

who, in addition to their regular duties, have supplied instruction in the Normal Department of the schools of New Orleans, for which services the State makes no present provision. It would contribute to the simplicity and efficiency of our educational work if the distribution of the Peabody fund should be entrusted to the State Board, and it is hoped that ere long either they or the State Superintendent of Schools may be designated as the agency through which its benefits will be administered.

FREEDMEN'S BUREAU.

Valuable assistance has been rendered by the Bureau under the efficient management of Colonel E. W. Mason, who has labored tirelessly in the cause of education among the freedmen; encouraging the organization of schools, which have been sustained, in whole or in part, by the colored people themselves, and furnishing from the funds of the Bureau, the means for erecting school houses, when otherwise they could not have been built.

Up to the date of the last report, the Bureau had furnished one hundred and fifteen buildings for school purposes, and had expended during the year, for rents, repairs and construction of school buildings, \$14,610 84.

Since the first of May last, the commissioner has approved thirty-seven additional applications for building school houses in this State. There has been expended in the erection and repairs of buildings for school purposes, \$26,873 83, while applications have been approved for a further expenditure of \$19,850, as soon as the land is properly decided and contracts for the buildings made.

Colonel Mason, with great justice, remarks: "No Southern State reveals a greater necessity than Louisiana for educational advantages; and no one is at present so barren of them. Owing to the unfortunate condition of things in the past, outside of New Orleans, there are comparatively no school-houses, nor public schools, even for the whites."

It is something, however, to be informed that, under the "bureau, there were last year, in this State, two hundred and sixteen schools, employing two hundred and fifty-nine teachers, and having an attendance of twelve thousand three hundred and nine pupils."

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bureau to the educational department of the general government. The objects expected to be accomplished by such a consolidation, are thus stated by General Howard: "This will enable the Commissioner to gather statistics from those States where adequate educational systems now operate; and, further, to establish schools by co-operation with benevolent State and local agencies, where no such systems exist. The power of incorporating into the work of the new department or bureau the State superintendents of schools, with or without additional compensation, will produce organic unity, and gradually accomplish what is so much to be desired, the correction of adverse sentiment, the practical demonstration of the value of schools, and the gradual assumption of the school work by the States themselves. All this can be effected by an act of Congress, carefully drawn and put in the hands of proper men for its execution."

LOUISIANA STATE SEMINARY.

The great calamity which befell the State Seminary in the destruction of its building by fire, on the morning of the fifth of October, is fresh in the memory of all. It occurred at a time of the greatest prosperity, when the institution had on its rolls the names of one hundred and forty-three cadets, eight instructors and six assistant instructors, and when, with new students constantly coming in, the promise of the future was brightest. In a single day all this was reversed; the seminary was rendered homeless and its pupils in danger of being scattered.

The prompt action of the Governor of the State, nobly seconded by the energy and spirit of the officers of the institution, averted for the time the danger, and the seminary has been preserved, with its organization unimpaired, and with but a transient suspension of study. The north wing of the building, belonging to the Deaf, Dumb and Blind Asylum at Baton Rouge, was, with the cheerful assent of the trustees, assigned to the seminary, and it has there found a temporary home.

The report of the Superintendent, which will be found appended to my own, will furnish detailed information in regard to the present condition and needs of the institution; the embarrassments arising from deficiency of room, involving much discomfort, and necessita-

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APPENDIX A.

OFFICE SUPERINTENDENT PUBLIC SCHOOLS,
New Orleans, January 5, 1870.

Hon. Thomas W. Conway, State Superintendent Public Education:

SIR—The following is respectfully submitted, in reply to your communication of the thirty-first ultimo, requesting a report upon the condition of the city schools, and upon other matters pertinent to the interests of education in this city.

The salient features in the organization of our system have, doubtless, become familiar to you through previous reports and your personal inspection. The accompanying table will furnish the necessary statistics for the year 1869, and will serve as a basis for comparison with the returns for 1867 and 1868, copies of which are to be found in your last annual report.

Three new schools have been organized, and four have been transferred to the charge of the City Board, since the date of my last report. Of these, three are exclusively for white children, with ten teachers and an attendance of about six hundred children; while four are exclusively for the other class of pupils, with eight teachers and an average attendance of three hundred pupils.

In the three city High Schools there are now five hundred and forty pupils in attendance. The course of instruction is extended through four years in the New Orleans Central High School, which is exclusively for males, and through three years in the two High Schools for young ladies. At the close of the last annual term, December 23, ultimo, diplomas were conferred upon seventy graduates, who had honorably completed the full course of study. About twenty-five per centum of the admissions to these schools remain to the end of the course, a fact entitled to consideration in estimating their usefulness, and not to be overlooked in forming a correct opinion of their success under present administration. This per centum could be greatly increased by the establishment of two or more preparatory schools of intermediate grade between the present

district and high schools, since the majority of those who do not remain to finish the full course in the high schools are withdrawn during the first year, their circumstances requiring attendance at home, or active employment in some field of labor. The grade of scholarship might also be advanced by the same measure, but it has been a matter of serious consideration whether it would be wise to advance the curriculum of high school instruction beyond the aims of a public school system. Higher universities and female colleges grow out of the wants of the prosperous, and are sustained more successfully by the munificence of the rich than by the general taxation of the masses of society. Our high schools do not aim to compete with such institutions. They have a broader and more practical mission to fulfill. They are designed for home use; to mingle their influence with all classes, and in all vocations of society. They constitute an essential link in our system of public education. Every child who enters our primary departments looks forward to the high school as the termination of his or her school career. The unfolding circumstances of succeeding years may determine the question of continued or interrupted study, and to many the goal is never attained. Yet the high schools are kept full to overflowing, offering the fullest opportunities and the most liberal privileges to all—their influence to be measured so far as they inculcate sound morality, good judgment and correct habits of thought upon the hearts and minds of those who are prepared therein for lives of honorable activity. Growing up from the centre and heart of a wide-spread system, these high schools take our children, without respect to social rank, and train them, upon a higher plain, to a wider range of thought and more noble views of life, until, the work accomplished, these children, grown to be young men and women, fall back again upon society, each to exert an influence in the general elevation of thought and culture.

The new schools for white children have benefited the system by reducing the average number of pupils to the teacher in departments previously crowded with excessive numbers. Our public schools for years have labored under the defect common to most large cities—most evident in those localities and sections where the population is most dense. In the schools established for such sections, the number of children in the lower grades is frequently too great for that

direct, careful instruction, and immediate, personal supervision which are important in all stages of education, but are especially required for extreme youth—when the foundations are being laid for future labor. Object teaching and general class exercises may give facilities and economise labor in the daily routine, but they fail to meet the full requirements of the teacher in the effort to develop the mind and affections of the child. The want has long been felt, of primary, separate schools, where the pupils could be assembled in rooms, suitably furnished with charts and other aids, where the course of instruction could be adapted to their years, and where, with with play grounds exclusively devoted to their use, they would be freed from many difficulties now encountered. We have two or three primary schools, but these are insufficient. The financial embarrassments of the city have served to prevent such measures as would lead to this desirable improvement.

Our school houses remain as when first constructed, years ago, with no accommodations for the accession of pupils, and containing few of those improvements which are now regarded as essential to a well arranged school house. The interests of the city schools require four additional buildings, with complete accommodations for thirty-five hundred children. The want of such buildings is provisionally met by hiring a number of small houses, the rent of which, in the aggregate, amounts to about thirty thousand dollars per annum, a sum sufficient in five years to build and furnish the new school houses now required. Ten years have elapsed since the first and only installment of the McDonough school fund, ever applied directly to the benefit of the schools, enabled the four school boards then in authority to erect four new buildings, one in each municipal district. These are among the best of our school houses, and since their construction no new buildings, with the exception of one or two small primary branches, have been erected to meet the growing wants of the city. That we have good schools is a fact due rather to the efficiency of the teachers employed, and the characteristics of the pupils under their instruction, than to liberal expenditures in the erection and adornment of the buildings for their use.

Sixteen of the city schools are appropriated exclusively for the instruction of colored children. Fifty-nine teachers are employed therein, with an average daily attendance of three thousand and fifty

pupils. The expenditures for the year on account of these schools amount to \$62,000, classified as follows:

Salaries of teachers.....	\$46,620
Amount paid for rents.....	10,776
Wages of portresses.....	3,600
Coal, books and supplies.....	1,004
Total.....	<u>\$62,000</u>

It should be mentioned, in justice to the present board, that this amount, expended for colored children, has been drawn from the appropriation made for white children, and that no pecuniary assistance has been received from any quarter to meet this heavy additional expenditure. The appropriation for 1867 was \$360,000, and was regarded as sufficient only for the white children for whose exclusive benefit it was made. When, for the following year, it became necessary to make provision for the newly admitted class, an additional appropriation of \$70,000 was made. The number of pupils in the white schools is greater for 1869 than for 1867, yet the appropriation for 1869 was \$350,000, or \$80,000 reduction upon the allowance for 1867. If our school houses are needing repairs, the pupils inadequately supplied with fuel, text books, maps, charts, and the like—it will be remembered that money which might have been saved for these purposes, has been expended in efforts to promote the education and improve the condition of this new class of pupils—who have been admitted to the schools without adequate provision for their benefit.

Four new schools of this class were transferred to the city board, in October last. They are of primary grade and contain about three hundred pupils. The eight teachers employed in them have been continued. It was proposed by the City Board, and accepted by the Association represented by Rev. Mr. Healy, that the buildings should be furnished free of rent, that no teacher should be removed except for cause, and that teachers and pupils should be subjected exclusively to the rules and regulations of the City Board. In consideration of the above, it was further agreed that the trustees of the "Straight University" should admit, free of cost of tuition, all pupils in the grammar departments of the city colored schools, who might be found to be qualified for admission to that institution—by its directors or trustees. A number of pupils have gone from the city schools to the Normal department of the university.

With the increased facilities thus afforded by the admission of new schools—and with the improved grading and classification of the schools previously organized, there has yet been but a slight increase in the attendance for 1869, as compared with the returns for the previous years. Several hundred children could be admitted with the accommodations now afforded in some of the large buildings which have been rented as school houses. Only in one or two instances are the schools crowded. An earnest co-operation on the part of all those who labor for a common cause, would soon secure a more favorable rate of attendance.

Finances.—As previously stated, the appropriation for 1869 for the support of all the schools, was \$350,000. The several monthly pay rolls show the following classification of disbursements:

Salaries of officers.....	\$ 12,280 15
“ Teachers.....	261,997 45
Custodians of buildings.....	17,971 50
Rents of school houses.....	29,771 45
School house repairs.....	16,890 10
School furniture.....	3,990 65
Books and stationery.....	4,356 00
Printing and advertising.....	935 85
Coal.....	1,199 20
Supplies for depository.....	607 65
Total.....	<u>\$350,000 00</u>

From this appropriation the Board has been required to make all repairs upon the school houses, and to furnish all supplies of fuel, furniture, etc. These expenses have been met on a margin of two thousand dollars per month, the regular monthly roll of salaries and rent falling short of the appropriation by that amount only. These disbursements are represented by pay rolls, duly approved, and forwarded to the city treasurer for final settlement. Unfortunately these rolls have not been paid, with the exception of the one for October, since June last. Payments for the five months of July, August, September, November and December are now due to the teachers and other employes of the Board. Parties furnishing supplies with the expectation of prompt payment have been compelled to wait; their claims not yet satisfied. It is scarcely necessary to say that much actual suffering has been experienced in consequence of this state of things. The great majority of the teachers have

schools. In the present instance, assurances were given by the officers of the city, that it would be applied to the payment of the rolls of the public schools.

CITY NORMAL SCHOOL.

The seventh annual session of this school closed May 22 with appropriate public exercises, in which diplomas were awarded to thirty-seven members of the senior class who had honorably completed the full course of study. The eighth annual session was organized in October last. There are now one hundred and sixteen scholars in actual attendance, nearly all of whom are post graduates of our high schools or other institutions of corresponding grade. They are required to express a *bona fide* intention of becoming teachers.

The course of instruction is directed by nine teachers, four of whom are ladies and five gentlemen. They rank among the best of our teachers, and hold prominent positions in the city schools. Their services were offered without the prospect of suitable compensation. Some assistance extended to the school by the Peabody fund, though the interest and exertions of Robert M. Lusher, Esq., agent for Louisiana, has enabled the directors to distribute to the teachers about two hundred dollars a month, during the session, in partial acknowledgment of the value of their labors.

The course of instruction comprises a normal review of the branches taught in grammar grades, with weekly lectures upon methods of instruction, theory and practice of teaching. A model class, drawn from some primary department, is used to illustrate method and practice.

This school is an important one, and accomplishes much good, though its usefulness is restricted by the want of adequate support. Its sessions are held in the afternoon of each school day and on Saturday morning, since the teachers are employed in other positions during the morning hours. The use of a suitable building can only be obtained at the hours when not required by the Central High School. If a house for the exclusive use of the Normal School could be at its command during the hours of morning, more decided results could be secured with the school of practice. The following shows the working of the classes in the weekly routine:

Monday, from four to six P. M., arithmetic and algebra, two classes.

Tuesday, four to six, English grammar with logical analysis, and rhetoric, two classes.

Wednesday, four to six P. M., elocution.

Thursday, four to six P. M., modern history, descriptive and physical geography.

Friday, algebra and geometry.

Saturday, nine to forty-five minutes after ten, penmanship and vocal music; forty-five minutes after ten to forty-five minutes after four, elocution; forty-five minutes after eleven to one, lectures, method, school of practice.

There are also classes in ancient and modern languages, connected with the school and under competent teachers, but not regarded as forming an essential part of the normal school instruction.

By a rule of the Board, preference is given to graduates of the normal school in the selection of teachers. The school is an interesting one, and commendable zeal is manifested by its members. The classes are full, with good attendance. Its graduates are already filling important positions in the city and in the country, and the influence of the school is gradually spreading upon a healthful basis.

The communication which I have had the honor to receive from you contains the following passages:

"The enumeration of educable youths in this city, as given by assessors, shows upwards of ninety thousand. Your last printed report shows an attendance of pupils, white and colored inclusively, of between twenty and twenty-two thousand.

"I should be pleased to know your views as to the educational interests of the seventy thousand educable youths of the city who do not attend the public schools. What proportion of this seventy thousand are attending private or church schools? What can be done toward the education of those who attend no school?"

As you justly remark, "I have not the necessary data from which to draw a positive reply," and I can only regret that the pressure of official work will prevent my doing justice to a subject so important. The enumeration of 90,000 youths between six and twenty-one seems to me to be excessive, and to represent a much larger population than is now, or has ever been, in this city. If it be true that our public schools, which are sustained by the whole people and administered for the common good, afford advantages of education to less

than one fourth of the educable population, then the system must be defective indeed. It is respectfully suggested, however, that it would not be just to measure the work of the city schools by the above figures. I can see no practical value to education from the enumeration between eighteen and twenty-one. Persons of this class are not educable youths. Except in a few isolated cases, public education has effected its work in the school room before that period has been reached. Nearly all the graduates of our city high schools who have completed the full course of study are under eighteen. Of the twenty thousand in our public schools there is scarcely one between eighteen and twenty-one years of age, and that not because of any exclusion by restriction of age. Youths in that period, if engaged in a protracted course of study looking to a professional life, have passed from the elementary drill of public schools, and do not form an element in the discussion of primary education. If they are included, the margin between what is actually accomplished and what the enumeration would seem to call for, is so great as to discourage, if not to disparage the labors of the educator.

Regarding six and eighteen as the practicable limits of educable ages, and the question may be fairly asked, to what extent our public schools are successful in the work of popular education.

Twenty-five thousand children have been enrolled during the past year upon the various school registers. Assuming the number in the various church schools to be as high as 15,000; in private, non-sectarian schools, 5,000; in non-attendance upon any school, 20,000; and we have a total of 65,000. This number, I am inclined to think, is a favorable estimate of the educable youths, between six and eighteen years, in a population of 250,000.

Of the 20,000 in non-attendance, about one-half are engaged in manual labor, or in commercial houses, and are prevented by circumstances from school privileges. They could not attend if they wished. The field of operations is therefore reduced to ten thousand children, who, through the weakness or ignorance of their parents, are growing to maturity without any mental culture. A class of these could never be reached by the usual and ordinary measures. They have outgrown parental restraints; find nothing which is elevating in home influences, and are suffered to wander through the streets, and infest our levees and public squares, precocious in all vices. If any efforts are made to reclaim them to a better life, such

efforts are rather of a private than a public character, and the results are so limited and ineffectual as to attract but little attention. They offer a fair field for the labors of the philanthropist, but require other treatment than that which can be furnished by a well regulated school room. Still, I am inclined to think that, if a proper effort were made, many of these wanderers could be brought under some restraint to promote their mental and moral culture.

There is a second class of non-attendants, who cannot give the exact amount of time and attention required for the general interests of a school. They would gladly embrace privileges adjusted to their limited opportunities. Much good could be accomplished for this class by the organization of several well appointed night schools, or evening classes. Such schools existed in the city before the late war, and were successfully managed. The demand for them still exists. All that is required to insure their success is ability to meet the expense of their establishment.

One or more industrial schools, if properly conducted, would prove of great benefit to society. Youths, anxious for employment, could find in them that preparation for the intelligent labor which is now so much needed. I regard the establishment of such industrial schools in a city with the geographical and commercial requirements of New Orleans, as eminently practicable.

When returned prosperity shall have smiled upon a city which has not yet emerged from the prostrating effects of war, it may become possible to put in concentrated effort every available means to promote popular education, until every educable child shall be brought under its benign influences. At present, with the restricted means at command, the city schools, in my opinion, are doing all that can reasonably be required of them.

I have the honor to remain, your obedient servant,

WILLIAM O. ROGERS,
Superintendent Public Schools, New Orleans.