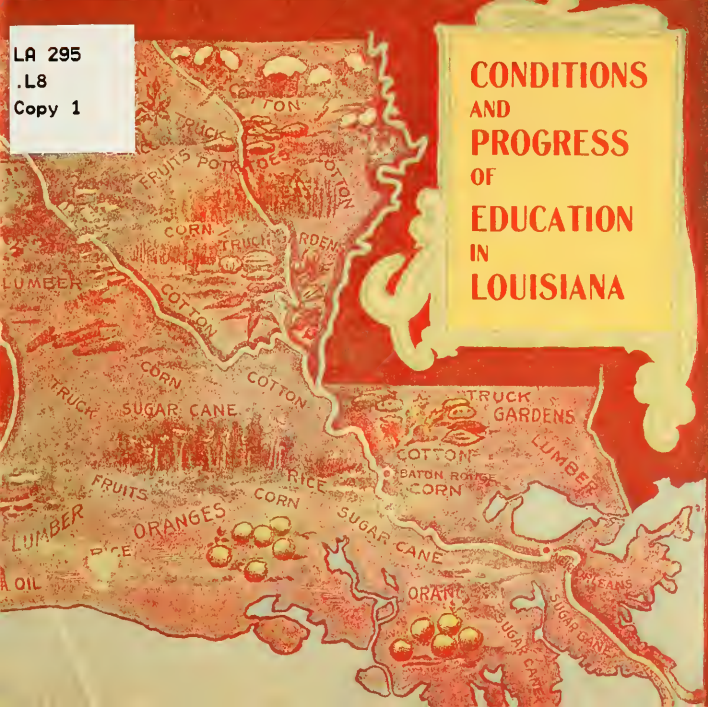


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# CONDITIONS AND PROGRESS OF EDUCATION IN LOUISIANA

# Louisiana's Invitation





# LOUISIANA STATE COMMISSION

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## LOUISIANA PURCHASE EXPOSITION

ST. LOUIS, MO.

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*Governor WILLIAM WRIGHT HEARD, President.*  
*Major JORDAN GRAY LEE, Baton Rouge, La.*  
*Col. CHARLES SCHULER, - - - Keachte, La.*  
*Gen. J. B. LEVERT, - - - New Orleans, La.*  
*Hon. HENRY L. GUEYDAN, Gueydan, La.*

Dr. WILLIAM CARTER STUBBS,  
*State Commissioner.*

ROBERT GLENK,  
*Assistant to State Commissioner.*

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Don't fail to see the Louisiana State Building, a replica of the Cabildo, in which the transfer of Louisiana took place in 1803.

See also Louisiana's exhibit in the following buildings: Agriculture, Horticulture, Education, Forestry, Fish and Game, Mines and Minerals, Liberal Arts, Transportation and Anthropology.

# THE STATE OF LOUISIANA IS MAKING THE FOLLOWING DISPLAY AT THE WORLD'S FAIR, ST. LOUIS :

1st. Louisiana State Building—An exact reproduction of the "Cabildo" of New Orleans in which the actual transfer of Louisiana from France to the United States on December 20th, 1803, took place. It is furnished throughout with furniture of the Empire and Colonial styles.

2nd. A grand display of agriculture in the Agricultural Palace, showing the products of the field and the machinery by which they are wrought into merchantable forms. A complete sugar house, a rice mill, an irrigation plant, cotton gins and presses, cotton seed oil mill, etc., are shown in perfect forms on a reduced scale. Forage and garden crops; tobacco (yellow leaf, cigar leaf and cigars, and the famous Perique in all of its forms); fibre plants and products; grains, grasses, clovers, alfalfa, etc., are shown in profusion.

3rd. A fine display of fruits and plants in the Horticultural Building—

on the floor of the main building and in the conservatory. In this display will be found the best collection of the finest pecans grown.

4th. In the Forestry Building will be found all the trees of her forest, and the products manufactured from them.

5th. In the Forestry Building, but on a different space, will also be found all of the birds, fishes and wild animals of the State.

6th. In the Education Building will be found the school exhibits of the State, from the kindergarten to the universities.

7th. In the Mines and Minerals Building, the "Devil in sulphur," a "Pyramid in sulphur," Lot's Wife in salt, crude and refined petroleums, marbles, coal, etc., fresh from the mines of Louisiana, are exhibited.

8th. In the Liberal Arts Building will be found topographic maps of the levees of the State (35 ft. by 4 ft.), New Or-

leans of 1803 (2 ft. by 2 ft.), and New Orleans of 1903 (15 ft. by 15 ft.). Two hundred maps of the Gulf Coast from 1500 to the present time, some rare old books, and a working model of the great United States Dock in New Orleans.

9th. In the Transportation Building are illustrations of transportation on the Mississippi River, past and present, beginning with the Indian canoe and ending with the monster ocean liner of today.

10th. In the Anthropological Building is a fine collection of Indian relics, including a number of baskets of rare and beautiful types.

Descriptive pamphlets of each exhibit may be had on application. For fuller information of the State, apply at the Louisiana State Building for "Handbook of Louisiana." Louisiana has a fully equipped Department of Agriculture and Immigration, which will cheerfully supply any information desired.

Apply to MAJOR I. G. LEE, Commissioner of Agriculture and Immigration, Baton Rouge, La.

and your wants will be filled.

JAN 10 1905  
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## Education in Louisiana.

THIS pamphlet has been prepared by Prof. BROWN AYRES, of Tulane University, and gives a concise statement of the conditions and progress of education in Louisiana.

## Extract from State Constitution of 1898, Regarding Public Education.

### PUBLIC EDUCATION.

"Art. 248. There shall be free public schools for the white and colored races, separately established by the General Assembly, throughout the State, for the education of all the children of the State between the ages of six and eighteen years; provided, that where kindergarten schools exist, children between the ages of four and six may be admitted into said schools. All funds raised by the State for the support of public schools, except the poll-tax, shall be distributed to each parish in proportion to the number of children therein between the ages of six and eighteen years. The General Assembly at its next session shall provide for the enumeration of educable children."

"Art. 249. There shall be elected by the qualified electors of the State a Superintendent of Public Education, who shall hold this office for the term of four years and until his successor is qualified. His duties shall be prescribed by law, and he shall receive an annual salary of two thousand dollars. The aggregate annual expenses of his office, including his salary, shall not exceed the sum of four thousand dollars."

"Art. 250. The General Assembly shall provide for the creation of a State Board and Parish Boards of Public Education. The Parish Boards shall elect a Parish Superintendent of Public Education for their respective parishes, whose qualifications shall be fixed by the Legislature, and who shall be ex-officio secretary of the Parish Board. The salary of the Parish Superintendent shall be provided for by the General Assembly, to be paid out of the public school fund accruing to the respective parishes."

"Art. 251. The general exercises in the public schools shall be conducted in the English language; provided, that the French language may be taught in those parishes or localities where the French language predominates, if no additional expense is incurred thereby."

"Art. 252. The funds derived from the collection of the poll tax shall be applied exclusively to the maintenance of the public schools as organized under this Constitution, and shall be applied exclusively to the support of the public schools in the parish in which the same shall be collected, and shall be accounted for and paid by the collecting officer directly to the treasurer of the local school board."

"Art. 253. No funds raised for the support of the public schools of the State shall be appropriated to or used for the support of any private or sectarian schools."

"Art. 254. The school funds of the State shall consist of: First, not less than one and one-quarter mills of the six mills tax levied and collected by the State; second, the proceeds of taxation for school purposes as provided by this Constitution; third, the interest on the proceeds of all public land heretofore granted or to be granted by the United States for the support of the public schools, and the revenue derived from such lands as may still remain unsold; fourth, of lands and other property heretofore or hereafter bequeathed, granted or donated to the State for school purposes; fifth, all funds and property, other than unimproved lands, bequeathed or granted to the State, not designated for any other purpose; sixth, the proceeds of vacant estates falling under the law to the State of Louisiana; seventh, the Legislature may appropriate to the same fund the proceeds of public

lands not designated or set apart for any other purpose, and shall provide that every parish may levy a tax for the public schools therein, which shall not exceed the entire State tax; provided, that with such a tax the whole amount of parish taxes shall not exceed the limits of parish taxation fixed by this Constitution. The City of New Orleans shall make such appropriation for the support, maintenance and repair of the public schools of said city as it may deem proper, but not less than eight-tenths of one mill for any one year; and said schools shall also continue to receive from the Board of Liquidation of the City Debt the amounts to which they are now entitled under the Constitutional Amendment adopted in the year 1892."

"Art. 255. The Louisiana State University and Agricultural and Mechanical College, founded upon the land grants of the United States to endow a seminary of learning and a college for the benefit of agriculture and the mechanic arts, now established and located in the City of Baton Rouge, is hereby recognized; and all revenues derived and to be derived from the Seminary fund, the Agricultural and Mechanical College fund, and other funds or lands donated or to be donated by the United States to the State of Louisiana for the use of a seminary of learning or of a college for the benefit of agriculture or the mechanic arts, shall be appropriated exclusively to the maintenance and support of said Louisiana State University and Agricultural and Mechanical College; and the General Assembly shall make such additional appropriations as may be necessary for its maintenance, support and improvement, and for the establishment, in connection with said institution, of such additional scientific or literary departments as the public necessities and the well-being of the people of Louisiana may require; provided, that the appropriation shall not

exceed fifteen thousand dollars per annum for its maintenance and support."

"The Tulane University of Louisiana, located in New Orleans, is hereby recognized as created and to be developed in accordance with the provisions of the legislative act, No. 43, approved July 5, 1884, and by approval of the electors, made part of the Constitution of the State."

"Art. 256. The Louisiana State Normal School, established and located at Natchitoches; the Industrial Institute and College of Louisiana, whose name is hereby changed to the Louisiana Industrial Institute, established and located at Ruston, and the Southern University, now established in the City of New Orleans, for the education of persons of color, are hereby recognized, and the General Assembly is directed to make such appropriations from time to time as may be necessary for the maintenance, support and improvement of these institutions; provided, that the appropriation for the maintenance and support of the Louisiana Industrial Institute shall not exceed fifteen thousand dollars per annum, and that for the Southern University shall not exceed ten thousand."

"Art. 257. The debt due by the State to the free school fund is hereby declared to be the sum of one million one hundred and thirty thousand eight hundred and sixty-seven dollars and fifty-one cents in principal, and shall be kept on the books of the Auditor and Treasurer to the credit of the several townships entitled to the same; the said principal being the proceeds of the sales of lands heretofore granted by the United States for the use and support of free public schools, which amount shall be held by the State as a loan, and shall be and remain a perpetual fund, on which the State shall pay an annual interest of four per cent, and that said interest shall

be paid to the several townships in the State entitled to the same, in accordance with the Act of Congress, No. 68, approved February 15th, 1843."

"Art. 258. The debt due by the State to the seminary fund is hereby declared to be one hundred and thirty-six thousand dollars, being the proceeds of the sale of lands heretofore granted by the United States to this State for the use of a seminary of learning, and said amount shall be kept to the credit of said fund on the books of the Auditor and Treasurer of the State as a perpetual loan, and the State shall pay an annual interest of four per cent. on said amount."

"Art. 259. The debt due by the State to the Agricultural and Mechanical College fund is hereby declared to be the sum of one hundred and eighty-two thousand three hundred and thirteen dollars and three cents, being the proceeds of the sale of lands and land scrip heretofore granted by the United States to this State for the use of a college for the benefit of agricultural and mechanical arts; and said amount shall be kept to the credit of said fund on the books of the Auditor and Treasurer of the State as a perpetual loan, and the State shall pay an annual interest of five per cent. on said amount."

"Art. 260. The interest due on the free school fund, the seminary fund and the Agricultural and Mechanical College fund, shall be paid out of a tax that may be levied and collected for the payment of the interest on the State debt."

"Art. 261. All pupils in the primary grades in the

public schools throughout the Parish of Orleans, unable to provide themselves with the requisite books, an affidavit to that effect having been made by one of the parents of such pupils, or if such parents be dead, then by the tutor or other person in charge of such pupils, shall be furnished with the necessary books, free of expense, to be paid for out of the school fund of said parish; and the School Board of the Parish of Orleans is hereby directed to appropriate annually not less than two thousand dollars for the purpose named, provided such amount be needed."

Since the adoption of the above Constitution of 1898, the General Assembly of Louisiana, by Act 162 of the session of 1898, has established the "Southwestern Louisiana Industrial Institute," located at Lafayette. The first session opened September 18, 1901.

"Under the impulse given by the new Constitution of Louisiana, the school system of the State has made astonishing progress within a few years. Excellent school houses have been built, and many more are now building; special school taxes (prohibited by the former Constitution) have been voted by towns, wards, districts and entire parishes; skilled supervision has been made possible by the removal of the restriction upon salary of Parish Superintendents; modern text-books have been placed in all the schools by the State Board of Education; and the General Assembly (July, 1902) has made the largest appropriation for the public school fund ever made by any Southern State—\$450,000 a year."



## Extract from Message to Legislature, 1904, by the Retiring Governor, Wm. W. Heard.

### PUBLIC EDUCATION.

"There can be no doubt that the department of the State government nearest the popular heart is that of Public Education."

"There has been a general awakening in Louisiana upon this subject. It finds expression in the zeal and energy displayed by local, district and State organizations toward the betterment of the school system and in the efforts and desire of those charged with the administration of public affairs to augment and increase, as much as possible, the funds for school purposes."

"Going back two decades, we find that in 1883 the total State enrollment in the public schools was only 59,491. In 1902 this number had increased to 192,426, and last year was still further increased by 16,511, making a total for 1903 of 208,937, and for the current year a similar gratifying improvement will probably be shown. The increase in the number of school houses, in the number of teachers and in the funds for school purposes have increased in like proportion."

"Including balances the amounts from police juries, corporation taxes and all other sources of revenue, the increase to the funds for the support of the common

schools as applied in 1903, over those of 1902, was \$191,962."

"I am gratified also to be able to say that both the professional standing and compensation paid teachers have been raised. The second and third grade certificates, except in the colored schools, have become almost, or quite worthless, as testimonials upon which to secure employment in the branch of the service. This result has been largely brought about by the efficient work of the preparatory schools for teachers, and the number and quality of male and female teachers sent out by these schools."

"The average salary of the white male teachers is \$42.50, female \$33.25, both of which are improvements upon former allowances and yet they are not adequate compensation for those who require so high a degree of proficiency, and to whom we entrust, not only the education of our youth, but the formation of their characters."

The newly elected Governor, Judge Newton C. Blanchard, has in his inaugural message, indicated that the educational interests of the State will be his first care; and has proposed the issuance of one million dollars of bonds for the building of school houses throughout the State. The Legislature meeting this year (1904) will probably adopt his suggestion.

## Extracts from State School Law.

(ADOPTED BY REGULAR SESSION OF THE GENERAL ASSEMBLY, 1902.)

"Section 1. Be it enacted by the General Assembly of the State of Louisiana, That the Governor, Superintendent of Public Education, and the Attorney General, together with seven citizens appointed by the Governor, one from each Congressional District of the State, shall be a body politic and corporate by the name and style of the Board of Education for the State of Louisiana, with authority to sue and defend suits in all matters relating to the public schools."

"Sec. 2. Be it further enacted, etc., That the Governor shall be ex-officio the President, and the State Superintendent, Secretary."

"Sec. 3. Be it further enacted, etc., That the State Board of Education shall appoint for each parish in the State, except the Parish of Orleans, a Board of School Directors consisting of not less than one member for each ward in the parish, provided that no parish shall have less than five directors. They shall be citizens of the parish possessed of the requisite scholastic and moral qualifications for their important office. The Governor shall issue a commission to each of said directors. The State Board of Education shall prepare rules, by-laws and regulations for the government of the public schools of the State, which shall be enforced by the parish Superintendents and the several school boards, and shall give such directions as it may see proper as to the branches of study which shall be taught. The State Board shall strictly enforce a uniformity of text books in all the public schools, and shall adopt a list thereof, which shall remain unchanged for four years after such adoption. For satisfactory reasons shown to said Board,

it may change said list or adopt a list generally preferred by teachers and parents in certain localities, maintaining as far as possible a uniformity of text books, and without placing parents and guardians to further expense. The adoption of such list and apparatus shall be by contract to the lowest bidder subject to the change aforesaid, and to the best advantage as to cost to pupils."

"Sec. 5. Be it further enacted, etc., That the term of office of the members of the parish school boards and of the parish superintendents shall be for four years from the time of their appointment."

"Sec. 7. Be it further enacted, etc., That the several school boards are constituted bodies corporate, with power to sue and be sued under the name and style of the 'Parish Board of Directors of the parish of \_\_\_\_\_,' as the case may be. Citations shall be served on the President of the Board."

"Sec. 8. Be it further enacted, etc., That the parish boards of directors shall elect from among their number a President. They shall elect or appoint for a term of four years a parish Superintendent, who shall be ex-officio Secretary of the board. He shall be a person of high moral character, recognized executive ability, and possessed of the educational qualifications required for examining applicants for certificates of qualifications to teach in all grades of the public schools, and to examine pupils in all the different grades, so as to make a reliable report thereof to his parish board, and the State Superintendent, or the State Board of Education, according to law. The parish board of directors shall report to the State Board of Education all deficiencies in the schools,

or neglect of duty on the part of teachers, Superintendent or other officer."

"Sec. 11. Be it further enacted, etc., That the parish school board shall have authority to establish graded schools, and to adopt such a system in that connection as may be necessary to assure their success; central or high schools may be established when necessary. The ordinances establishing such schools adopted by the parish school boards shall be submitted to the State Board of Education, and no high school shall be opened without its sanction; and no such school shall be established unless the amount be donated for the site, and suitable buildings are provided for without any expense out of the school fund; provided, that the board of directors of the parish of Orleans shall not require the sanction of the State Board for the purposes aforesaid."

"Sec. 13. Be it further enacted, etc., That no school of less than ten pupils shall be opened or maintained in any locality."

"Sec. 14. Be it further enacted, etc., That the parish boards of directors of the several parishes of this State are prohibited from entering into any contract, agreement, understanding, or combination, tacitly or expressly, directly or indirectly, with any church, monastic or other religious order or association of any religious sect or denomination whatsoever, or with the representatives thereof, for the purpose of running any public school or schools of this State, together or in connection or in combination with any private or parochial school, or other institution of learning which may be under the control, authority, supervision, administration or management of any church, monastic or other religious order or association of any religious sect or denomination whatsoever."

"Sec. 15. Be it further enacted, etc., That it shall be

the duty of the parish board with the parish superintendent to divide the parish into school districts of such proper and convenient area and shape as will best accommodate the children of the parish."

"Sec. 18. Be it further enacted, etc., That whenever one-third of the property taxpayers of any one parish, municipality, ward, or school district in this State shall petition the police jury of such parish, or the municipal authorities of such municipality, to levy a special tax for the support of public schools and for the purpose of erecting and constructing public school houses, the title to which shall be in the public, the said police jury, or municipal authorities shall order a special election for that purpose and shall submit to the property taxpayers of each parish, municipality, ward or school district, the rate of taxation, the number of years it is to be levied and the purposes for which it is intended; provided, that such election be held under the general election laws of the State, and at the polling places at which the last preceding general election was held, and not sooner than thirty days after the official publication of the petition and ordinance ordering the election."

"Sec. 19. Be it further enacted, etc., That the petition mentioned in Section 18 of this act shall be in writing, and shall designate the object and amount of tax to be levied each year, and the number of years during which it shall be levied."

"Sec. 20. Be it further enacted, etc., That if a majority in number and value of the property taxpayers of such parish, municipality, ward or school district voting at such election, shall vote in favor of such levy of said special tax, then the police jury, on behalf of such parish, ward or school district, or the municipal authorities, the authorities for and on behalf of such municipality, shall immediately pass an ordinance levying such tax,

and for such time as may have been specified in the petition, and shall designate the year in which such taxes shall be levied and collected."

"Sec. 21. Be it further enacted, etc., That all taxpayers voting at said election shall be registered voters, except women taxpayers, who shall vote without registration. All taxpayers entitled to vote shall do so in person, except women, who shall vote either in person or by their agents, authorized in writing."

"Sec 22. Be it further enacted, etc., That the police jury of any parish, ward or school district, or the municipal authorities of any municipality, shall, when the vote is in favor of the levy of such taxes, levy and collect annually, in addition to other taxes, a tax upon all taxable property within such parish, municipality, ward or school district, sufficient to pay the amount specified to be paid in such petition, and such police jury and authorities shall have the same right to enforce and collect any special tax that may be authorized by such election, as is or may be conferred by law upon them for the collection of other taxes, which taxes so collected shall be used for the purpose named in said petition, and in the case of a tax being named for the support of a public school, or for the purpose of erecting a public school house, the same shall from time to time, as the same is collected, be paid to the board of school directors of the parish in which said tax is levied, and be used for the purpose stated in the petition."

"Sec. 23. Be it further enacted, etc., That the branches of orthography, reading, writing, drawing, arithmetic, geography, grammar, United States history, the laws of health, including the evil effects of alcohol and narcotics, shall be taught in every district. In addition to these, such other branches shall be taught as the State Board of Education and the parish school boards may require;

provided, that these elementary branches may also be taught in the French language in those localities where the French language is spoken; but no additional expense shall be incurred for this cause. No public school in the State shall be opened later than 9 a. m. or closed earlier than 3 p. m.; this shall not be construed so as to prevent half-day sessions where the school accommodations are insufficient for all the pupils of the district in a whole day session. Nor shall it interfere with any arrangement made for the conduct of the Kindergarten Schools; provided, that in the parish of Orleans the board of school directors may fix the hours of session of the public schools."

#### **State Superintendent of Public Education.**

"Sec. 28. Be it further enacted, etc., That the State Superintendent of Public Education shall have general supervision of all parish school boards in the parishes, and of all common, high and normal schools of the State, and shall see that the school system of the State is carried properly into effect. He shall be ex-officio a member of the board of supervisors of the State University and Agricultural and Mechanical College, the State Normal School, the State Industrial School at Ruston, the State Industrial School at Lafayette, The Institute for the Deaf and Dumb, the State Institute for the Blind, the Southern University, and of all other institutions of learning under the control of the State or aided in whole or in part by the State."

#### **Parish Superintendent.**

"Sec. 35. Be it further enacted, etc., That the parish directors shall elect for the term of four years, a parish school superintendent who shall be ex-officio secretary of the parish school board in each parish of the State, the parish of Orleans excepted, and who shall be pos-

sessed of moral character, scholarly training, and administrative ability to manage the public school interests of the parish; he shall be of age, a qualified elector and resident of the parish. His salary shall be fixed by the parish school board, provided that in no case shall it be less than two hundred dollars (\$200.00) nor more than twelve hundred dollars (\$1,200.00) per annum."

"Sec. 36. Be it further enacted, etc., That he shall during the year visit, once at least, each district school in the parish, and he shall exert his best endeavors to promote the cause of public school education. To this end he shall faithfully carry out the requirements of the State school law and the rules and regulations made for the schools by the State Board of Education."

"Sec. 38. Be it further enacted, etc., That it shall be the duty of each parish superintendent, on or before the tenth day of January of each year, to cause to be placed in the hands of the State Superintendent of Public Education the official report of his parish schools for the previous year, showing in tables an aggregate of the school districts in his parish, the districts in which the schools are taught, and the length of time taught, the number of children at school, the cost of tuition of each child per month and for the session, the number of private schools, colleges, and academies taught in the parish, and the length of the session of the same; the number of teachers employed, male, female, white and colored, the average wages of male teachers, female teachers, the amount of money raised for school purposes in the parish by local taxation or otherwise, and for what purpose it was disbursed; the number and kind of school houses, the actual or approximate value of each, the number built during the year preceding the report, the number of school libraries and the number

of volumes in each and the increase during the year, and the amount received and expended for them."

#### Teachers' Institutes.

"Sec. 43. Be it further enacted, etc., That whereas a majority of the public school teachers of the State have not had the advantage of professional training, and whereas the State should make an effort to put this training within the reach of those teachers who by reason of their age, their family ties and other obstacles, cannot pursue the full course of the State Normal School, there shall be established and maintained by the State Institute Fund, in conjunction with the Peabody Institute Fund, Summer Normal Schools in the State, with sessions of not less than four weeks."

"Sec 44. Be it further enacted, etc., That other institutes may be held when ordered by the State Board of Education or under special laws ordering such institutes to be held. These shall be held at any time ordered by authority between the first day of April and the first day of October. Every teacher of a common school must attend the sessions upon penalty for non-attendance, and if satisfactory excuse has not been rendered to the parish superintendent, of forfeiting two days' pay. Those sessions, i. e., those provided for by this section, shall not be held during a longer time than four days, during which there shall be vacation of the common schools of the parishes, to give opportunities to the teachers to attend; and no reduction of the teacher's salary shall be made during said vacation, provided he was in attendance the full time of the session of the institute. These institutes, held under this section, shall, as far as possible, be held in some town centrally located, and teachers from as many parishes as can conveniently attend shall be notified to attend. This notice they shall

obey, under the penalty before mentioned. That at each session of the institute every subject embraced in the common school course shall be brought before the institute; also, the whole work of the teacher shall be considered, and the common school laws of the State shall be read and expounded."

"Sec. 45. Be it further enacted, etc., That the State Superintendent of Public Education and the president of the State Normal School shall be a Board of State Institute Managers, and in their discretion shall select an experienced institute conductor who shall have general charge of the summer normal work, and whose services shall be paid for out of the institute fund in such manner as shall be agreed upon by the State Superintendent of Public Education and the principal of the State Normal School."

"Sec. 46. Be it further enacted, etc., That the managers of the summer normal schools shall issue certificates of attendance to every teacher present during the whole of their sessions, and the parish boards of school directors shall give preference, other things being equal, to the holders of said certificates in the selection of teachers for the public schools."

#### Examinations.

"Sec. 48. Be it further enacted, etc., That examinations of applicants for certificates of qualifications to teach in the public schools of the State shall be held on dates designated by the State Board of Public Education."

"Sec. 50. Be it further enacted, etc., That before the examiners shall commence their examination of applicants, they shall take an oath that they will faithfully discharge their duties. They shall not give to any person a certificate before examining the candidate, touching his or her qualifications to teach, and who is not quali-

fied to teach as required by the public school law. They shall be satisfied that the applicant is possessed of good moral character. If at any time a teacher becomes incompetent, inefficient, or unworthy of the endorsement given him or her, the parish superintendent may revoke the same and notify the board of his action for its approval or disapproval. Any teacher may be discharged at any time under the above provisions, but shall be entitled to receive payment for services only up to the time of such dismissal."

#### Grades of Certificates.

"Sec. 51. Be it further enacted, etc., That to obtain a third grade certificate the applicant must be found competent to teach spelling, reading, penmanship, drawing, arithmetic, English grammar, geography, the history of the United States, the Constitution of the United States, the Constitution of the State of Louisiana, physiology, and hygiene, with special reference to the effects of stimulants and narcotics upon the human system, and the theory and art of teaching."

"Sec. 52. Be it further enacted, etc., That to obtain a second grade certificate the applicant must be found competent to teach all the foregoing branches, and also grammatical analysis, physical geography, and elementary algebra."

"Sec. 53. Be it further enacted, etc., That to obtain a first grade certificate the applicant must be found competent to teach all the branches required for a third grade and a second grade certificate, and also higher algebra, natural philosophy, and geometry."

"Sec. 54. Be it further enacted, etc., That a third grade certificate shall entitle the holder to teach for one year; the second grade certificate shall entitle the holder to teach in the public schools for three years from

its date; a first grade certificate shall entitle the holder to teach for five years from its date."

"Sec. 55. Be it further enacted, etc., That special certificates in studies of high grade may be issued on a satisfactory examination in branches to be taught in any special academic department, which certificates shall entitle their holders to special appointment in a department where such studies may be taught."

"Sec. 56. Be it further enacted, etc., That no person shall be appointed to teach without a written contract for the scholastic year in which the school is to be taught, and who shall not hold a certificate of a grade sufficiently high to meet the requirements of the school; unless he or she holds a certificate or diploma provided for by this Act, which exempts him or her from examination."

"Sec. 59. Be it further enacted, etc., That diplomas conferred by the Peabody Normal School, located at Nashville, Tennessee, upon graduates of that institution, as also diplomas conferred by the State Normal School at Natchitoches, Louisiana, shall entitle the holders thereof to a first grade certificate, valid in any town or parish of this State for four years from the date of graduation, at the expiration of which time certificates awarded to the graduates of the Peabody Normal may be renewed by the State Superintendent of Public Education upon satisfactory evidence of the ability, progress and moral character of applicants asking for such renewal; certificates awarded to graduates of the State Normal School may in like manner be renewed at the expiration of four years by the board of administrators by whom they were originally issued."

"Sec. 61. Be it further enacted, etc., That the teacher shall faithfully enforce in the school the course of study and the regulations prescribed in pursuance of law; and

if any teacher shall wilfully refuse or neglect to comply with such requirements, the parish superintendent, on petition or complaint which shall be deemed sufficient by the board, may remove or dismiss him or her. Every teacher shall have the power and authority to hold every pupil to a strict accountability in school for any disorderly conduct on the play-grounds of the school or during intermission or recess, and to suspend from school any pupil for good cause; provided, that such suspension shall be reported in writing as soon as practicable to the parish superintendent, whose decision shall be final; and provided further, that in the parish of Orleans the principals of schools shall suspend and report the same to the superintendent for approval or further action."

#### Revenues.

"Sec. 62. Be it further enacted, etc., That the State Superintendent of Public Education shall, in the months of February, June, and November, in each year, apportion the funds appropriated by the General Assembly for the support of the public schools of the State among all the parishes of the State according to the number of children between the ages of six and eighteen years in each parish; provided, that all the poll tax collections in any parish shall be appropriated to said parish. The amount so apportioned shall be paid by the State Treasurer to the school treasurer of each parish upon the warrant of the State Superintendent of Public Education."

"Sec. 63. Be it further enacted, etc., That the police jurors of the several parishes, and the boards of trustees, councilmen, and legal representatives of cities, towns and villages (except the parish of Orleans) may levy for the support of the public schools of their respective parishes a tax for the public schools which shall not exceed the entire State tax; provided, that with this

tax the whole amount of parish taxes shall not exceed the limit of ten mills parish taxation fixed by the Constitution; and provided also, that no police jury of any parish shall levy for the support of its schools less than one and a quarter mills on the dollar of the assessed valuation of the property thereof. Such taxes shall be paid to the school treasury of the parish or town where collected, monthly by the tax collector; provided, towns not exempted under their charters from the payment of parish taxes, and subjected to the same burden of taxation as the parishes are, shall not pay this tax, for the same is included in the taxes imposed by the parish in which the town is situated."

"Sec. 64. Be it further enacted, etc., That all fines imposed by the several District Courts for violation of law, and the amounts collected on all forfeited bonds in criminal cases, after deducting commissions, shall be paid over by the Sheriff of the parish in which the same are imposed and collected, to the treasurers of the school boards in said parishes, and shall be applied to the support of the public schools as are applied the other funds levied for the purpose, the parish of Orleans excepted."

#### City Schools.

"Sec. 71. Be it further enacted, etc., That all the public schools of the parish of Orleans, and the property and appurtenances thereof, and the course of study and grading thereof, shall be under the direction and control of a board of directors. Said board shall consist of twenty members, eight of whom shall be appointed by the Governor, by and with the consent and approval of the State Board of Education, and twelve members thereof shall be elected by the city council of New Orleans."

"Sec. 72. Be it further enacted, etc., That said board of directors of the public schools of the parish of Or-

leans shall be a body corporate in law, with power to sue and be sued. Said board shall have control of all buildings, records, papers, furniture and property of any kind pertaining to the administration of the schools, and shall have management of all the public schools within the limits of the City of New Orleans. The said board shall also have power to pledge its revenue for the year then current, whether received from the State, parish, Board of Liquidation of City Debt, or otherwise, for the purpose of promptly paying its obligations, or for such other purposes as to said board may seem proper."

"Sec. 73. Be it further enacted, etc., That in addition to the powers and duties hereinbefore granted to and imposed upon parish boards, the powers and duties of said board of directors of the parish of Orleans shall be as follows:

"First. It shall adjust and fix equitably the salaries of teachers and janitors, also of the Superintendent, Secretary, employees, and of such assistant superintendents as it may deem necessary for an efficient supervision of the schools, provided, that no salary to be paid by the school board under this section shall exceed the sum of twenty-five hundred dollars per annum.

"Second. It shall limit the annual expenses of maintaining the schools to the annual revenue, and the expense for any one month shall not exceed the one-ninth part of the whole amount provided for the schools.

"Third. It shall prescribe rules for subjecting teachers or candidates for teachership to a careful competitive examination on all such branches as they are expected to teach, and no person shall be elected to a position as teacher without a favorable report on his moral or mental qualifications by an organized committee of examiners appointed by the board. Teachers regularly exam-



ined and elected shall not be removed from the schools during the time for which employed, except on written charges of immorality, neglect of duty, incompetency or malfeasance of which he has been found guilty by a majority of the members of the board at a regular monthly meeting. The said board may except from said examination any person who has passed a satisfactory examination, as required by Act No. 23 of 1877, approved March twenty-sixth (26th), eighteen hundred and seventy-seven (1877).

"Fourth. It shall elect all teachers from among the candidates holding certificates in the order of their merit, as shown by the averages attained at the regular competitive examinations.

"Fifth. All certificates shall be good for five years and shall be graded by the said board; provided, teachers in service shall not be required to stand future examinations.

"Eighth. It may establish, when practicable, evening or night schools for the instruction of such youths as are prevented by their daily vocations from receiving instructions during the day.

"Ninth. It may establish, when deemed advisable, one or more normal schools for the professional training and improvement of candidates for teacherships, including in the course of instruction and training, lectures in the natural sciences, and on the method of teaching and disciplining children, and the practical exercises of non-teaching students in model classes organized for that purpose by the faculty of the institution. To graduates of these normal schools, also to proficient students in the city high schools the board may, in its discretion, award diplomas. Graduates of these normal schools may be deemed preferred candidates for vacant positions in the city public schools. Diplomas awarded to grad-

uates of these normal schools shall be deemed equivalent to teaching certificates of the highest grade for public schools; provided, that the final examinations for graduation from said normal school shall be conducted in the same manner and include the same subjects as the public competitive examinations required by paragraph three (3) of this section."

"Sec. 74. Be it further enacted, etc., That no school director of the City of New Orleans shall receive compensation for his services as a school director."

"Sec. 75. Be it further enacted, etc., That the said Board is authorized to appoint for the constant supervision and periodical examinations of the public schools of the parish of Orleans, a competent and experienced educator to be designated as superintendent. He shall aid the directors in organizing the schools and in improving the methods of instruction therein, in examining candidates for teacherships, and in conducting periodical examinations of pupils for promotion through the respective grades of the schools, and in maintaining general uniformity and discipline in the management of all the schools. He shall make monthly reports on the condition and needs of the schools to his board of directors at their regular monthly meetings. For the information of the Common Council, the city school directors, and the public generally, he shall, on or before the fifteenth day of January of each year, publish a printed report, in book form, showing the condition and progress, and possible improvements to be made in the public schools of the city, the amount and condition of the school funds, how the revenues have been distributed during the past year, the amount collected and disbursed for common school purposes from the general current school fund of the State, from local taxation or appropriation, and from all the other sources of revenue, and how the same was

expended for buildings, repairs, salaries, furniture, and apparatus, and all other items of expenditure. The report shall show also, the number of pupils enrolled, male, female, white and colored, the number and location of school houses, the number of teachers employed in the various grades, in the normal, high, grammar, primary, and kindergarten schools; it shall contain also, an account of examinations held for teacherships, the number of certificates of each grade awarded, the names of applicants who received them, and generally all other items of information which should be contained in a report upon the annual operation of the school system of a large city. Copies of this report shall be forwarded, one each, to the Governor and members of the State Board of Education, the State Superintendent of Education, the members of the Common Council of the City of New Orleans, members of the Board of School Directors of the City of New Orleans, and to other officials and persons interested in the welfare and progress of the city schools. Whenever notified to be present, he shall attend meetings of the State Board of Education. He shall hold his office for the term of four years, subject to removal by the board for incompetency, neglect of duty or malfeasance, of which, after an impartial hearing by the board, he shall have been adjudged guilty. He shall be ex-officio a member of said board, entitled to participate in its deliberations and debates, and in the examination of candidates for teacherships; but he shall not cast a vote in the board."

"Sec. 79. Be it further enacted, etc., That in addition to the duties imposed upon the parish board of directors, it shall be the duty of said board for the parish of Orleans to present to the Common Council of the City of New Orleans, on the 10th day of December of each year, a full report of the condition of the city schools, showing the number of teachers and other employees and their salaries; the number and location of school houses, with the condition thereof, and the estimated cost of keeping all appurtenant grounds in good repair during the ensuing year, also a detailed exhibit of all receipts and expenditures of the board for the schools during the previous twelve months; said report shall be accompanied with a statement certified by the officers of the board of the daily average attendance of pupils during the annual session, and the average expenses per capita of their instruction."

"Sec. 80. Be it further enacted, etc., That it shall be the duty of the Common Council of the City of New Orleans, in making up their budget of annual expenses, to include therein the amount necessary to meet the expenses of the schools, as shown by the statement of the actual attendance, and the cost of instruction required by the preceding section, with such additional allowance for probable increased attendance and contingent expenses as may seem just and reasonable to the City Council, and to keep in good repair all school houses and school grounds belonging to the city."

## Tulane University of Louisiana.

The Tulane University of Louisiana, as now constituted, is the result of a contract entered into in 1834 by the State of Louisiana and the Board of Administrators of the Tulane Educational Fund, by which the existing University of Louisiana was placed under the perpetual care of the Tulane Administrators, with all its property, powers, privileges, immunities, and franchises, and with such other powers as might be necessary to enable them to "foster, maintain and develop a great University in the city of New Orleans." By the act, No. 43 of the Session of 1834, making this contract, the name of the institution was changed to The Tulane University of Louisiana.

The starting point of the University of Louisiana was the organization of the "Medical College of Louisiana," in September, 1834. This institution was chartered April 2, 1835, and in March, 1836, it issued the first degrees in medicine or science ever conferred in Louisiana, or the Southwest. The State Constitution of 1845 ordained as follows:

"Art. 137. An University shall be established in the city of New Orleans. It shall be composed of four faculties, to-wit: One of law, one of medicine, one of the natural sciences, and one of letters."

"Art. 138. It shall be called the University of Louisiana, and the Medical College of Louisiana, as at present organized, shall constitute the faculty of medicine."

"Art. 139. The Legislature shall provide by law for its further organization and government, but shall be under no obligation to contribute to the establishment or support of said University by appropriations."

The act of organization (Act of 1847, No. 49), with some trifling changes, was re-enacted in 1855, and is substantially embodied in the revised statutes of 1856 and 1870.

The Law Department was organized under a plan adopted by the Board of Administrators on May 4, 1847. With some intermissions it has been in operation continuously since that time.

An effort at the inauguration of an academic department was made by the Administrators of the University at a meeting held June 1, 1847, when a committee was appointed "to report on the expediency of organizing the department of letters and natural sciences, and on the means that can be commanded to that effect." The legislature having provided no funds for the support of the University, suggestions were made at that time towards raising funds for the purpose. The only practical outcome of the effort was a donation of \$500 by Glendy Burke and a like sum by Judah Touro, two public spirited citizens, which funds were dedicated to the establishment of prizes in elocution and Hebrew.\*

The department closed in 1859, and the civil war intervening, no efforts were made for sixteen years to sustain an academic department. After the restoration of civil government in Louisiana in 1876, the newly appointed Board of Administrators determined to put in operation again the academic department so long contemplated. It was organized, and on November 4, 1878, it reopened its doors. The board memorialized the constitutional

\* These funds, largely augmented by accumulated compound interest, are still used for the purposes intended by their donors.

convention of 1879, and, through its action, aid was given for the first time to the academic department. The constitution of 1879 contained the following provisions:

#### Concerning a State University.

"Art. 320. The University of Louisiana, as at present established and located at New Orleans, is hereby recognized in its three departments, to-wit: the law, the medical, and the academical departments, to be governed and controlled by appropriate faculties. The general assembly shall, from time to time, make such provisions for the proper government, and maintenance and support of said State University of Louisiana, and all the departments thereof, as the public necessities and well being of the people of the State of Louisiana may require, not to exceed \$10,000 annually."

Under this provision the legislature made an annual grant of \$10,000 until 1884, \$50,000 in all, when it was relieved from this obligation by its contract with the Administrators of the Tulane Educational Fund.

The Academic Department thus recognized and modestly supported made marked progress during the six years of its existence before it was taken hold of by the Tulane Administrators. But it was seriously handicapped for lack of funds, and a great development was not then possible.

The greatest epoch in the educational history of the State, however, was the donation by Paul Tulane, in 1882, of his New Orleans property for the higher education of "the white young persons in the City of New Orleans." Mr. Tulane was at the time a resident of Princeton, New Jersey, but had been for many years a merchant in New Orleans, where the foundation of his fortune was laid. He called in consultation General Randall Lee Gibson, United States Senator from Louisiana,

and together they selected a board of trustees who incorporated themselves under the title of "The Administrators of the Tulane Educational Fund," and to whom Mr. Tulane transferred the property which he desired to donate to educational purposes.

Mr. Tulane's first donation of his real estate was valued at about \$363,000. He subsequently made other donations, until the amount given by him aggregated \$1,050,000, yielding an annual revenue of about \$75,000. It was his expressed intention to add largely to this sum, but, as he died without a will, these intentions were never carried out.

In 1881 the Board of Administrators of the Tulane Educational Fund were given by the legislature of Louisiana (by Act 43, of that year) complete and perpetual control of the University of Louisiana, and exemption from taxation of income producing property that might be acquired by the Tulane Administrators up to the amount of \$5,000,000.

This act was ratified at a general election in April, 1887, and has been later ratified in the Constitution of 1898. The status of the University as a state institution has thus been fully maintained.

In 1886, Mrs. Josephine Louise Newcomb, of New York City, whose husband, Warren Newcomb, was formerly a highly esteemed sugar merchant of New Orleans, donated to the Tulane Educational Fund "the sum of \$100,000, to be used in establishing the H. Sophie Newcomb Memorial College, in the Tulane University of Louisiana, for the higher education of white girls and young women." In thus perpetuating the memory of an only child, Mrs. Newcomb enabled the Tulane Administrators to round out the ideal of a University and to create an institution that would give to women all the educational

advantages which had before been offered by it only to men.

The Newcomb College was a matter of the greatest personal interest to Mrs. Newcomb to the time of her death. She added largely to her original endowment, and enabled it to build the handsome group of buildings in which it is now domiciled. By her will the University is made her residuary legatee, and it is expected that a large addition to the endowment of the Newcomb College will be derived from her estate.

In 1891, Mrs. Ida A. Richardson, whose husband, Dr. T. G. Richardson, had been for many years associated with the Medical Department of the University, as Professor of Surgery and Dean, and who had been one of the original members of the Board of Administrators of the Tulane Educational Fund, gave a sum sufficient to build a new and modern building for the Medical Department, on a site purchased by the Tulane Board, and to equip the building with every needed appliance for the most approved methods of instruction in Medicine and Pharmacy.

During the past year, Mr. A. C. Hutchinson willed to the Medical Department of the University an amount approximating \$500,000 for the erection and maintenance of a hospital in connection with that department. This, in addition to the great Charity Hospital of the State, will give it unrivalled clinical advantages.

In February, 1900, Mrs. Caroline Tilton donated to the Tulane Administrators the sum of \$50,000, for the erection of a Library building as a memorial to her husband, to be known as the "F. W. Tilton Memorial Library." This building is a valuable addition to the splendid group of buildings now occupied by the academic department of the University.

In accordance with the terms of Act 43, of the session

of 1884, the Administrators give to each member of the State legislature the right to keep one well-prepared student in the academical department of the University without payment of tuition fees. The number of such scholarships is now one hundred and fifty-one. Twenty scholarships are open to appointees of the Mayor of New Orleans. More than fifty others are given by the Board of Administrators to well-qualified applicants. No worthy young man will be denied the privilege of attending the University for lack of ability to pay the tuition fees. It is the purpose of the Administrators to extend its benefits as widely as possible with the means at their command.

#### Location and Buildings.

The University, in all its departments, is located in the City of New Orleans. The Colleges of Arts and Sciences and Technology and the Graduate Department are on St. Charles Avenue, opposite Audubon Park, an ideal location, in the handsomest and most rapidly improving suburban residential district. The H. Sophie Newcomb Memorial College is located on Washington Avenue, in the midst of the homes of many of the most cultured and refined families in the city. The handsome new building of the Medical Department is on Canal street, corner of Villeré, in close proximity to the great Charity Hospital, the unrivalled facilities of which are freely used in its instruction.

The grounds of the University on St. Charles Avenue are extensive and admirably adapted for the purpose. About eighteen acres have been set apart as a campus, and upon this the following buildings have been erected: Gibson Hall; The Physical Laboratory; The Chemical Laboratory; a group consisting of the Mechanical and Electrical Laboratories, Drawing Rooms and Workshops;

the Dormitory building and the Dining Hall; and the F. W. Tilton Memorial Library.

Gibson Hall is the largest of these structures. It is of Bedford stone, and has a frontage of 250 feet 8 inches, a depth of 69 feet 6 inches, with basement, two stories and attic, making a height of 70 feet from the ground.

The Physical and Chemical Laboratories, are of Egyptian pressed brick, trimmed with Bedford stone, each 125 feet in length by 53 feet in depth. They were planned with great care and attention to detail and are unusually satisfactory buildings for the scientific work carried on in them.

The Engineering group of buildings consists of workshops and laboratories and is the most extensive in the Southern States. Five large rooms are devoted to drawing instruction, and five large workshops are fully equipped for metal work, pattern making, carpentry, blacksmithing and foundry work. There are also ample laboratories, lecture rooms and libraries for Mechanical Engineering, Electrical Engineering, and other engineering departments.

The dormitory building, as now erected, is planned to allow of the building of additions, either in the form of extensions in a line at the ends of the present houses, or the construction of wings running at right angles to them. There are three houses, each having three floors, and separated from its adjoining house by a brick wall without openings. They have been named, LaSalle, Bienville and Gayarré Halls, respectively. The houses are well constructed and nicely furnished, having water service throughout, beautifully tiled and finished bath rooms, with porcelain tubs, on each floor (nine in all), are heated by steam, electrically lighted, and provided with fire escapes. There is an abundance of light and air in every room. A handsome building, located near

the dormitories has been erected and equipped as a dining hall.

The new library building, donated to the University by Mrs. Caroline Stannard Tilton as a memorial to her husband, is of stone, and similar in architectural style to Gibson Hall. It affords ample space for the library and the Linton Surget Art Collection, and contains a number of Seminar rooms. Its acquisition marks a distinct step forward in the University's progress.

The spacious grounds afford ample light and ventilation for the requirements of the various buildings. Immediately in the rear of the college campus are the athletic grounds, covering about six acres. The climate allows out-door exercise during the entire session.

The grounds of the Newcomb College are in every respect charming. Newcomb Hall and its annexed Academy Building are attractive within and without, and furnish ample space for offices, classrooms, library, laboratories and assembly hall.

An Art Building, about 127 feet in length, extending diagonally across the corner of Camp and Sixth streets, has been erected on the College grounds. This building contains lecture rooms, art libraries, drawing and designing rooms, with accommodations for about 200 students, suited to the favorable prosecution of art studies. A new building has been provided for the work in Pottery, in which are located work rooms, potter's wheels, kilns, etc.

The College Chapel is a handsome stone building and affords seating capacity for about 500 persons. Its memorial windows, by Louis Tiffany, are among the most beautiful in the United States.

The Josephine Louise House, so named as a token of respect for Mrs. Newcomb, is located on Washington avenue, opposite to and facing the College. It is in the

Florentine style of architecture, constructed of brick, with ornamental mouldings and carvings. It is handsomely furnished throughout. Superior advantages are offered to boarding students. Four additional dormitory buildings have been opened to meet the needs of the increasing number of boarding students.

The Medical Department occupies its new building on Canal street, which was erected and equipped through the munificence of Mrs. Ida A. Richardson as a memorial of her late husband, Dr. T. G. Richardson, for so many years Dean of the Medical Department. Great care was exercised in its planning, and it is believed to be exceptionally well designed for its use.

In all its departments the University occupies twenty distinct buildings, all of which have been constructed in the past ten years and are in every respect modern in their design and appointments.

#### General and Statistical.

**The University.**—The Tulane University of Louisiana comprehends the following departments: the Graduate Department, the College of Arts and Sciences, the College of Technology, the H. Sophie Newcomb Memorial College for Young Women, the Law Department, and the Medical Department.

**Courses.**—In the various departments there are offered the following courses:

1. In the Graduate Department: Courses leading to the degrees of Master of Arts and Doctor of Philosophy; open to men and women.
2. In the College of Arts and Sciences, the usual Classical, Literary and Scientific courses, and special courses preliminary to medicine, law and teaching; open to men.

3. In the College of Technology: Courses in Mechanical and Electrical Engineering, Civil Engineering, Chemical Engineering, and Sugar Engineering; open to men.
4. In the Newcomb College: Classical, Literary and Scientific courses of full college grade, for women. Extensive courses in Art.
5. In the Law Department: professional course in law; open to men and women.
6. In the Medical Department: a full four years' course in Medicine, open to men, and a two years' course in Pharmacy, open to men and women.

Details of all this work are given in the Annual Register, which will be sent on application.

**Admission.**—The requirements for admission are those of the Association of Colleges and Preparatory Schools of the Southern States, of which the University is a member. They are the usual requirements exacted by the better grade institutions. (See Register.)

**Statistics.**—During the current session (1903-04) the University has had the following number of professors and instructors:

Graduate Department, 27; College of Arts and Sciences, 19; College of Technology, 23; H. Sophie Newcomb Memorial College, 33; Law Department, 8; Medical Department, 30; total, exclusive of duplication, 95.

During the current session the University has had the following number of students:

The University Department for Graduate-work, 35; College of Arts and Sciences, 86; College of Technology, 152; Teachers' courses, 130; Newcomb, including High School and Art Department, 460; Law Department, 71; Medical Department, including Pharmacy Students, 445. Total, 1,379.

## The Louisiana State University.

In 1806, 1811, and 1827, the National Congress made certain grants of lands "for the use of a seminary of learning." To utilize these grants the Louisiana Legislature founded the Louisiana State Seminary of Learning and Military Academy in 1855, locating it three miles north of Alexandria in the parish of Rapides. The first session of this institution began on January 2, 1860, with Col. William Tecumseh Sherman as superintendent. Its work was suspended from April 23, 1863, to October 2, 1865, on account of the civil war. On October 15, 1869, the Seminary buildings were burned, hence the institution was moved to Baton Rouge, where it resumed work on November 1, 1869, in the large building erected for the Deaf and Dumb. By legislative act, approved March 16, 1870, the name of the institution was changed to Louisiana State University. To utilize another donation of land made by Congress in 1862 for the support of an Agricultural and Mechanical College, the Legislature created the Louisiana State Agricultural and Mechanical College in 1873, locating it at Chalmette, near New Orleans. In 1877, in compliance with a legislative act of 1876, the State University and the Agricultural and Mechanical College were merged into one institution under the legal title "Louisiana State University and Agricultural and Mechanical College," and temporarily located at Baton Rouge in the building belonging to the Deaf and Dumb. The permanent site of the University is the historic government reservation at Baton Rouge, occupied in 1886 with the permission of Congress, and owned by the institution in fee simple under a congressional act approved in 1902. It will thus be seen that the University has survived the vicissitudes of war, fire,

reconstruction, and homelessness, holding aloft in those years of darkness the beacon of higher education, overcoming difficulties that threatened its very existence, and training young men for the political, social, and economic regeneration of their country. These sacrifices and services have prepared the institution for that era of permanency and larger efficiency that began with the occupation of its present beautiful home.

The University's vitality and usefulness, the pledge of the past; its permanent home and growing efficiency, the augury of the future, together promise a development that will enable it to satisfy fully the growing demands of a civilization based on education. Its income is derived from two sources—federal and state. Congressional grants of land made in 1806, 1811, 1827, and 1862, and a congressional act passed in 1890, provide about two-thirds of its regular receipts. Supplementary appropriations are made by the state biennially for maintenance and improvements. Special donations of buildings by public spirited citizens like Wm. Garig of Baton Rouge, John Hill of West Baton Rouge, and the alumni of the University have greatly increased the comfort and efficiency of academic work, besides setting an example of private munificence that will contribute materially to the development of the institution.

No statement of the University's advantages would be complete without a description of the beautiful grounds and massive buildings, the latest gift of the national government. These could not be duplicated for \$400,000. Including the buildings erected by the state and by private benefactors, the University's home represents an outlay of more than \$500,000. The L-shaped grounds,



having an area of 210 acres, are on the first bluff above the Gulf. The wide portion, with an area of 53 acres overlooking the Mississippi River, is the campus proper; the narrow portion, intersected by a lake and extending back a mile from the river, is used by the agricultural department for experiment purposes. Symmetrical elms, magnolias, live oaks, water oaks, and pecans, and well-kept grass, give the campus the appearance of a beautiful park. Historic associations of international significance hallow this spot. France, England, Spain, and America have striven for and held it in turn as one of the commanding strongholds of the Mississippi Valley. It has been conspicuous in every development of the Louisiana purchase. No spot in the Mississippi Valley symbolizes so well the history of that great territory.

The University is organized into nineteen departments of instruction grouped as follows:

The Biologic Sciences include the departments of botany, zoology and entomology, agriculture, horticulture, and veterinary science. The Agricultural Hall, the Experiment Station Laboratory, the Horticultural Building, and the Veterinary Infirmary provide quarters for their work. Each department has suitable apparatus, charts, models, and museum specimens. Experiment fields furnish ample facilities for practical work.

The Languages, including Greek, Latin, English, French, German and Spanish, are taught in the departments of ancient languages, English, and modern languages. The Hill Memorial Library and special class rooms in the pentagon buildings afford quarters and facilities for their work.

The Mathematical Sciences are in charge of the departments of mathematics, and civil engineering. The class room for mathematics is in Building D of the pentagon group. The department of civil engineering occupies

the second floor of Heard Hall. Both are well provided with facilities for their work.

The Mechanical Sciences include the departments of drawing and mechanic arts, and mechanical engineering. All of Robertson Hall, a two-story brick building 80 by 200 feet, is used by the department of drawing and mechanic arts. A one-story brick building and a two-story frame building on the eastern side of the campus furnish quarters for mechanical engineering. The shops and laboratories of these departments are well equipped with suitable machinery and apparatus.

The Physical Sciences are divided among the departments of physics and electricity, chemistry, and geology. The first floor of Heard Hall is carefully designed and equipped for the department of physics and electricity. All of a two-story brick building with complete equipments is used by the department of chemistry. Quarters for geology are in the first floor of D building.

The Social Sciences, including commerce, history, economics, sociology, and law, are taught in the departments of commerce, and history and political science. The department of commerce is quartered in Building A of the pentagon group. It is carefully equipped with furniture and fixtures needed for practical business operations. Quarters for history and political science are in the Hill Memorial Library, whose contents the department constantly uses.

Besides these regular college departments there is a Sub-Freshman Class organized and instructed for the benefit of young men 16 years of age and older who need special preparation for college work.

The nourishing center of all departments of instruction is the Hill Memorial Library, located in the center of the quadrangle. The handsome two-story brick building contains seminar and class rooms on the first floor,

and a reading room, a reference room, and a stock room on the second floor, arranged around a central rotunda. Twenty-three thousand volumes and selected periodicals for departmental and general readers furnish material for supplementing and enriching student work.

The University offers the following courses of study:

1. The Agricultural Course of four years, leading to the degree of B. S.

2. The Civil Engineering Course of four years, leading to the degree of B. S.

3. The Commercial Course of four years, leading to the degree of B. S.

4. The General Science Course of four years, leading to the degree of B. S.

5. The Latin Science Course of four years, leading to the degree of B. A.

6. The Literary Course of four years, leading to the degree of B. A.

7. The Mechanical Course of four years, leading to the degree of B. S.

8. The Sugar Course of five years, leading to the degree of B. S., and the Diploma of the Audubon Sugar School.

9. The Short Course in Agriculture of two years, for which no degree is given.

10. The Electrical Engineering Course, which will be begun in 1903-04 and outlined in the catalogue for 1904.

In each of the above courses there is a certain amount of required work, to guarantee a symmetrical development of the student, while considerable opportunity is given for election of additional subjects. Full details of each course are given in the Annual Catalogue, which will be sent on request.

The age of admission to the University is sixteen years (at nearest birthday) or over, but applicants well

prepared for the Freshman class are received as young as fourteen. Applicants must be of good character, free from any contagious or infectious disease, and must show by examination or certificate proficiency in English grammar and composition, mathematics including algebra through quadratics and two books of plane geometry, and any three of the following subjects: History of the United States, Political Geography, Physical Geography, Physiology, Physics, Botany, and Zoology. Latin is included for applicants who wish to take the Latin Science or Literary Course.

The faculty consists of twenty-five professors and instructors, mostly young men fresh from their studies in the best American and European Universities, with successful experiences obtained by work done here and elsewhere. They have the training and the enthusiasm of specialists; many of them have done original work that has received wide recognition; all of them are keenly alive to the requirements of the University's new career.

The attendance at the University has increased more than 500 per cent. since 1886, the year when its permanent home was occupied.

Every part of Louisiana is represented, and eight states, one territory, and six foreign countries besides (1902-1903). The size and representative composition of the student body enhance the value of associations and friendships formed therein, a consideration of the utmost importance in a civilization dependent upon co-operative effort. The character and esprit de corps of its students are matters upon which the University justly prides itself.

Opportunities for self-help offered students have steadily multiplied in recent years, affording one of the best signs of the University's growth. In 1891-'92 there were

three young men in attendance supporting themselves wholly or partly by work; during the session of 1902-1903 there were forty such students. These young men are among the best students in the institution. They command the respect and esteem of all, and lead in all social and student activities. Nothing in the University illustrates so well both the manliness and the fruitfulness of work as the efforts of this growing body of self-supporting students.

The University's advantages, summarized, are (1) a history full of inspiring examples and fruitful traditions; (2) a home whose natural beauty and historic associations are in the highest degree educative; (3) nine courses of study that provide fully for liberal culture

## Louisiana State Normal School.

The most important agency for the training of teachers maintained by the State is the State Normal School at Natchitoches. In the latest session the students enrolled exceeded 700, representing most of the parishes of the State and some coming from Arkansas, Texas and Mississippi. The normal buildings stand upon a hill overlooking the valley of Cane river, one of the channels of Red River, which is three miles away. This valley is one of the richest and most beautiful, and the school is located on the eminence or plateau, where the pine hills verge upon the alluvial lands. The grounds include over one hundred acres under fence, about fifty acres of lawns, studded with live oaks, pines, elms, cedar and China trees, with fine avenues of pines and Chinas, and fifty acres of unbroken forest pines, cleared of underbrush and set in grass, with drives and good paths for bicycles. The front lawn borders on Chaplin lake, a sheet of clear water about a mile and a half long.

and technical efficiency; (4) a faculty of earnest workers who use every effort to develop the best type of mental, moral, and physical manhood; (5) a student body representative of every section of the state, and of other states and countries as well, in which social ties of inestimable value are formed; (6) a growing system of self-help that enables an increasing number of deserving young men of limited means to enjoy the blessings of a liberal education; (7) student organizations and social influences that develop clean, wholesome living; (8) a system of discipline that cultivates methodical habits; (9) in fine, growth of the best sort in efficiency, in numbers, in influence, and in results.

The buildings are situated near the middle of the grounds, and are about a half mile distant from the central portion of the town of Natchitoches. There are four buildings, besides the President's cottage. The matron's building is a large two and a half story residence, in Virginia style of architecture, erected for a plantation mansion about 1840. It has a fine gallery in front supported by lofty columns. The rooms are very large, well lighted and conveniently arranged. This building contains the matron's room, reception room, the infirmary, two halls and five large bedrooms.

Adjoining this is the convent building, a large two-story brick building, with attic, in the mission style of architecture, erected in 1857 for the convent of the Sacred Heart, at a cost it is said of \$75,000. During the current year this building has been thoroughly reconstructed for the purpose of adapting it for use as the ladies' dormitory. It is now in better condition than when it was erected, is finished in natural wood, painted

and papered throughout, and contains as comfortable and attractive bedrooms as are to be found in any school in the country. In this building are the president's office, the library and reading-room, two large halls for the literary societies, the supply room and thirty-five bedrooms. About 20 feet from the convent building is the new normal building, a handsome structure of modern design, erected in the summer of 1895 at a cost of \$20,000. This contains the assembly room, an audience room with a seating capacity of 800, ten large class rooms, two smaller recitation rooms, the chemical and physical laboratory, two dressing rooms, two cloak rooms, three practice school rooms and three janitor's closets. The new building is connected with the other buildings by a covered walk way. The fourth building is known as the dining room building. It has been reconstructed the past summer, being more than double in size, and connected with the others by double galleries. This contains a dining hall 58x38 feet, to accommodate

## Louisiana Industrial Institute, Ruston.

The Louisiana Industrial Institute was created by the legislature of 1894, Act No. 68 of that body providing for the organization and support of an institution for the industrial education of both sexes. It is recognized in the Constitution of 1898 as a part of the educational system of the State. It opened its doors in September, 1895, with a faculty of five members, and enrolled during the first session 202 students. It has now twelve teachers in the faculty with an enrollment of more than 700. Its growth in all the elements contributing to its usefulness and efficiency has been steady and rapid. Since the first session the quarters for academic and industrial work have been more than doubled, and the equipments for practical and scientific instruction have

200 persons, a large kitchen, serving room, two store-rooms, and on the second floor eight bedrooms and nine bathrooms. The president's cottage, a neat residence for the use of the president of the Normal School, occupies a position near the buildings.

The school comprises two departments—the normal department, which has for its object to furnish scholastic and pedagogical training for the teacher's profession, and the practice school in which methods of teaching are exemplified, and in which the normal students of the senior class do one year of actual teaching, under the direction and guidance of the training teachers. The Normal course covers a period of four years, each session being divided into two terms of four months each. New Normal classes are organized at the beginning of each term, Oct. 1st and Feb. 1st, so that students who cannot attend continuously until graduation, may attend either term of several successive sessions, until they complete the course of study.

been increased more than tenfold. A two-story brick dormitory for girls has been built.

The school is organized into the following departments: Languages and Literature, Pure and Applied Mathematics, History and Civics, Biology, Physics and Chemistry, Mechanics, Business, Domestic Science, Printing, Telegraphy, and Music. The work in each is intensive and practical; in the higher classes it becomes technical. In the department of Domestic Science, sewing, cooking, domestic dairying and gardening are taught.

The following equipments have been provided for the work of these departments:

For English and History: 1,000 volumes of standard works; wall maps, relief maps.

For Mathematics: Mathematical models, surveying instruments.

For Biology: Twenty-four Reichert's microscopes, one extra bacteriological microscope, one microtome, camera lucida, dissecting microscopes, reagents for microscopic work, rearing cages, aquarium, collection of marine invertebrates, collection of marine fishes, etc.

For Physics and Chemistry: Thirty sets of apparatus for individual use, chemicals for course, analytical balance, spectroscope, barometer (Bunsen), thermometers, induction coil, Edison Lalande battery, platinum crucibles, dishes and cones, graduated cylinders, flasks and pipettes, burettes, water baths, distilling apparatus, blast lamps, reagent bottles, etc., etc.

For Drawing: Twenty drawing tables, twenty sets drawing instruments.

For Mechanics: Woodshop, twelve double work benches, twenty-four complete sets of tools, one power rip and cross-cut saw combined, twelve wood-turning lathes, one band saw, complete assortment of special tools.

Forge Shop: Twelve blast forges, twelve anvils, complete set of sledge hammers, tongs, etc.

Machine Shop: Six engine lathes, one planer, one shaper, one drill press, two speed lathes, eight vises,

sets of wrenches, taps, dies, hammers, chisels, etc., for constructing all kinds of machine work.

Steam Plant: One 60-horse power Corliss Engine, one 60-horse power water tube boiler, one steam pump, one Hancock inspirator, one Crosby engine indicator, calorimeters, thermometers, etc., for testing engines and boilers.

For Business: Six Remington typewriters, eight complete tables for bookkeeping, office outfit.

For Domestic Science: Five cabinet sewing machines, cutting and fitting outfit, food charts, one steel range, one coal oil stove, one Aladdin oven, kitchen utensils, dining room outfit.

For Printing: One Prouty news press, one Chandler & Price job press, one paper cutter, one stapler, complete assortment of type.

For Telegraphy: Batteries, instruments and wire connections for twelve students.

All class rooms are furnished with single desks and slate blackboards.

**Note.**—The Louisiana Industrial Institute, though inadequately represented at the World's Fair, must not be overlooked in forming an idea of the State's educational forces. Its growth has been remarkable, and it has become an excellent model of an industrial high school.

## Southwestern Louisiana Industrial Institute, Lafayette.

### Establishment.

The Southwestern Louisiana Industrial Institute was created by Act 162 of the General Assembly of Louisiana, July 14, 1898. The Board of Trustees was appointed during the year following, and in June, 1901, the main building, completed and equipped, was formally opened with appropriate exercises. The first session was held from September 18, 1901, to May 26, 1902.

### Purpose of the Institution.

The Industrial Institute was established for the education of the white children of Louisiana in the arts and sciences. It was called "industrial" in order to emphasize the importance of education as a factor in the industrial development of a State or country, and in order to express a recognition of the comparatively new discovery in education that the curriculums of the past

have neglected the motor and creative activities of hand and brain, and have not taken into account the whole boy and the whole girl. The name "industrial school" does not mean specifically trade school in a sense distinguishing it from a place where art and literature and academic culture are in the atmosphere, nor has it any of the "reformatory," "house of correction," or other sinister significance that is somehow associated with the word in other sections and countries. It corresponds rather to what elsewhere is understood by the name Manual Training School, and provides fully for regular academic training in the essentials of an English education, as well as for shopwork in wood and iron for boys, sewing and cooking for girls, and stenography, typewriting, bookkeeping, telegraphy and other useful studies and exercises for both.

The purpose of the Industrial Institute is to provide broad and varied courses of instruction for boys and girls, both in academic studies and in practical and useful arts; the better preparing each and every one for whatever career in life he or she may undertake.

#### Location.

The Act of Establishment provided that the institution should be located in that part of the Thirteenth Senatorial District which should offer the best inducements therefor to the Board of Trustees. The people of the parish of Lafayette offered a self-imposed tax of two mills on the dollar of the assessed valuation of their property for ten years, supplemented by liberal appropriations from the municipal corporation of Lafayette and from the parish, by cash subscriptions from private citizens, and by the private gift of a valuable site of twenty-five acres. This offer proved to be the best among several that were submitted in active competition, and was accepted by the Board of Trustees at its meeting held in New Iberia, January 5, 1900.

#### Buildings.

With the resources made available by the issuance of negotiable bonds upon the ten-year tax voted by the people, liberally supplemented by appropriations from the State, the Board was enabled to erect and equip a complete group of buildings, adequate to the needs of the most thoroughly organized secondary institution of learning of the present day, both for academic instruction and for manual training.

The Main Building is a handsome two-story brick structure, one hundred and sixty-three feet long by sixty-five feet wide, with an eight-foot basement and two large rooms, forty feet by sixty-five, on the attic floor.

The Dormitory for Girls is also a two-story brick building, one hundred and forty feet in length by fifty-eight feet in width, and of sufficient capacity to accommodate eighty persons.

The Workshop is a single-story frame building protected by a covering of galvanized iron, and is of the general dimensions of one hundred feet by twenty-five, with a boiler and engine room, pump room and fuel room adjacent. It contains full equipment for work in wood and iron.

A neat and substantial two-story frame residence for the President of the Institute has been erected near the main building on the grounds.

#### Regular Courses.

The Institute offers six regular courses of study, one academic and five industrial, as follows:

1. The Academic Course.
2. The Manual Training Course.
3. The Course in Domestic Science.
4. The Course in Stenography and Typewriting.
5. The Commercial Course.
6. The Course in Telegraphy.

The academic course extends through four years, and is intended both to give the students a well rounded secondary education and also to prepare them for the more advanced studies of the college and the university. With the third year the academic course branches into two sub-courses, the Latin and the French.

In each of the five industrial courses the students devote a third of their school time to the industrial or manual training branches. The courses in domestic science and manual training each extend through three years; the course in stenography and typewriting requires two years, and the commercial course one year. In nearly all of these courses two minor subjects are required and two are elective. The required subjects are mostly mathematics and English, since these are the most necessary and important educational subjects for those pursuing industrial branches. The elective subjects may be chosen from the remaining studies in the curriculum, subject to the approval of the President.

#### Requirements for Admission.

Candidates for admission to the first-year class must be fourteen years of age, or older, and prepared for a simple entrance examination in reading, writing, spelling, arithmetic to percentage, elementary geography and history. A certificate from the principal of an officially approved high school, or from such other schools as have been accredited upon investigation, showing that the candidate has done satisfactory Sixth Grade work, will be accepted for entrance in lieu of an examination. The

entrance requirements have purposely been made thus easy in order to give the greatest opportunity to the greatest number; students not thoroughly prepared for the first year's work will find it possible to remain in the school only through the most faithful and diligent effort.

Students of more advanced standing may enter any class for which they are qualified, upon presenting satisfactory evidence.

Successful applicants for admission may enter at any time during the session, but the most suitable time is at the beginning of the term—that is, at the opening of the school, in September.

All applicants must give satisfactory evidence of good health and good moral character.

Tuition is free.

#### Graduation.

Students satisfactorily completing the academic course will receive the regular diploma of the Institute authorized by the State. Completion of the manual training or domestic science course entitles the student to a special diploma. The course in bookkeeping and stenography lead to the Institute certificates.

Candidates for graduation must have been in attendance at the Institute during at least one whole session; the remaining portion of the several courses—or its equivalent—may be done at other institutions.

No fees are charged for graduation, diplomas, or certificates.

## Louisiana State Institute for the Deaf and Dumb, Baton Rouge.

Until 1852, the deaf children of Louisiana were sent to the Danville, Kentucky, Institute, at the expense of the State.

By an act of the Legislature, approved March 18th,

1852, the Board of Managers "purchased the property heretofore known as the 'Baton Rouge College,' together with three other squares of ground lying immediately back of, or east of said property, with the exception of

three lots, for the price and sum of six thousand, three hundred and ninety-five (\$6,395.00) dollars. The price paid for the same, we are happy to say, is reasonable, and the location at the lower end of the corporation, possessing a beautiful and commanding view of the river, render it, in the opinion of the Board, for such an institution, one of the most desirable in the City of Baton Rouge." Thus ran the first words in the first annual report of the administrators.

The members of the first Board were: Gen. Jos. Bernard, president; William S. Pike, secretary and treasurer; Dr. B. F. Harney, Col. Nolan Stewart, Major James N. Brown, Dr. Thomas J. Buffington, and Major Augustin Duplantier. Of these, only one, Dr. Buffington, is alive.

Mr. James S. Brown, M. A., was the superintendent during the infant days of this institute. Thirteen pupils was the first record in attendance on the 8th of December, 1852.

From this year the preparatory arrangements, as well as the progress of the school, went along nicely—the Board of Administrators, and all connected with the school, showing the highest enthusiasm. At the outset Superintendent Brown maintained the advantage of having the deaf and blind together, affirming that the former in their intercourse with the latter improve themselves in the general use of language, the most important part of their education.

Mr. Martin H. Hansen, a deaf mute, was Mr. Brown's first assistant.

In 1854, as a compliment due to the founder of this Institute, the trustees ordered a large portrait of Mr. Richardson to be hung in the reception room. It was the exhibition of this portrait that called forth the following remarks:

"On the 18th of March, 1852, Gov. Walker approved and signed a bill appropriating \$25,000 for establishing a Deaf and Dumb Institute at Baton Rouge. This bill

originated with the Hon. F. D. Richardson, and from whose influence, popularity and pure intentions united with industry and eloquence, he was enabled to triumph over his opponents and pass the bill by a large majority. The building, now nearly completed, never fails to attract the attention of every traveler that passes the capital, and in its unadorned beauty towers with simple grandeur over the laborious details that deck the Gothic structure of our State House. The admiration of our acquaintances, the respect of our neighbors, the love of our friends, are things which all men covet and admire, and though they are all abundantly bestowed on Mr. Richardson, and surely give him pleasure, we doubt if they can give him that consolation which he receives from the blessings of those who feel that through his agency they are much relieved of those misfortunes which chance has inflicted upon their sinless lips."

For the erection of the stately building that now stands as a beautiful and useful ornament to our State, \$350,000 was at different times appropriated. Slowly but steadily did the school grow.

In 1860 Mr. Brown was removed, and the entire corps of instructors resigned. Mr. A. K. Martin, then the superintendent of the Mississippi School, was appointed in his place.

At the commencement of the war the number of pupils (both deaf and blind) was 77. During the struggle the list dwindled down to 25 or 30. "For several months the school was left to its own resources, and all were supported by the products of cakes, etc., made in part by the girls and sold by the little boys, and by the sale of vegetables from the garden, and by means advanced by benevolent individuals. When these resources failed, rations were received from the Federal authorities, which continued until 1866, when they evacuated other buildings, the larger portion of which they had been using since January, 1863, for hospital purposes. The Legis-



lature of 1865 made an appropriation of \$18,000 for the benefit of the institute, but owing to the depleted condition of the treasury, very little of it could be drawn, and the institution continued in a crippled, discouraging state. In the succeeding year more life and spirit was breathed into our affairs, and since that period the institution has been steadily going forward in its benevolent mission."—A. K. Martin.

In 1867 arrangements were made with the Board of Trustees of the Mississippi School, Drs. Poindexter and Cabaniss and Judge Porter, to have the pupils of that State in ours, their building having been burned down. The Legislature of that State agreed to pay \$250 a year per pupil.

In 1869, the Board of Administrators, with J. A. McWhorter as superintendent, yielding to the recommendation of Gov. H. C. Warmoth, gave half of the building for the use of the State Seminary and Military Academy. With the growth of these institutions the buildings became crowded. The blind were removed to other quarters in 1871, and this resulted in the provision for them, by law, of a separate institution. This removal of the blind only paved the "way for forcing an exclusive removal of the deaf, and, finally, to result in the ostensible temporary occupation by the State University of our buildings, planned and erected for our peculiar wants, being made permanent."

The deaf were removed to the building known as the "Hermann Building," almost in the heart of the city. This dingy old structure soon became overcrowded. Small frame cottages were erected around it and were used as boys' dormitories. They remained in this uncomfortable condition until 1877. During all this time the Board of Trustees was keeping an eye on the buildings originally erected for the deaf and were endeavoring to re-possess them. They were finally rewarded in 1887, when the University was removed to the United

States Garrison. Governor Samuel D. McEnery ordered the institution restored to its original buildings in the summer of that year.

The two institutes, one for the deaf and the other for the blind, which had for nearly twenty years been supported as independent institutions, were by the Legislature of 1888 combined under one management. A proviso was, however, added to the act by which the two were combined for restoring, on a specified condition, the separate organization of the "School and Industrial Home for the Blind." That condition was met by the purchase of a property and the erection of a building at an outlay of \$30,000, without cost to the State.

The great storm of the 19th and 20th of August, 1888, did great damage to the buildings. Eight thousand dollars were borrowed from the Louisiana National Bank and the Canal Bank of New Orleans. The Board of Trustees pledged the sum of \$5,400 in warrants, which had been appropriated by the Legislature for repairs.

Our present superintendent, Dr. John Jastremski, took hold of the reins in 1884, and since then our school has been steadily increasing its breadth of usefulness.

For several years Dr. Jastremski caused canvasses to be made and has succeeded in making the institution known far and wide over the State, and the result is a larger and larger attendance every year, for parents are coming to see their moral obligations to their afflicted children. We may reasonably expect an enrollment of 130 during the next two years. But the best estimation of the healthy growth of the school can be seen in the foundation of the Industrial Department, which was begun in 1890, when the superintendent recommended to the General Assembly the following:

"The industrial training of the deaf mute is a matter of prime importance, for upon this depends his means and facilities of earning a livelihood. It is more important than for those possessed of all their senses. The

deaf mute must be more perfect in his work in order to compete with the man endowed with all his faculties, as preference is always shown to those that accomplish with the most exactness that which is expected of them. In view of this fact it becomes my most important duty to call your attention to our lack of proper appliances, to urge upon you most strenuously the necessity of providing this institution with furniture and shoe shops. The boys in learning these trades would assist in keeping the buildings and outhouses in repair and assist in the mending of the pupils' shoes. This addition could be made with only a small outlay of money, and would almost be self-sustaining."

In 1892 industrial training received its fullest impetus, for, in addition to the classes in sewing and printing, the carpenter and cabinet shop and the shoe shop were put in running order. As time passed on improvements were made, such as giving the carpenter shop the building formerly used by the blind as a broom shop, when they were located on these premises. If the ratio of

## Southern University & Agricultural & Mechanical College, New Orleans.

The Constitutional Convention of the State of Louisiana, in 1879, in its wisdom, established in the City of New Orleans an institution to be devoted to the higher education of persons of color, to be entitled the "Southern University."

The support of this institution was secured by constitutional provisions, entitling it to an annual appropriation for its current expenses by the State Legislature, of not more than ten thousand dollars, nor less than five thousand dollars.

At the session of the General Assembly of Louisiana, in April, 1880, an act was passed "To establish in the City of New Orleans a university for the education of

increase in the number of pupils keeps on, this industrial department will certainly have to be enlarged. Out in the busy walks of life, we have graduates making a success in the vocations they learned here.

Since 1892 numerous improvements have been made, notably the establishment of an infirmary, with modern conveniences; the construction of an iron railing on the south, west and north fronts of the grounds; new improvements for the printing office, the workshops, the culinary department, dining room, dormitories, etc.; sewerage has been laid, and painting and other repairs to the buildings have been done, by which the institution has kept pace with the best conducted in other States.

This year there are eleven instructors, including those in the industrial department.

Since its foundation, eighty-one gentlemen have served the institution as members of the Board of Trustees. It has had six superintendents, forty-two instructors, eight matrons, six physicians.

persons of color; and to provide for its proper government."

On the 3rd of March, 1881, the "Act of Incorporation or Charter" was signed by I. N. Marks, George H. Fayerweather, S. D. Stockman, Edwin H. Fay, John J. Carter, Robert H. Jones, J. B. Wilkinson, M. D., T. T. Allain, Zebulon York, N. C. Blanchard, John S. Billieu, and W. Sanders, as incorporators. The same body of men composed the first Board of Trustees.

Although this charter was gotten out in March, 1881, we find that the school was in existence half a year or more previous to that date. For, on October 10th, 1880, the Board of Trustees held a meeting and passed laws

designating the proper officers of the faculty of the school. And another meeting was held December 1st, 1880.

The school started in a very slow way at first and continued at that pace for some years.

When the act was passed by the Legislature establishing the school, through some oversight, the idea seemed not to occur to any one that a building would be necessary in which this school should hold its daily sessions. A building was essential. The Board of Trustees did about the only thing it could do under the circumstances. Money annually appropriated to pay teachers' salaries was applied to secure the first essential—a school building, although a number of the teachers had to be dispensed with.

A building was purchased on Calliope street, New Orleans, and as much money as could be spared was paid toward the same, while a mortgage was given on the house for the rest. Annual payments were made from the teachers' fund to liquidate this debt. But it necessitated a lack of teachers and the holding back of the school.

The first president of the school was one of its trustees—Mr. George H. Fayerweather (colored). He held the office for one year.

President Fayerweather was succeeded by Dr. C. H. Thompson, a colored Episcopal minister. He occupied the position for one year also, when the Board of Trustees concluded to apply to the trustees of Vanderbilt University, Nashville, Tenn., for recommendation of one of their graduates to take the position. Rev. J. H. Harrison, a graduate of the Vanderbilt University, took charge of the university in the fall of 1883, as its president. Professor Harrison possessed the intuitions and correct training of the true teacher. The school made a very decided advance under President Harrison's management. The Girls' Industrial Department and Chem-

ical and Physical Departments had their beginning under his administration and direct promotion. The grade of the school was generally raised. President Harrison remained in charge three years and then resigned and returned to Tennessee.

The next president of the school was Rev. George W. Bothwell from northwest Ohio. Mr. Bothwell was elected in 1886, and occupied the position of president of the university just one year.

In 1886 the school was moved from its quarters on Calliope street to its present position on Soniat and Magazine streets, permission having been previously obtained from the Legislature to sell the school's interest in the old quarters, and purchase a whole square of ground in the then outskirts, on Soniat and Magazine streets, and to build thereon the present, much more commodious and suitable, substantially built, three-story brick building. The money obtained from the sale of the old building was applied as part payment for the new. The Legislature also appropriated State warrants, then at a considerable discount in the market, to assist in paying for the new quarters. Only about \$7,500 was realized. A debt of \$12,000 at 8 per cent interest was left on the building and grounds. The debt was gradually reduced to \$9,000 by payment from the fund for the salaries of the teachers. Last year it was reduced to \$8,000, and interest reduced to 6½ per cent. The grounds, however, in the meantime have appreciated in value until they are now worth over three times their original cost.

The Board of Trustees then, in 1887, elected as president a native of Louisiana—H. A. Hill, the present incumbent.

The greatest difficulty to overcome was the discipline of the school, which is now equal, if not superior, to that of any similar institution.

There were no graduates in the school before 1887.

Since, including candidates for 1903, the total from all departments is 253 graduations. The highest number for one year, 40, is in 1903.

The university is divided into the following departments:

- I. College.
- II. Normal School.
- III. High School (College Preparatory).
- IV. Grammar School.
- V. Department of Music.
- VI. Industrial School, Girls' Industrial School, Agricultural School, Mechanical School.

Arrangements have been effected with the officers of the New Orleans public schools, by which those colored pupils who complete the public school course are transferred to the grade of the university for which they prove themselves prepared.

The Girls' Industrial School has trained hundreds of girls in the use of the needle and machine, and in the making of clothing and various other articles. It has proven a success, is very popular with the students, and is a department that reflects great credit on the pupils.

The work is regularly and systematically graded, beginning with the plain and simple, and advancing to the costly and intricate. The pupils furnish their own materials. There are 153 girls in the department. Students in this department are thoroughly instructed in all manner of needle work, and in cutting and fitting. Those pupils who complete a course in this department receive a certificate stating the same.

Professor Millard F. Mithoff, a practical mechanic of experience and reputation, was elected principal of the Mechanical School. The studies embrace both the theory and practice of mechanics.

A large and substantial building, 36 by 80 feet, two stories high, for a mechanical building, was completed on the grounds of the university. This building was fitted up with work benches of the most improved pat-

tern (made in the building), a complete outfit of tools for each bench and later on, a steam engine with shafting, pulleys, grindstones, turning lathes, band and scroll saws, etc., all run by steam, was added. Fifty-three boys are at present working in this department. A tin-shop has been added which has 52 boys in training.

An excellent farm of over one hundred acres of tillable land has been purchased by the Governor with an appropriation of eight thousand dollars made by the Legislature of the State in 1895. It is in operation near the upper suburbs of New Orleans, and fronting on the Mississippi River. The place has been stocked with teams and implements necessary for the cultivation of the various agricultural products of Louisiana.

Some dormitories for agricultural students and a room for class exercises have been erected on the farm. The farm is used, in connection with class recitations of pupils of the university in agriculture and agricultural chemistry, to systematically and scientifically cultivate every important field and vegetable crop of Louisiana. A few other crops are cultivated experimentally. The pupils are taught theoretical, scientific farming in classes and the result is shown in the practical application in the fields. The soil is analyzed in the chemical laboratory of the university and its deficiencies supplied on the farm. There have been erected on this farm hog-yards and houses, poultry-yards and poultry-houses which have been stocked with the best breeds. Water piping has been laid over the grounds and a wind-mill pumps the water.

A Dairy school was opened on the farm at the beginning of the session of 1896-97, with a two-years' course in dairying. Twenty-one graduates have gone out from this department.

The university is supported by an annual appropriation by the State Legislature, supplemented by an appropriation from the United States Government for the Agricultural and Mechanical Department.

## Soule Commercial College and Literary Institute, New Orleans.

This institution was established in 1856 by Geo. Soule, who is still its president.

The new Soule College Building (erected 1903) is situated at the southwest corner of St. Charles and Lafayette streets, opposite the City Hall, and overlooking the beautiful Lafayette Square. It is owned and occupied exclusively by Soule College for its own educational purposes, and is a beautiful four-story building, constructed of pressed colonial red brick, with white terra cotta base, trimmings and ornamentation.

The style of the building is very imposing, and is considered by competent critics to be one of the most attractive edifices in New Orleans.

The building is surmounted by a very ornamental clock tower, which contains one of the most remarkable clocks in the country. The main feature of the college clock is a mechanical device that regulates the appearance and disappearance, every half hour, of a life-size automaton, dressed as a college student, with cap and gown. This figure rings the large tubular bell or chime every half hour, and it is this feature which makes the clock one of the most novel time-pieces in the world. It is provided with an illuminated dial. The clock tower is crowned by the figure of a large owl, the bird of wisdom, in white terra cotta.

### First Floor.

The entire lower floor is beautifully tiled with Italian and Georgia marble, and marble wainscoting extends the entire length of both entrance halls. The three rooms on the right of the public entrance are reserved for the college offices, and embrace a general reception office, president's office and private office.

Opposite the college offices, across the entrance hall,

are the ladies' reception room and ladies' lunch room. A great deal of space has been allotted to the lady students. Their needs and comforts have been most carefully considered.

The Ladies' Lunch Room is amply provided with chairs and tables and umbrella stands and separate cabinets for keeping lunch baskets. The ladies' reception room, which overlooks the beautiful Lafayette Square, is supplied with comfortable modern furniture. Reading matter is provided and the ladies' reception room of Soule College is the most pleasant and attractive room of its kind in the city.

To the right of the gentlemen's entrance is the large college stock room, containing the college publications, book plates, and the stationery supplies for the college store.

Opposite the stock room is a large and convenient bicycle room, adjoining which is the boiler room, containing a complete hot water heating plant. The gentlemen's waiting room is located next to the stock room. It is provided with book shelves and comfortable settees. The men's lavatory is at the extreme end of the building on the lower floor and is one of the most complete and sanitary lavatories in the city. A special janitor is in constant attendance to supply clean towels and soap to the students.

### Second Floor.

The second floor of the building is entirely reserved for the Shorthand and the Typewriting Schools, and the General Assembly hall.

The Shorthand School embraces five rooms, devoted exclusively to shorthand instruction, and shorthand dictation with accompanying lessons in English, etc. The

Typewriting School has very convenient separate quarters on the same floor. The shorthand and typewriting grammar classes meet in the Assembly Hall.

This separation of rooms avoids all confusion, facilitates individual instruction, insures proper student classification, and thus guarantees the most rapid progress to each student.

#### The Ladies' Hat and Cloak Room.

is located on the second floor. The ladies lavatory is also on the second floor, and is in charge of a maid, at all hours. This convenience is much appreciated by the ladies.

#### The General Assembly Hall

is very conveniently located on the second floor. It is adequately equipped for all lecture purposes. Comfortable settees seat nearly 600 students, and the elevated stage gives a good view of the lecturer at all times. The acoustic properties are excellent. Large cases contain valuable apparatus for illustrating lectures on Commercial Law, Finance, Physiology, Phrenology, Astronomy, etc.

#### Third Floor.

The third floor is occupied by the Advanced Commercial Department, the Business Practice Department, the Soule College Store, the Soule College Bank, and the Wholesale, Real Estate and Insurance Offices known as the Merchants' Exchange.

Between the Advanced Commercial Department and the Business Practice Department, the Soule College Store is located. This store constitutes the actual business department, and students of the Commercial School serve by turn in the store work. Actual goods and actual cash are handled by the student bookkeepers and salesmen.

#### Fourth Floor.

The fourth floor is devoted to the three English schools and the Initiatory Bookkeeping Department.

The Initiatory Bookkeeping Department occupies the first room, and includes the entire St. Charles street frontage. The light and ventilation are perfect. Adjoining the Initiatory Commercial, is the Higher English room. It is a very well arranged class room and is specially adapted to the grade of work done in the Higher English School.

There is a large spare room next to the Higher English that is held in reserve for emergencies. On the opposite side of the hallway, the Academic and Intermediate Schools have most comfortable quarters. The Intermediate English room is well supplied with modern desks, recitation settees and blackboards. The Academic School occupies the large room opposite the Intermediate English. It is fitted up with beautiful cherry desks of the most approved style.

Soule College, as it exists to-day, comprises the following schools on the eclectic or graded plan, as may be desired: 1. An Intermediate English School for students from 9 to 12 years of age. 2. A Higher English and Grammar School. 3. An Academic or Secondary School. 4. An English Night School for Working Boys. 5. A thoroughly appointed Shorthand and Typewriting School. 6. A high grade full course Commercial School with superior equipments, business offices, bank, store, etc. All these schools have separate rooms and each has a separate staff of faithful and efficient teachers. No superficiality, no smattering and no cramming are allowed in any school of Soule College. All known and approved methods of developing the mind and of increasing the energies and the potency of its faculties are employed.

## Home Institute of New Orleans.

The Home Institute of New Orleans, an English and Classical School for Young Ladies and Children, is an institution the present status of which is the outcome of a steady and progressive development.

The first stage of the Home Institute was that of a primary school. This school was founded by the present principal of the Institute, Miss Sophie B. Wright, in January, 1882.

The primary school met with such steady and generous support as to warrant the establishment of a high grade institution, and, accordingly, in 1889, the Home Institute was incorporated under the laws of the State of Louisiana, with power to award diplomas and to confer degrees.

The success of the Home Institute is, in no small degree, due to the fact that its basic purposes are laid deep in those principles which tend to the truest development of womanly character.

That education is the truest and best which unfolds the potential faculties of the child into an harmonious perfection. In this ideal education, Christian influence is an important factor, and therefore, one of the constant purposes of the school is to weave this influence into the character of the pupils.

The present high grade curriculum of the school is the result of much care, thought and long and practical experience.

Arithmetic and Grammar are studied throughout the entire course because experience has demonstrated the fact that these essentials are too often neglected in the high school grades.

French, Latin, German and Spanish are taught as part of the regular course, that is, no extra charge is made for any or all of these languages.

The Art Course embraces a practical and thorough study of Free Hand Drawing, Painting and Modeling. Lectures are given on Composition, Prospective and Artistic Anatomy. Students who so desire are prepared for teaching and diplomas are awarded them.

Competent lecturers are engaged from time to time to give "Studies from Shakespeare."

An important feature of the school is the Normal Course, in which one year's tuition is offered free to all graduates. This course offers advanced work for those who desire to teach. Or if they so desire, graduates may take a thorough business course, including Bookkeeping, Stenography and Typewriting.

There are daily gymnastic exercises from which no student can be excused unless by a physician's certificate.

In fact, the entire work of the school is based upon practical principles and the wisdom of its methods has been attested by gratifying results.

The boarding department is limited in order that the spirit and influence of true home life may be combined with proper discipline.

The majority of the Southern States are represented upon the attendance roll and for several sessions past boarding pupils have been entered from Mexico, Central America and Cuba.

Another factor in the success of the school is the personal contact, influence and association of the teachers and the students.

Cordial co-operation, earnest sympathy and intellectual companionship are the influences which are mutual aids of the leaders and those who are led.

Class societies are an important feature in the school life and they have been found to be the conservers of

much of the loyalty which operates as a vital element in the success of the institute.

The thorough and perfect discipline for which the

## Ursuline Academy, New Orleans.\*

This establishment for the education of young ladies is the most ancient in the United States, having been founded in 1727, under the auspices of Louis XV, King of France.

The brevet received from this monarch and many other interesting documents, all bearing testimony to the high esteem in which the community was held during French and Spanish rule in Louisiana, are still preserved in the archives of the Monastery. Even after the horrors of the Revolution in France, the government of that country failed not to recognize the good wrought by the zeal of the Ursulines, in teaching the youth of all classes how to become exemplary daughters, wives, and mothers.

In the years immediately following the Louisiana Purchase, Presidents Jefferson and Madison addressed to the Ursuline Ladies letters expressive of their appreciation and esteem.

While sacredly preserving the spirit of piety and zeal which animated their venerable predecessors, and which served to render them so successful in educating the youth of Louisiana and the adjacent States, the Ursuline Ladies of the present day have deemed it their duty to adopt the most approved methods of imparting knowledge.

The new convent, to which the community removed in 1824, is situated on an extensive plantation about two miles below New Orleans. The establishment is so very large, that many have affirmed that had they not visited it, they could not have formed a just estimate of its

Home Institute is noted is, in no small measure, the result of the inculcation of principles of self-control and of upright conduct.

vastness, or of the various advantages it possesses for educational purposes.

### Course of Studies.

The programme of studies in this institution has been modified as often as required, to correspond to the progress of the times and the demands of society. At present it embraces French and English Grammar, Rhetoric, Literature, Logic, Ancient and Modern History, Geography, Astronomy, Arithmetic, Algebra, Geometry, Trigonometry and Bookkeeping, Physics, Botany, Geology, Physiology and Chemistry. Lessons in Penmanship, Reading and Elocution are daily given.

The Academy possesses a library containing over four thousand volumes, philosophical and chemical apparatus, a telescope, a large assortment of the most improved globes and maps, and a fine collection of minerals, etc., etc.

N. B.—Among other advantages, the system of teaching adopted offers the following peculiar one, viz: the French and English languages both receive equal attention, being taught not only by theory, but by practice. The recreation hours are alternately superintended by American and French religieuses, and, during these hours, the pupils are required to converse in the language of the sister who presides. Consequently, the young ladies who observe this point of their rule, and follow the course of grammar and literature adopted in the establishment, acquire a thorough knowledge of

\* The Oldest School in the Louisiana Purchase.



both languages, and speak them with fluency and elegance.

#### Musical Department.

This department is conducted by competent professors, whose pupils rarely, if ever, fail to attain a high degree of proficiency both in the theory and practice of music. Concerts are given from time to time, and, on these oc-

casions, all those who learn music are required to execute the pieces indicated by their professors.

#### Drawing and Painting.

Special attention is given in the Art Course, which embraces free-hand work from cast and nature; copying in crayon, sepia and India ink from models representing landscapes, fruits, flowers, etc. Pastel, oil and water-color studies; oriental painting on satin, silk, etc. China painting, etc. Gilding and firing done at the institution.

## Holy Cross College, New Orleans.

This institution was opened in 1879, under the name of "St. Isidore's College," and was chartered by an act of the General Assembly of the State of Louisiana, June 20th, 1890. It was then, and still continues to be, conducted by the members of the "Congregation of the Holy Cross," a community composed of Priests and Brothers, who devote themselves to the education of young men and boys, preparing them for the learned professions, and for commercial pursuits.

In the year 1895 it was determined to begin the erection of new and more commodious buildings, and on the 8th of September, 1896, the main building of the new college was solemnly blessed by the Most Rev. Francis Janssens, D. D., Archbishop of New Orleans, and the name changed to "Holy Cross College" as being more in keeping with the original charter of the Congregation.

The college buildings are within the limits of the "Crescent City," situated on rising ground overlooking the Mississippi, and while central, are retired, and unsurpassed for health. The main building is new and complete in its appointments. The play grounds are spacious and beautiful, the fragrant Magnolia and other trees affording a grateful shade, while the refreshing

breezes from the Gulf are almost continually wafted along the bosom of the "Father of Waters" rendering this an ideal home for the student. Beyond the college property are delightful promenades, extending along the levee to the United States Barracks, about a mile distant, thence to Jackson's Monument and the historic Chalmette, where was fought and won one of the most memorable battles recorded in the annals of the world, and commonly known as the "Battle of New Orleans."

The aim of the institution is to give its pupils a thorough education. The system of education is practical, calculated to form both the heart and the intellect of the student. The regular courses comprise all that is requisite for either a finished classical, literary or commercial education. The program of studies has been carefully graded, and the text books of the various classes are by authors of acknowledged merit. The right moulding of character, and the gradual development of the mental and moral faculties need constant and vigilant care, and the members of the Congregation of Holy Cross have made this great task their life-work. Experienced teachers are employed in the various departments.

### Commercial Course.

Particular attention is given to the Commercial Course, and when the character and needs of the country are considered, it will appear the most practical and one of the most important that an educational institution can offer.

The routine of study in the course of Bookkeeping embraces the following: Preparatory Instructions and Definitions; Initiatory Sets by Double Entry, embracing the Buying and Selling of Merchandise on Private Account; on Account of Others; Buying and Selling the same on Joint Account; Importing and Exporting on Private Account, on Account of Others, and on Account

of Ourselves and Others in Company; Receiving and Forwarding Merchandise, the Management and Settlement of Executors' Accounts, Buying and Selling, Remitting, Collecting, Discounting, Accepting and Paying Bills of Exchange, Banking—Private and Joint Stock—Steamboating, Railroading, Retailing by Double Entry, Farming, Mechanics' Accounts. Particular attention is paid to the explanation of the Law of Negotiable Paper.

### Elementary Studies.

Students not prepared to enter the foregoing course, are carefully instructed in Reading, Writing, Spelling, the first principles in Arithmetic, Grammar, etc., until they are able to follow a regular course.

## Other Schools in the State.

In addition to the State institutions sketched above, most of whom have exhibits at the World's Fair, there are many private and denominational schools in the State, each doing good work in proportion to its opportunities and facilities. There are a large number of institutions conducted by the various Catholic orders, such as the Jesuits, the Marists, the Sisters of the Sacred Heart, the Dominicans, the Sisters of Notre Dame, etc. The Protestant denominations conduct several institutions of good grade, notably Centenary College (Methodist), at Jackson; Mt. Lebanon University (Baptist); Silliman Collegiate Institute for Young Women (Presbyterian), at Clinton; Louisiana Female College (Baptist), at Keatchie. The State is well supplied with higher institutions for the education of colored youth of both sexes, there being in New Orleans alone four Universities for them. In addition to the State institu-

tion, the Southern University and A. and M. College, there are three others supported by their respective churches: Straight University (Congregational), Leland University (Baptist), and New Orleans University (Methodist). Several praiseworthy efforts at their industrial training are being made at various points in the country districts.

There are several excellent private academies fitting for colleges of the first grade, notably the University School, Ferrell's Academy and Rugby Academy, in New Orleans, and the Dixon Academy, in Covington.

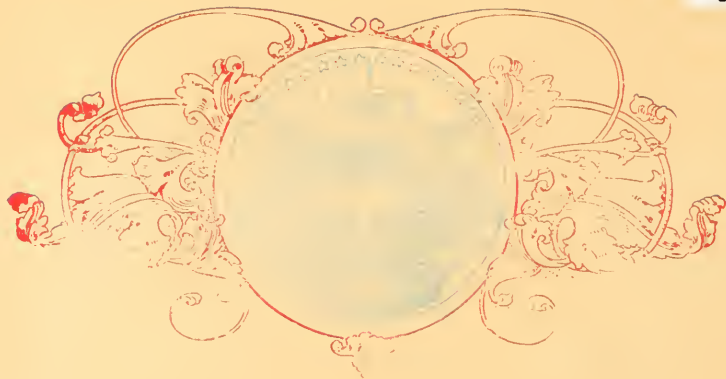
"Educational progress" is the watchword of the present State administration, as it has been of those that have immediately preceded it, and the advance that has marked the past two decades will undoubtedly be accelerated in those to follow.



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