it. Stop talking and go to teaching.

The teacher should do all in his power to prevent disorder and to this end he should have scholarship;

- Should carefully prepare each lesson, neglecting not even the lowest reading class ;
- Should try to learn more and more about teaching year by year ;
- Should know where the lesson begins and not lose time asking the question, "Where does the lesson begin to-day?"
- Should remember that too much talk means too little teach ;
- Should not teach in a loud tone of voice ;
- Should not teach unless the pupils are quiet.

#### CARE OF SCHOOL-ROOM.

The school-room should be kept "neat and clean" at all times. The teacher who sweeps the floor will find volunteers among his pupils eager to do the sweeping, and when pupils undertake the care of the school-room less ink will be spilled, less paper thrown on the floor, and less mud brought in on the shoes. With little effort a wood box may be secured and the general appearance of the floor greatly improved by not having wood piled up near the stove.

Before leaving the school-room at the close of the day erase all work on the blackboard and put everything in readiness for the next day's work.

Too much cannot be said about the importance of keeping the school-room "neat and clean." Dirty floors and window panes indicate a careless teacher. The teacher who likes a neat, tidy school-room will find a way to keep it so. One who is willing to teach where the window panes are dirty, the floor unswept, and the walls unsightly, should not be employed to teach our youth.

#### RECESS.

Children should be under the teacher's supervision at recess. Many a serious quarrel has begun in play at recess and could have been prevented had the teacher been on the play-ground. When the recess signal is given pupils should not be allowed to rush from the school-room laughing and talking. The teacher should have the pupils rise and march from the building in as perfect order as possible. They should return to the school-room in the same manner after recess. Too often at recess, or when the school is dismissed, pupils are allowed to leave the room in noise and confusion. When they march from the room require them to form in line in the yard and wait until a signal from you before they "break ranks."

#### PUNISHMENTS.

The best teachers resort to punishments less and less the longer they teach. It savors of the brute when a teacher boasts of his having "conquered a boy" by the infliction of corporal punishment. All punishment, however, is not corporal punishment, and it is a fact that the best teachers must punish occasionally. It is impossible to state how and for what, punishment shall be inflicted. The teacher's desire should be not

so much to find out a penalty for, but rather a preventive of, bad conduct.

The best preventive is tact. Tact is inborn, and yet it may be made more and more effective if the teacher strives to gain knowledge and skill by studying the ways of successful teachers and attending teachers' meetings of all kinds.

The following books are very helpful : Hughes' *Mistakes in Teaching*; Hughes' *How to Keep Order*.

#### THE SCHOOL MUSEUM.

As a means of stimulating and guiding the observing powers, the gathering of natural objects in the vicinity of the school is entitled to the first consideration: Let it be understood that anything, whether common or uncommon, will be acceptable, so that the collection will stand as a sort of epitome of the school district.

There are the different kinds of rocks and minerals, which should be reduced to approximately uniform size, say, three inches diameter; the different kinds of soil, which may be put in small bottles; mosses, lichens, ferns, and flowering plants, which may be dried and pressed and fastened to stiff paper of uniform size; likewise many forms of animal life and many specimens of the work of animals.

A few simple shelves will suffice to receive the material, which ought to be grouped "with the assistance" of the pupils; and here the teacher has an excellent opportunity of training the judgment, which is one of the chief advantages of nature study. Let each specimen be named, if possible, on a label, together with its locality and collector.

It will be necessary to select typical specimens from the number of duplicates brought in, though it is more important to have all the pupils represented in the museum than to save space on the shelves.

The primary object sought in such a museum is, not the possessions of the specimens, but the gathering of them by the pupils. The teacher will, therefore, feel no embarrassment because of his inadequate means either of displaying or of preserving them. He will seek to have each generation of pupils contribute to the collection, and so replace lost or deteriorated material, as well as enlarge the number of specimens.

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#### THE CARE OF THE EYES OF SCHOOL CHILDREN.

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RICHARD H. LEWIS, M. D., RALEIGH, N. C., IN NORTH CAROLINA  
JOURNAL OF EDUCATION.

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Of all the special senses, that of sight is by far the most important to the welfare of the individual, and, in general estimation, to his happiness as well. The preservation, therefore, of this most precious sense in its perfection should receive thoughtful attention from all those who are in

any way responsible for the care and management of their fellow beings. Inasmuch as the teacher has the immediate oversight and control of nearly the entire population for a large part of the time during the period of life when the eye is most liable to damage from preventable causes, which causes are incidental to the work done under his supervision, it is manifest that upon him, above all others, rests this responsibility. The object of this paper is to make as plain as may be possible, in dealing with a technical subject, how he can best form his duty in this respect. In order to have an intelligent appreciation of the best method of caring for an organ it is necessary to have some idea of its structure and workings, or functions, and so I shall lay the foundation for the practical part that is to follow, by giving, as simply as possible, the essential features of the eye as the organ of vision.

The eye is, roughly speaking, a globe, a trifle less, as a rule, than an inch in diameter, the walls of which are composed of three layers lying upon one another like those of an onion, and the cavity of which is filled with three perfectly transparent fluids or humors. The outermost of the three coats is called the sclerotic, from a Greek word meaning hard. It is white, opaque and very tough. It is the skeleton of the eye and preserves its shape, at the same time, by its strength and toughness, protecting from injury the extremely delicate structure it encloses. It is "the white of the eye." This white coat does not cover the entire ball, but in front there is an opening equal in area to about one-sixth of the whole surface. This opening is filled in with a transparent structure known as the cornea, which is set in the white coat very much like a watch crystal is set in its rim. The middle coat, the choroid, is composed chiefly of blood vessels for nourishing the other structures, and a kind of dark pigment, which is an element in the visual process. Intimately connected with the choroid, though an entirely different structure, is the iris (rainbow), the beautiful, many colored circular curtain, with a round opening near its center, the pupil, which hangs suspended from the junction of the sclerotic and cornea. The pupil, or window through which we see, varies in size according to the amount of light, automatically regulating the amount that falls upon the sensitive retina, which is the innermost and most important of the three coats. The retina is an extremely delicate and complex structure, and is *par excellence* the organ of vision. It may be compared to the telegraph instrument which is connected with the central office, the brain, by means of the fibres of the optic nerve, the conducting wires.

Of the three humors filling the hollow of the ball, the only one of practical interest to us in this connection is the crystalline. This is an extremely elastic semi-solid enclosed in a little sac or bag, the capsule. Of the shape of a double convex lens, it hangs suspended just behind the iris, touching it at the pupillary border. Surrounding the edge of the lens is a circular muscle, the ciliary, or muscle of accommodation, which regulates the amount of the convexity of the lens, thereby adjusting its focus of light from objects at different distances.

The eye is moved in different directions—up, down, out, in—by four recti, or straight muscles, and rotated on its axis by two oblique. Of these, only the internal recti, which converge the two eyes on near objects, as in reading, etc., are of special interest to us.

Optically considered, the eye is admirably illustrated by the camera of the photographer, with which many of my readers are doubtless familiar: the double convex lens which focuses the light from the object to be photographed, thereby making a distinct picture of it on the sensitive plate, just as the lens of the eye does upon the retina; the perforated disc, the iris; the sensitive plate, the retina; and the adjusting screw which regulates the focus, the muscle of accommodation. In the camera, when the ground-glass plate at the back, on which the operator brings out a clear and sharply defined image of the object to be photographed before he substitutes for it the plate covered with chemicals sensitive to light, is out of focus—too near to or too far from the lens—thereby blurring the image, he changes its position by turning the adjusting screw until the plate is precisely at the focus. In the eye, the distance between the lens and the retina is fixed, and the latter cannot be moved to and fro to find the focus, so another method must be employed. That method consists in a change in the convexity of the crystalline lens, which, owing to the optical fact that the more convex a lens the shorter its focus, and *vice versa*, accomplishes the same end by putting the focus exactly on the retina. This is done by the varying contractions and relaxations of the ciliary muscle which thus accommodates or adjusts the eye.

The essential difference between the two methods, as bearing on our subject, is that in the one case it is a mechanical process, while in the other it is a vital one. Brass and steel never get tired, but muscles always do, if overworked. And right here is the trouble in most weak eyes—the overstraining from one cause or another of this little muscle of accommodation. Let us see how it can be overstrained. In the normal eye, the retina is exactly at the focus of parallel rays of light, which is synonymous with rays of light from distant objects. So that when we look at distinct objects the muscles of accommodation and those of convergence, the internal straight muscles of the two eyes, are completely relaxed—at rest—just as the muscle of our body are when we are lying down—we see without effort. The nearer the object is brought to the eye the more divergent are the rays of light, the farther from the lens and, therefore, the farther behind the retina, whose position is fixed, is the focus, and the greater the effort required of the muscle of accommodation, to sufficiently increase the convexity of the lens and shorten the focus up to the retina and make a distinct picture of the object, until, finally, the limit of the muscle's power is reached, and we can no longer see clearly. The nearer, also, the object the greater the effort required of the muscles of convergence, which act *pari passu* with the muscles of accommodation, to keep both eyes fixed on the object, and they, too, are strained by too close an approximation of the object. Try reading a few

minutes at the very nearest point you can see distinctly, and you will obtain a practical demonstration of eye strain. But all eyes are not normal. Some are too short—the far-sighted eye—and the focus for all rays is behind the retina, and even a distant vision requires an accommodation effort. Some are too long—the near-sighted eye—in which a clear image can be made on the retina only by bringing the object sufficiently near, by making the rays sufficiently divergent to put the focus on the retina. Then there are other eyes whose curvatures are irregular, in which lines at right angles to each other can never be brought to a focus on the retina at the same time. When the horizontal lines of the object, for example, are distinct the vertical are blurred, and when the eye is adjusted for the vertical, the horizontal become correspondingly indistinct. Consequently, such an eye can never, through any inherent power of its own, see clearly any object, either far or near. This error is called astigmatism, and is the most troublesome and annoying of all, being an extremely common cause of headache and other nervous symptoms.

From what has been said, it is clear that the muscle of accommodation is strained in the normal eye if the book is held too close; that in the far-sighted eye this strain is still greater, because such an eye has to use a part of its adjusting power for distance, and therefore has less than the normal amount of power of adjustment for near objects in proportion to the degree of the error—the shortness of the eye from before backward; that in the near-sighted eye the muscles of convergence are strained, owing to the necessity for approximating the object too near; and the astigmatic eye, from the attempt of the little muscle, on all occasions, to do two things at the same time, or as nearly at the same time as possible. Operating under such unfavorable conditions, the astigmatic eye is easily fatigued by continuous work of any kind, as in sight-seeing, reading or sewing.

Having paved the way for an intelligent appreciation of it, we are now prepared for the statement that the main thing in the practical care of the eyes school children is to prevent too close an approximation of the book to the eye. It should be held at least ten inches from the eye. How is this to be done? By removing the causes of it. What are the causes? (1) Insufficient light. Every one knows that in a dim light we must hold a small object closer to the eye than in a bright light. (2) Small or bad print. (3) Faulty arrangement of seats and desks—such a proportion between the heights of the two as to make the desk relatively too high, thereby pushing the book up under the child's nose, no matter how erect he may sit. Seats without proper backs, compelling the child, for want of support to rest himself by leaning on the desk. (4) Improper position in writing, which not only brings the paper too close to the eyes, but puts a further strain upon the external muscles, which direct and fix the eyes upon the object, by causing the writer to look obliquely instead of straight ahead and slightly downward—the natural direction. On this account, as well as because an erect position of the body is a necessity—not to mention other advantages—the vertical system of writing is to be highly commended. The above enumerated causes act upon all eyes, but

with most effect upon defective eyes, which see with more or less difficulty, at best.

What is the effect of this strain upon the eyes? Whenever an organ is required to do an unusual amount of work, nature provides the extra power needed by sending more blood to it. So the over-strained eye is in a state of congestion, and often aches from the pressure of the blood. But the discomfort is not the greatest trouble. The nutrition of the eye is impaired by the irregularity in the circulation, the retina becomes irritable and sensitive, and often the other coats become softened and the ball being squeezed laterally by the excessive convergence, these coats gradually give way behind, and the ball becomes elongated.

It is in this way near-sightedness originates and is increased in degree. Children are not born near-sighted, but become so in the early years of their school life when their tissues, including, of course, those of the eye, are soft and plastic. Investigations on this line show that the proportion of near-sighted in some of the large schools, particularly in Germany, varies from 1 or 2 per cent. in the first grade, to 60 per cent. or more in the highest. The variation is not usually so great, but there is a marked increase as school life progresses. The darker the school houses the greater the percentage of near-sighted. The popular idea, that near-sighted eyes are strong eyes is an error; they are often weak, and not infrequently diseased—blindness occasionally being the final result in the worst forms.

Strain of any kind can be better borne by the strong and vigorous than by the feeble and delicate, and it should be kept in mind that anything that lowers the vital powers will react unfavorably upon the eye, as well as upon the other organs of the body. Nothing is more important to a proper performance of the vital processes than a full supply of oxygen, plenty of fresh air. Children suffer greatly in this respect in our overcrowded school-rooms heated by a close-stove. So, in caring for the eyes do not forget the proper ventilation of the school-room.

But most important of all to the eye is the proper lighting of the school-room. The aggregate amount of window space should not be less than 25 per cent. of the floor space;  $33\frac{1}{3}$  would be better. The windows should be high, reaching nearly to the ceiling, and located on the left side and behind, the wall in front of the pupils being always without openings—a dead wall.

In conclusion, I beg to suggest to all teachers the advisability of testing\* both the sight and hearing of each pupil upon admission, assigning those with defective sight to the seats nearest the windows, and those with defective hearing to the seats nearest the teacher. By doing this many a child would not only be enabled to do better work, but would also be saved the pain caused by unjust and undeserved reproaches.

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\*The State Board of Health has had it in mind to distribute test types with instructions to all our schools, but the appropriation has been too small to permit the expenditure necessary.

## CARE OF THE TEETH.

THE N. C. STATE BOARD OF DENTAL EXAMINERS,  
PRESIDENT'S OFFICE,  
RALEIGH, N. C. March 4, 1898.

*To Instructors in the Public Schools :*

In consideration of the marked deterioration of the human teeth, so clearly demonstrated by the experience of all practitioners of dental surgery, the Dental Society of North Carolina has requested the Board of Dental Examiners to invite your attention to this most important subject, and to ask that you urge upon parents and pupils the great necessity for intelligent care of the teeth.

In obedience to this request we submit the following :

*First.* The premature loss of the teeth, and the disorders incident to decayed and broken teeth, are misfortunes of the gravest character, resulting not only in the disfiguration of the mouth and face, but absolutely destroying health.

*Second.* The critical period is from the third to the sixteenth year. The want of attention to the temporary, or shedding teeth, is fraught with great danger to the health of the child, and may be an incalculable injury to the permanent, or second set.

*Third.* At an early age children easily contract habits which may be difficult to correct ; particularly is this true of the habit of swallowing food without proper mastication, a condition which generally results from the inability to chew comfortably. Thus a mass of food is thrown into the stomach, unmasticated, and unmixd with saliva, in which condition it ferments, and half of its nutritive power is lost. Indigestion and chronic dyspepsia often result. Faulty nutrition, arising from the want of proper assimilation of food, prevents a healthy mental and physical growth and development.

*Fourth.* To prevent the decay and premature loss of teeth the simplest and most effective treatment is a thorough use of the brush, with a well prepared dentrifice, at least twice daily—in the morning, and at night before retiring. Those who cannot afford a dentrifice, prescribed by some competent dentist, will find English Precipitated Chalk answers well for the purpose indicated, at a trifling cost.

*Fifth.* Parents should direct and encourage their children to cleanse their mouths and dislodge all particles of food after each meal. Every child between two and three years of age should be placed under the charge of a competent dental surgeon, in order that even the decay of the temporary teeth may be treated, and irregularities may be prevented.

V. E. TURNER, D. D. S., President,  
R. H. JONES, D. D. S., Secretary,  
THOS. M. HUNTER, D. D. S.,  
J. E. MATTHEWS, D. D. S.,  
SID. P. HILLIARD, D. D. S.,  
C. A. BLAND, D. D. S.,

*Members of Examining Board.*

I heartily endorse this letter and trust that our public school teachers will give this important subject the time and consideration it deserves.

C. H. MEBANE,  
*Supt. Public Instruction N. C.*

The following circular was distributed throughout the State during the year 1897:

TO THE SCHOOL COMMITTEEMEN OF NORTH  
CAROLINA

PRINCIPAL POINTS OF THE PUBLIC SCHOOL LAW EX-  
PLAINED.

*To the School Committeemen of North Carolina:*

For your guidance and direction in performing the duties of the important office you hold, I send you this circular of general information in regard to the school law.

Your services and your labor must be that of love and of patriotism, as there is no compensation provided for you. Upon you largely depends the success or failure of our public schools for the next two years.

FORMATION OF DISTRICTS.

The law requires the County Board of Education on the first Monday in July to divide the county into as many school districts as there are townships in each county. It does not require the township lines and the school district lines to be the same, but it does require that there shall be the same number of districts as there are townships.

SCHOOL NEAR TOWNSHIP LINE.

A school may be taught at or near a township line by the consent of the committees of the adjacent townships, subject to the approval of the County Board of Education. When children are transferred from one township to another, the *pro rata* share of the school money of the district from which they are transferred should be transferred also to the district into which they are received.

## BALANCE ON LEDGER.

The chairman of each committee should obtain from the County Supervisor a statement of the balance on the school fund ledger due each school, white and colored, in his township, as the term of the old committee has expired, and the schools now pass under the entire control of the new committee, and the balance due each school will be disbursed by the new committee.

## OLD CONTRACTS.

While the old committee had no power to enter into a contract with a teacher to extend beyond their term of office, yet several of the old committees have done so, and in such case the new committee should endorse and carry out, in good faith, all such contracts, provided they are reasonable and for the best interests of the schools, otherwise they need not regard such contracts, as they are not bound in law or morals so to do.

## NEXT APPORTIONMENT, HOW MADE.

The next apportionment of school money will be made by the County Board of Education on the first Monday in January next, and each district's share will be on a *per capita* basis, as shown by the census report. To illustrate, if there are 10,000 children of school age in the county, and there are \$10,000 of school money to be apportioned, and your district has 800 children, then your district will receive \$800. The County Supervisor, on the first Monday in January, will mail you a statement of the amount of your apportionment. Your committee is then required to meet on the second Monday in January and apportion this money to the various schools, white and colored, in your district. The law requires that each committee shall have a book, and open an account with each school. In this book will be kept an account, not only of the amount received from

the County Board of Education annually for that district, but also the amount apportioned by the committee to each school, the amount received from teachers from pay pupils, and the amount paid out for each school for teachers' salaries, for building and repairs, and for all other purposes.

#### NAME OF SCHOOL DISTRICTS.

The names of the districts of the various counties have been named and designated by the names of the townships of these counties.

The committee of each of these townships will number their schools as follows: School No. 1, white; school No. 2, white, and so on, until all the white schools are numbered in their districts. Then they will number the colored schools likewise, beginning with No. 1, colored; school No. 2, colored, and so on, until all the colored schools are numbered. We will suppose there are five white schools and three colored schools in a township. If there are \$800 apportioned to this township, it is not divided among these schools equally, nor is it apportioned between them *per capita*, but to each school, white and colored, according to its grade; therefore, the committee is required to grade their schools and divide the money accordingly, so that each school in the district shall have approximately the same length of school term, as nearly as may be, each year. This is the *most delicate and careful work* that you will be called upon to do. Your powers here are broad and absolute, and upon your judgment and wisdom, in dividing this fund among your schools, depend the harmony among your schools and the success of the new system.

#### HOW SCHOOLS ARE GRADED.

By grading, the law does not have reference to the classes in the schools, but has reference only to the character of the schools, the qualifications and salaries of the teachers

required. The grade of each school will depend largely upon three conditions, namely : 1st, The grade of advancement among the pupils attending that school ; 2nd, The interest manifested by the patrons of the school in public education ; and 3rd, The average attendance during the school term. Let us illustrate : If school No. 1, white, has a large average attendance, and there is educational interest in the community, and the children are advanced, their school, No. 1, white, should be so graded, and the apportionment to that school should be sufficiently large to warrant the employment of a suitable teacher at a good salary. If at school No. 2, white, no advanced pupils attend, all probably in the primary grades, little interest is taken in education in that community, and the average attendance is small, then school No. 2, white, should be so graded, and the apportionment so made that they will obtain a good primary teacher, at a salary commensurate with the grade of work required.

#### SALARIES OF TEACHERS AND LENGTH OF TERM.

The apportionment to the other schools, white and colored, in the township, will be made according to the conditions and requirements of those schools, as we have outlined above, but must be made with the purpose to give all the schools the same length of term, and consequently in apportioning the money the committee necessarily fixes the salary of the teacher for each school.

It will be observed, from the above explanation, that the money is no longer apportioned to the schools, white and colored, *per capita*, but to each according to the grade of the school and the qualifications of the teacher required therein. Two schools may have the same number of children in each district, but in one school the enrollment may be twice as large, the average attendance may be twice as large, they may be more regular in their attendance, and manifest more interest in education, and the pupils may be

much higher advanced than in the other district, and to give to each of these schools the same amount of money as we have formerly been doing, is manifestly unjust, as I can show. Suppose each of these schools should receive \$90 for their annual apportionment, and the advanced school should select a teacher suitable to the requirements of their school, at a salary of, say, \$30 per month, then they would have a three months' school. The other school may require only a primary teacher at a salary of, say, \$15 per month, consequently they would receive a six months' school. Here both schools had the same number of children in the district, and receive the same apportionment, but one had a three months' school and the other a six months' school. The new law disregards the number of children in the district in making the apportionment to a school, and considers only the average attendance, the grade of work required, the advancement of the pupils, etc., and gives all the schools the same length of time.

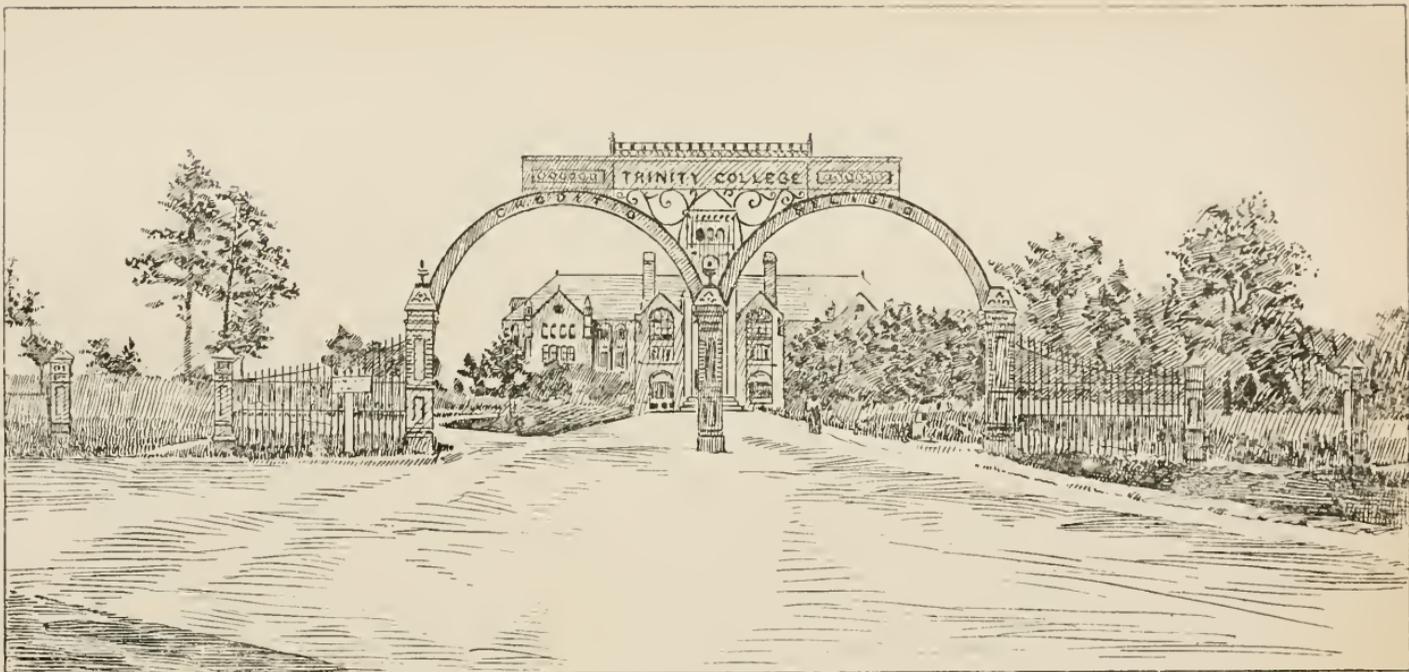
#### TAKING THE CENSUS.

The County Supervisor is required to mail to each committee, on the first Monday in May, each year, a blank report, on which they are to report the census of the school property and children, white and colored, in their township district, which report must be returned to the County Supervisor on or before the first Monday in June of each year. The census report taken by the old committee, this year, will not answer for the purpose of making the next apportionment in January, consequently it will be necessary for the new committee to take the census this fall for the January apportionment, blanks for which will be furnished the committees in due time.

#### AVERAGE OF SIXTY-FIVE PUPILS.

When this census is taken, if the committee finds that





TRINITY COLLEGE, DURHAM, N. C.—FRONT ENTRANCE.

there are too many school-houses in the district, and the average is less than sixty-five pupils to the school, then it will be their duty to decrease the number of schools until the average is reached, or if they find they have the required average without interfering with any school, still, they should not hesitate to discontinue any school wherever it is possible to do so, and the children are not inconvenienced thereby. To illustrate: Suppose township A has five white schools and three colored schools, making a total of eight schools in that township; suppose the census shows that township A has 600 school children, then it appears that the average to the school is seventy-five pupils, and no change need be made either in the location or the number of the schools, unless by so doing the committee can better serve the school interests of their township. Suppose, on the other hand, that the census shows that township A has only 450 school children and eight schools, then it appears that the average to the school is only about fifty-six pupils, and in that case it will be necessary for the committee to discontinue some school in order that they will not fall under the required average.

The law does not require that each school shall have sixty-five children assigned to it, no more and no less, for, on account of geographical reasons, in certain localities, impassable streams and creeks, and sparsely settled areas, it will not be practicable to have as many as sixty-five children for each school, and for these reasons one school may have fewer than thirty children, but others may have as many as ninety or one hundred, but the average, in the whole school district, should be not less than sixty-five. Should it be possible in any township to have the general average as many as seventy-five or eighty, it would be better for their schools to do so, as the greater the average the fewer the schools, and consequently the longer the school term.

## DIVIDING LINES BETWEEN THE SCHOOLS.

The committee of each township, on or before their January meeting, should fix the dividing lines between the various schools in their township so as to designate the school for the children in each locality to attend. These lines may be continued as they have been formerly, or they may be changed by the committee whenever by so doing they can better accommodate the children of the district. The boundary and description of each school should be recorded by the secretary in the committee book.

The committee need have no fear that the boundaries, as formerly established, have been too large, for they have been remarkably small, and the number of schools has been too large in many instances. I heard of one section where there are three small, weak schools, and the whole territory might be combined into one strong school, and no child in said territory would have to walk even two miles. Evils of this kind should be remedied at once.

## SMALL ATTENDANCE.

While these facts are deplorable, yet the same conditions exist throughout the State. The census report for North Carolina shows that only 61 per cent. of the children of school age are enrolled in the public schools, and the average attendance is only 62 per cent. of the enrollment; consequently there is little danger of making your districts too large, provided the children can reach the school-house without great inconvenience. When our districts are made larger and the number of our schools reduced (which can easily be done, as shown in the case referred to above), then will our schools have longer terms with the same money.

The respective County Supervisors and County Boards of Education will be ready, I feel sure, to co-operate with you, the committeemen, and will join in your efforts to enlighten the masses of your poor illiterate children in your respective counties.

C. H. MEBANE,

*Superintendent Public Instruction.*

LIST OF COUNTY SUPERVISORS AND MEMBERS OF THE COUNTY BOARDS OF EDUCATION—1898.

COUNTY.	SUPERVISOR.	POST-OFFICE.	COUNTY BOARD OF EDUCATION.	POST-OFFICE.
Alamance .....	P H Fleming.....	Graham .....	J W Holt .....	Burlington.
			Thomas W Vincent .....	Pleasant Grove.
			David H Thompson .....	Holman's Mill.
Alexander .....	A Frank Sharpe.....	Hiddenite .....	J J Hendren.....	Vashti.
			A A Hill.....	Taylorville.
			J C Bell.....	Avilla.
Alleghany .....	Prof S W Brown .....	Sparta .....	S F Thompson .....	Cherry Lane.
			J T Evans.....	Piney Creek.
			H K Boyer .....	Sparta.
Anson.....	W D Redfearn.....	Ansonville.....	W C Hardison .....	Wadesboro.
			W F Crump.....	Polkton.
			L I Little.....	Ansonville.
Ashe.....	J W Jones .....	Clifton .....	D M Graybeal.....	Graybeal.
			James B Woodie .....	Trausau.
			Sidney Eller .....	Berlin.
Beaufort .....	Burton Stilley.....	Edwards.....	F B Guilford .....	Aurora.
			James I, Winfield.....	Washington.
			W R Brinn .....	Yeastville.
Bertie.....	R W Askew.....	Windsor.....	W A Capehart.....	Merry Hill.
			M J Rayner .....	Powellsville.
			Luke Pierce.....	Windsor.
Bladen .....	D T Perry .....	Rosindale .....	Dr W K Anders .....	Gravelly Hill.
			C W Lyon .....	Lyon's Landing.
			Z G Thompson .....	Abbottsburg.
Brunswick .....	Isaac Jenrette .....	Iredell.....	E M Parker .....	Shallotte.
			J Johnson.....	Town Creek.
			T J Wescott.....	Southport.

LIST OF SUPERVISORS, ETC.—Continued.

COUNTY.	SUPERVISOR.	POST-OFFICE.	COUNTY BOARD OF EDUCATION.	POST-OFFICE.
Buncombe.....	D L Ellis .....	Asheville .....	T B Long .....	Asheville.
			P H Folsom. ....	Swannanoa.
			J H McDowell .....	Weaversville.
Burke .....	R L Patton.....	Morganton.....	John A Lockey.....	Morganton.
			S C Kerley.....	Morganton.
			J H Hoffman.....	Morganton.
Cabarrus.....	Prof H T J Ludwig .....	Mount Pleasant.....	Rev C B Miller .....	Concord.
			J M W Alexander.....	Harrisburg.
			A W Moose.....	Mount Pleasant.
Caldwell .....	Prof E B Phillips .....	Lenoir.....	P G Moore .....	Granite Falls.
			M L Greer .....	King's Creek.
			J W Moore .....	Collettsville.
Camden .....	C B Garrett .....	Shiloh.....	George H Riggs.....	South Mills.
			W G Ferebee.....	Gregory.
			S W Williams.....	Shiloh.
Carteret.....	Joseph Pigott.....	Straits.....	W S Chadwick.....	Beaufort.
			C N Mason.....	Harlowe.
			Josiah Daniels.....	Roe.
Caswell.....	A E Henderson.....	Yanceyville .....	W G Covington.....	Yanceyville.
			R L Mitchell.....	Ridgeville.
			J S Rasco .....	Anderson's.
Catawba .....	J D Rowe.....	Conover .....	J H Hoyle .....	Maiden.
			J W Mouser.....	Hickory.
			L H Shuford.....	Monbo.
Chatham.....	R B Lineberry .....	Pittsboro .....	Rev A T Edwards.....	Mt. Vernon Springs.
			Prof Alex McIver.....	Cumnock.
			Joseph A Goodwin .....	Merry Oaks.

Cherokee.....	J M Lovingood.....	Marbee.....	James Lovingood.....	Murphy. Ogenta.
			J T J Hartness.....	Ranger.
			A K Dickey.....	Edenton.
Chowan.....	W F Watson.....	Edenton.....	M P Hawkins.....	Edenton.
			A T Bush.....	Rockyhock.
			W B Felton.....	Hayesville.
Clay.....	W J Winchester.....	Hayesville.....	George W Sanderson.....	Elf.
			John A Chambers.....	Warne.
			George McClure.....	King's Mountain.
Cleveland.....	J A Anthony.....	Shelby.....	D S Lovelace.....	Fallston.
			T D Falls.....	King's Mountain.
			H P Allison.....	Whiteville.
Columbus.....	W H Sellars.....	Whiteville.....	J D Maulsby.....	Vineland.
			C C Gore.....	Lake Waccamaw.
			J W Dickson.....	New Berne.
Craven.....	John S Long.....	New Bern.....	Edward H Meadows.....	New Berne.
			Sam W Latham.....	New Berne.
			C E Palmer.....	New Berne.
Cumberland.....	H S Averitt.....	Stedman.....	John C Bain.....	Carmelia.
			J T McCorquadale.....	Fayetteville.
			P N Melchor.....	Fayetteville.
Currituck.....	F W Ritter.....	Moyock.....	J E C Bell.....	Shawboro.
			E D Bowden.....	Knott's Island.
			J F Summerell.....	Harbinger.
Dare.....	Lemuel Basnight.....	Wanchese.....	W C Pugh.....	Wanchese.
			Sanderson Payne.....	Manteo.
			John W Ward.....	Manteo.
Davidson.....	Robt S Green.....	Jime's.....	George W Holmes.....	Yadkin College.
			T H Strohecker.....	Tryo Shop.
			R S Green, Jr.....	Jim's.
Davie.....	C M Sheets.....	Advance.....	W R Ellis.....	Elbaville.
			P M Bailey.....	Mocksville.
			D L Lowery.....	County Line.

LIST OF SUPERVISORS, ETC.—Continued.

COUNTY.	SUPERVISOR.	POST-OFFICE.	COUNTY BOARD OF EDUCATION.	POST-OFFICE.
Duplin	Prof R W Millard	Kenansville	J C McMillan Lett Cooper R W Blackmore	Teachey's. Kenansville. Warsaw.
Durham	C W Massey	East Durham	John V Rigsbee R G Sussell Pleasant H Massey	Durham. South Lowell. Durham.
Edgecombe	R M Davis	Tarboro	J H Davis W T Mayo Henry Johnston	Tarboro. Epworth. Tarboro.
Forsyth	A P Davis	Salem	H Lichtenthaleer W S Linville George H Hauser	Salem. Kernersville. Vienna.
Franklin	B S Mitchell	Youngsville	J F Mitchell T D Farrar R L Perry (col)	Youngsville. Laurel. Franklington.
Gaston	L M Hoffman	Dallas	F P Hall J R Connell Thomas Wilson	Belmont. Lucia. Gastonia.
Gates	John R Walton	Gatesville	L L Smith T W Costen John S Felton	Gatesville. Sunbury. Gatesville.
Graham	J N Moody	Robbinsville	O P Williams W C Morgan D A Taylor	Yellow Creek. Robbinsville. Stecoah.
Granville	Alexander Baker	Oxford	G T Sikes Dr A J Dalby J A Fuller	Grissom's. Oxford. Oxford.

Greene.....	Fred L Carr .....	Castoria.....	George W Sugg .....	Snow Hill.
			James S Smith.....	Hookerton.
			Alex Taylor .....	Sluine.
Guilford.....	Prof J R Wharton.....	Greensboro .....	J Allen Holt .....	Oak Ridge.
			W T Whitsett.....	Whitsett.
			J S Cox .....	Greensboro.
Halifax.....	Col Aaron Prescott.....	Halifax.....	J M Grizzard .....	Halifax.
			J E Rice .....	Littleton.
			C P Simmons .....	Dawson's Roads.
Harnett.....	Rev J A Campbell.....	Poe's.....	B F Shaw .....	Lillington.
			William Pearson.....	Poe's.
			Duncan Darroch.....	Paolia.
Haywood .....	A J Garner.....	Peru.....	R A L Hyatt .....	Waynesville.
			J R Boyd .....	Platt's.
			J N Mease.....	Canton.
Henderson .....	R H Staton .....	Hendersonville.....	John Staton .....	Saluda.
			John P Whitaker.....	Pink Bed.
			M S Justus .....	Edneyville.
Hertford .....	P E Shaw.....	Winton.....	Solomon Parker.....	Menola.
			John C Taylor.....	Como.
			Rev C S Brown .....	Winton.
Hyde.....	H L McGowan .....	Lake Comfort.....	Zach Benson .....	Lake Comfort.
			W B Swindell.....	Swan Quarter.
			T F Creele .....	Startesville.
Iredell .....	James A Butler.....	Statesville.....	J H Hill .....	Statesville.
			M W White .....	Mount Mourne.
			M K Steele .....	Turnersburg.
Jackson.....	J H Painter .....	Webster.....	H C Cannon .....	Webster.
			A J Long, Sr .....	Webster.
			Robert I. Madison.....	Painter.
Johnston .....	Prof Ira T Turlington.....	Smithfield .....	J A T Jones.....	Gulley Mills.
			P H C Dupree .....	Bentonsville.
			W F Gerald .....	Pine Level.

LIST OF SUPERVISORS, ETC.—Continued.

COUNTY.	SUPERVISOR.	POST-OFFICE.	COUNTY BOARD OF EDUCATION.	POST-OFFICE.
Jones	W H Hammond	Trenton	R B Dunn C D Foy Alex Barrow	Trenton. Maysville. Oliver.
Lenoir	E A Simkins	Kinston	James W Daly E G Tyndal E A Simkins	Kinston. Kinston. Kinston.
Lincoln	J E Hoover	Hull's Cross-Roads	A Nixon William H. Hoover J O King	Lincolnton. Crouse. Harvey.
Macon	J R Pendergrass	Franklin	M L Kelly J G Siler W J Evans	Franklin. Franklin. Flats.
Madison	W P Jervis	Mars Hill	W B Tweed Ira Plenimons C A Nichols	Marshall. Lee. Barnard.
Martin	R J Peel	Jamesville	James A Whitly William T Ruffin J P Butler	Everett's. Conoho. Jamesville.
McDowell	W F Wood	Marion	J S Bradley H A Tate J L Wilson	Old Fort. Greenlee. Nebo.
Mecklenburg	R B Hunter	Charlotte	W S Pharr J G Baird S S Herron	Charlotte. Charlotte. Dixie.
Mitchell	Augustus Masters	Glen Ayer	J S Buchanan S J Black Jason Masters, Jr.	Glen Ayer. Bakersville. Red Hill.

Montgomery	Geo L Reynolds	Queen	H L Steed. W T H Ewing T F Haywood.	Steed's. Sulpher Springs. Mount Gilead.
Moore	Eugene M Cole	Carthage	W M Kivett J R Comer T M Langly	Carthage. Spencer. Bensalem.
Nash	Maj L M Conyers	Nashville	M N Bissette W T Taylor George W Coley.	Glover. Castalia. Rocky Mount.
New Hanover	M C S Noble	Wilmington	F W Foster F J Dempsey Jordon Nixon	Wilmington. Wilmington. Wilmington.
Northampton	Paul J Long	Jackson	B F Martin W E Harris E B Lassiter	Conway. Seaboard. Potecasi.
Onslow	A W Cooper	Jacksonville	James B Grant S L Gerock William Murrell	Sneed's Ferry. Maysville. Catharine Lake.
Orange	John Thompson	Cedar Grove	James H Monk A R Holmes C H Burch	South Lowell. Rock Springs. Chapel Hill.
Pamlico	D P Harris	Vandemere	J F Paul J F Cowell T J Sower	Grantsboro. Bayboro. Merritt.
Pasquotank	Gaston Pool	Elizabeth City	John D Fulmer N A Jones John T Davis	Elizabeth City. Rosedale. Elisha.
Pender	T H W McIntire	Ivanhoe	John B Davis F P Flynn T H W McIntire	Rocky Point. Viola. Grit.
Perquimans	Francis Picard	Hertford	Elihu A White Joshua Skinner Hezekiah Overton	Belvidere. Winfree. Durant's Neck.

LIST OF SUPERVISORS, ETC.—Continued.

COUNTY.	SUPERVISOR.	POST-OFFICE.	COUNTY BOARD OF EDUCATION.	POST-OFFICE.
Person	G F Holloway	Roxboro.	W D Merritt J W Clayton John S Coleman	Roxboro. Woodsdale. Moriah.
Pitt	J R Single	Ayden.	Fernando Ward Jesse Cannon Albert Ward.	Greenville. Redalia. Bethel.
Polk	S H Hudgins	Saluda	B F Wil-on J M Putman John L. Jackson	Poplar Grove. Collinsville. Walker's.
Randolph	N C English	Trinity	B F Blair W H Watkins J T Thornburg.	Progress. Ramseur. Lassiter.
Richmond.	M N McIver	Rockingham.	Henry Fairly J D Yates D M Jackson	Laurinburg. Rockingham. Rockingham.
Robeson	W R Surles	Sterling	J P Price G B Patterson D M Hall	Sterlings'. Maxton. Rex.
Rockingham	E P Ellington	Wentworth	E N Anderson P H Simpson J Mat Jones	Leaksville. Simpson's Store. Reidsville.
Rowan	R G Kizer	Salisbury	Rev C H Rose P A Sloop John K Goodman	Zeb. Yost Rowan.
Rutherford	C C Gettys	Duncan.	N Scoggin W P Watson A F Morgan.	Rutherfordton. Sunshine. Otter Creek.

Sampson	Street Brewer	Owensville	A R Herring Willie J Faircloth R A Ingram S H Hearne J Hatchcock M F Whitley D V Carroll M V Mabe James H Heytton	Taylor's Bridge. Chance. Newton Grove. Albemarle. Norwood. Eferd's Mill. Mizpah. Jewel. Sandy Ridge.
Stanly	J A Spence	Albemarle	John H Lowe J H T Callaway William F Needham	Westfield. Elkin. Bliss.
Stokes	Prof M T Chilton	Danrion	R L Davis W H Owen John Burnette	Bryson City. Ocona Luffy. Almond.
Surry	Jno W Williams	Stony Knoll	Fitz Taylor J L Wicker Jesse R Owen	Brevard. Brevard. Penrose.
Swain	J U Gibbs	Whittier	J Warren Swain Allen Cahoon John H Thomas	Columbia. Gum Neck. Bay.
Transylvania	Judson Corn	Brevard	J Z Green J E Brown R N Nesbit	Marshville. Indian Trail. Zoar.
Tyrrell	James L Norman	Columbia	W H Jenkins B M Holden W M Henderson	Henderson. Kittrell. Henderson.
Union	Plummer Stewart	Marshville	J J Bagwell J H Fleming N F Roberts	Garner. Raleigh. Raleigh.
Vance	A M Matics	Henderson	John Graham W E Davis John P Williams	Ridgeway. Creek. Warrenton.
Wake	H W Norris	Ballentine's Mills		
Warren	James R Rodwell	Warrenton		

LIST OF SUPERVISORS, ETC.—Continued.

COUNTY.	SUPERVISOR.	POST-OFFICE.	COUNTY BOARD OF EDUCATION.	POST-OFFICE.
Washington. ....	W R Chessom .....	Mockey's Ferry.....	C B Latham .....	Monticello.
			P S Swain .....	Plymouth.
			H A Litchfield.....	Creswell.
Watauga .....	L H Michael .....	Rutherford .....	W H Farthing .....	Leander.
			L M Trinett .....	Boone.
			W H Norris .....	Boone.
Wayne .....	E T Atkins .....	Goldsboro .....	Col H C Davis.....	Goldsboro.
			W F English .....	Mount Olive.
			Barnes Aycock.....	Fremont.
Wilkes .....	James H Foote .....	Roaring River.....	B D Haynes .....	Ozark.
			W G Meadows.....	Moravan Falls.
			C H M Tulbert.....	Hunting Creek.
Wilson.....	James W Hayes.....	Elm City.....	George W Connor.....	Wilson.
			Nathan Bass.....	Black Creek.
			S H Vick .....	Wilson.
Yadkin .....	Rev J H Patterson.....	East Bend.....	A J Johnson, Jr.....	Marlea.
			A S Spea .....	Boonville.
			F B Benbow .....	East Bend.
Yancey .....	William McIntosh .....	Bee Log.....	John Hunter.....	Day Book.
			T W Rolland .....	Burnsville.
			James Smith.....	Micaville.