

"Joint resolution in relation to adjournment,"

And returned the joint resolution to the House.

Mr. Moore, Clerk of the Senate, being admitted returned to the House the following House bills, signed by the Speakers of the two Houses, viz:

"An act to authorize School District No. 53, New Castle County, to borrow money and for other purposes;"

"An act to incorporate the Georgetown Armory," and

"An act to allow the Town Council of Milford to issue bonds for certain purposes."

Mr. Taylor, on behalf of the Committee on Enrolled Bills, reported as duly and correctly enrolled and ready for the signature of the Speaker the following House bills and joint resolutions, entitled,

"An act to re-incorporate the town of Newark;"

"An act to incorporate the town of Kenton;"

"An act to divorce Nathaniel T. Lewis and Matildr C. Lewls from the bonds of matrimony;"

"Joint resolution to pay Frank R. Carswell \$300.

"Joint resolution to pay Frank Whelen and H. H. Hobson for services to the Committee on Enrolled Bills," and

"Joint resolution to pay Elwood R. Norney twenty dollars."

Mr. Moore, Clerk of the Senate, being admitted returned to the House the following duly and correctly enrolled House bills and joint resolutions, the same having been signed by both Speakers, viz:

"An act to re-incorporate the town of Newark;"

"An act to incorporate the town of Kenton;"

"An act to divorce Nathaniel T. Lewis and Matilda C. Lewis from the bonds of matrimony;"

"Joint resolution to pay Frank Whelen and H. H. Hobson for services to Committee on Enrolled Bills;"

"Joint resolution to pay Frank R. Carswell \$300," and

"Joint resolution to pay Elwood R. Norney twenty dollars."

Mr. Taylor, on behalf of the Committee on Enrolled Bills, re-

ported as duly and correctly enrolled the following Senate bill and joint resolution, having been signed by the Speaker of the Senate, and same being ready for the signature of the Speaker of the House:

"An act relating to the government of the city of Wilmington," and

"Joint resolution in relation to the printing of the registration bill."

Mr. Moore, Clerk of the Senate, informed the House that the Senate would be ready to adjourn *sine die* in twenty minutes.

He also returned as duly and correctly enrolled, and signed by both Speakers, the House bill entitled,

"An act to pay claims against the State."

On motion of Mr. Ware the Clerk was directed to inform the Senate that the House would be ready to adjourn in five minutes.

Mr. Moore, Clerk of the Senate, being admitted returned to the House the following duly and correctly enrolled House joint resolution, the same having received the signatures of both Speakers, entitled,

"Joint resolution in relation to adjournment *sine die*."

Mr. Mulligan offered the following resolution:

Resolved, That the thanks of this body be and they are hereby tendered to the Hon. William R. McCabe, the Speaker of the House of Representatives, for the able, impartial and patient manner in which he has presided over the deliberations of this body during the present session.

Mr. Mulligan moved that the resolution be adopted.

Which motion unanimously

Prevailed.

By a standing vote.

On motion of Mr. Allaband, the reading of the journal for the day was dispensed with.

The Speaker addressed the members as follows:

Gentlemen of the House of Representatives:

The time has now arrived for us to adjourn without day. I will say before doing so it is impossible for me to express to you my

sincere thanks for the kindness, the respect and the courtesy which you have extended to me during this session. I can truthfully say this is probably one of the most affecting and impressive periods of my life. I shall leave here to-day with recollections that will be indelibly impressed upon my memory; recollections of your kindness and of your courtesy which it will be impossible for me to forget. When I entered upon the duties of the office to which you have kindly elected me, it was with some apprehension and doubt in regard to my own ability and my own experience; but your kindly co-operation has been with me in all my efforts, but I feel that our efforts in the three months we have worked together have not been in vain. I also have to thank you for your kind forbearance, because I can say to-day that there has not been one member of this House during this session that has taken an appeal from my decision. For this, your kindly forbearance, I wish to thank you over and over again. Now, as we part here and go out into the future, I shall always look back to this as one of the brightest spots, as a bright oasis in my life, and I wish to each of you a happy, long and prosperous life, and that the friendship that has grown up in the three months we have worked together may be perpetuated as long as our lives shall last. I now declare this House adjourned *sine die*.

ATTEST :

E. T. COOPER,

Clerk of the House of Representatives.

ERRATA.

The following proceedings, Tuesday, February 15, 1887, of this session, was overlooked by the Clerk in sending the copy to the printer.

TUESDAY, February 15, 1887—10 o'clock, A. M.

House met pursuant to adjournment.

Prayer by the Chaplain.

Roll called—Members present—Messrs. Allaband, Chandler, Daisey, Harrington, Lowber, M'Coy, Medill, Mulligan, Norney, Perry, Rust, Scotten, Smalley, Taylor, Temple, Waples, Ware, Wilson and Mr. Speaker.

Journal read and approved.

Mr. Rust, on behalf of the Committee on Revised Statutes, to whom was referred the House bill entitled,

"An act to amend Chapter 62, Volume 15, Part 1, Laws of Delaware,"

Reported the same back to the House with the recommendation that it pass.

Mr. Daisey, on behalf of the Committee on Private Corporations, to whom was referred the Senate bill entitled,

"An act entitled an act to revise and renew Friendship Church Cemetery of Appoquinimink Hundred,"

Reported the same back to the House with the recommendation that it pass.

Mr. Daisey, on behalf of the Committee on Private Corporations, to whom was referred the Senate bill entitled,

"An act to incorporate the Odd Fellows Cemetery of Seaford,"

Reported the same back to the House with the recommendation that it pass.

Mr. Daisey, on behalf of the Committee on Private Corporations, to whom was referred the Senate bill entitled,

"An act to extend the act of incorporation of Hebron Lodge, No. 14, I. O. O. F., of Seaford, Delaware,"

Reported the same back to the House with the recommendation that it pass.

Mr. Daisey, on behalf of the Committee on Roads and Vacant Lands, to whom was referred the Senate bill entitled,

"An act to lay out a new public road in Kenton Hundred, Kent County, and the State of Delaware,"

Reported the same back to the House with the recommendation that it pass.

Mr. Perry, on behalf of the Committee on Roads and Vacant Lands, to whom was referred the petition of James B. Deputy and others asking for the passage of an act to straighten a road in Cedar Creek Hundred, reported a bill entitled,

"An act to enable and authorize Samuel Hudson and James B. Deputy to straighten a road running through their lands in Cedar Creek Hundred, Sussex County."

Mr. M'Coy, on behalf of the Committee on Divorces, to whom was referred the Senate bill entitled,

"An act to divorce Charlotte Hanna and Alfred Hanna from the bonds of matrimony,"

Reported the same back to the House with the recommendation that it pass.

Mr. Taylor, on behalf of the Committee on Enrolled Bills, reported as duly and correctly enrolled, the following House bills and joint resolutions, and presented the same for the signature of the Speaker of the House, viz:

"An act to incorporate The Gilpin Avenue Club Stables;"

"An act to continue in force 'An act to incorporate National Lodge, No. 32, Independent Order of Odd Fellows of St. Georges, Delaware,' passed at Dover, February 19, 1867;"

"An act to amend Section 7, Chapter 469, Volume 17, Laws of Delaware, entitled, 'An act to establish a Board of Education for South Milford, and to incorporate the same and for other purposes;'"

"An act to amend Section 9, Chapter 126, Volume 14, Laws of Delaware;"

"An act for laying out a new public road in South Murderkill and Mispillion Hundreds, Kent County;"

"An act to incorporate the Green Bank Ice Company, of Marshalon, Delaware;"

"An act for the relief of United School Districts No. 44 and 150, in Sussex County;"

"An act to authorize the Recorder of Deeds of Kent County, to procure a new seal of office;"

An act to lay out a new public road in South Murderkill Hundred;"

"An act to amend Chapter 407, of the 13th Volume of the Laws of Delaware;"

"Joint resolution to pay for cleaning the State House;"

"Joint resolution in relation to the proposed canal between Assawaman and Indian River Bays;" and

"Joint resolution in relation to the price of the Minutes of the Council."

He also presented as duly and correctly enrolled, and ready for the signature of the Speaker of the House, the following Senate joint resolutions and bill, the same having been signed by the Speaker of the Senate, viz:

"Joint resolution in relation to the State Library;"

"Joint resolution in relation to the disposal of the certificate of the election of Governor," and

"An act authorizing A. S. Deakyne to erect a gate."

Mr. Chandler, on behalf of the Committee on Education, to whom was referred the House bill entitled,

"An act to authorize School District No. 17, in Kent County, to borrow money and secure the payment of the same,"

Reported the same back to the House with the recommendation that it pass.

Mr. Chandler, on behalf of the Committee on Education, to whom was referred the House bill entitled,

"An act to transfer the farm and mansion of Julia A. Bennett from School District No. 179 to School District No. 72, Sussex County,"

Reported the same back to the House with the recommendation that it pass.

Mr. Waples gave notice that on to-morrow or some future day he would ask leave to introduce a bill entitled,

"An act to divorce Chester J. Peterson and Anna C. Peterson from the bonds of matrimony."

Mr. Ware gave notice that on to-morrow or some future day he would ask leave to introduce a bill entitled,

"An act to amend Chapter 152, Volume 15, Laws of Delaware, entitled, 'An act to incorporate the city of New Castle.'"

Mr. Rust gave notice that on to-morrow, or some future day he would ask leave to introduce a bill entitled,

"An act to amend an act entitled, 'An act to appropriate money for free schools in this State and for other purposes.'"

Mr. Taylor offered a joint resolution entitled,

"Joint resolution in relation to furnishing stationery for the next General Assembly,"

Which, on his motion, was read.

On motion of Mr. Norney, the resolution

Was

Adopted.

Ordered that the Senate be informed thereof.

Mr. Ware presented a communication from the Society of Friends, of Wilmington,

Which, on his motion, was read, and referred to the Committee on Temperance.

Mr. Temple gave notice that on to-morrow, or some future day, he would ask leave to introduce a bill entitled,

"An act to divorce Alexander Pleasanton from his wife Rosella Pleasanton."

Mr. Scotten gave notice that on to-morrow, or some future day, he would ask leave to introduce a bill entitled,

"An act authorizing the laying out of a new public road in West Dover Hundred."

Mr. Daisey presented the petition of Stephen H. Wharton asking for the passage of an act to be transferred from School District No. 25 to School District Nos. 97 and 135, Sussex County,

Which, on his motion, was read and referred to the Committee on Education.

Mr. Daisey gave notice that on to-morrow, or some future day, he would ask leave to introduce a bill entitled,

"An act to extend the limits of School Districts Nos. 97 and 135, Sussex County."

Mr. Rust, in pursuance of previous notice, asked, and on motion of Mr. Daisey, obtained leave to introduce a bill entitled,

"An act authorizing and requiring the School Committee of School District No. 75, in Sussex County, to raise twenty-five dollars for school purposes, in addition to the amount now required by law to be raised,"

Which, on his motion, was read.

Mr. Ware, in pursuance of previous notice, asked, and, on motion of Mr. Chandler, obtained leave to introduce a bill entitled,

"An act to incorporate the Citizen's Coke and Gas Fuel Company,"

Which, on his motion, was read.

Mr. Ware, in pursuance of previous notice, asked, and, on motion of Mr. Mulligan, obtained leave to introduce a bill entitled,

"An act to amend Chapter 353, Volume 16, Laws of Delaware, entitled, 'An act to incorporate the Roman Catholic Male Protectory of Wilmington, Delaware,'"

Which, on his motion, was read.

Mr. Rust, in pursuance of previous notice, asked, and on motion of Mr. Temple, obtained leave to introduce a bill entitled,

"An act uniting the School Districts of Laurel and vicinity,"

Which, on his motion, was read.

On motion of Mr. Wilson, the House bill entitled,

"An act to enable and authorize Samuel Hudson and James B.

Deputy to straighten a road running through their lands in Cedar Creek Hundred, Sussex County,"

Was read a first time.

Mr. Allaband, in pursuance of previous notice, asked, and, on motion of Mr. Ware, obtained leave to introduce a bill entitled,

"An act to re-incorporate the town of Wyoming,"

Which, on motion of Mr. Allaband, was read.

Mr. Allaband also presented the petition of James Montague and others asking for the passage of said act,

Which, on motion of Mr. Allaband,

Was read and referred to the Committee on Municipal Corporations.

Mr. Medill, in pursuance of previous notice, asked, and, on motion of Mr. Chandler, obtained leave to introduce a bill entitled,

"An act to amend Chapter 44, Volume 15, Laws of Delaware, in relation to United School Districts, No. 39 and 41, New Castle County,"

Which, on motion of Mr. Medill, was read.

On motion of Mr. Temple, the House bill entitled,

"An act to amend Chapter 57, of the Revised Code,"

Was read a second time, by its title, and, on his further motion, was referred to the Committee on Revised Statutes.

On motion of Mr. Ware, the House bill entitled,

"An act to incorporate the Washington Street Market House Company,"

Was read a second time, by its title, and, on his further motion, was referred to the Committee on Private Corporations.

On motion of Mr. Ware, the House bill entitled,

"An act to re-incorporate the Washington Lodge No. 1, of the Knights of Pythias, of Delaware,"

Was read a second time, by its title, and, on his further motion, was referred to the Committee on Private Corporations.

On motion of Mr. Temple, the House bill entitled,

"An act to incorporate the town of Kenton,"

Was read a second time, by its title, and, on his further motion, was referred to the Committee on Municipal Corporations.

Mr. Temple presented the petition of J. M. Arthurs and others calling for the passage of said act,

Which, on his motion, was referred to the Committee on Municipal Corporations.

On motion of Mr. Ware, the House bill entitled,

"A further supplement to the act entitled, 'An act to incorporate the Edgemoor Iron Company,'"

Was read a second time, by its title, and, on his further motion, was referred to the Committee on Private Corporations.

Mr. Moore, Clerk of the Senate, being admitted, informed the House that the Senate had passed and asked the concurrence of the House in the following Senate bill, viz:

"A supplement to the act entitled, 'An act to allow the Commissioners of the Town of Smyrna to issue bonds, passed at Dover, March 16, 1885,'"

And presented the same to the House.

He also informed the House that the Senate had concurred in the House amendment to the joint resolution entitled,

"Joint resolution to pay the Delaware Society for the Prevention of Cruelty to Children, \$400."

Also that the Senate had passed the House bill entitled,

"An act to authorize the Commissioners of the town of Middletown to borrow money and erect water works,"

With an amendment,

And asked the concurrence of the House in the amendment,

And returned the bill to the House.

Mr. Moore, Clerk of the Senate, being admitted, informed the House that the Senate had passed the following House bills, viz:

"An act to authorize the Mayor and Council of New Castle to borrow \$5,000 for the purpose of buying a steam fire engine," and

"An act entitled. 'A further supplement to an act to incorporate the Masonic Hall Company, of Wilmington, Delaware,'"

And returned the same to the House.

He also returned the following enrolled House bills, they having been reported as duly and correctly enrolled and having received the signature of the Speakers of the two Houses :

"An act amendatory of the Charter of the city of Wilmington;"

"An act to re-enact and continue in force the act incorporating the Felton Institute and Classical Seminary," and

"An act to divorce Bevens M. Cain from the bonds of matrimony with his wife Alice Cain."

Mr. Moore, Clerk of the Senate, being admitted, informed the House that the Senate had concurred in the following House joint resolutions:

"Joint resolution donating a copy of the Minutes of Council to Delaware College," and

"Joint resolution in relation to the price of the Minutes of Council."

Also, that the Senate had concurred in the joint resolution entitled, "Joint resolution in relation to the Minutes of Council,"

With an amendment,

And asked the concurrence of the House,

And returned the joint resolution to that body.

On motion of Mr. Rust, the Senate bill entitled,

"An act to amend Chapter 29, of Volume 17, Laws of Delaware, in relation to the election of assessors and inspectors,"

Was read a second time, by its title, and, on his further motion, was referred to the Committee on Revised Statutes.

On motion of Mr. Norney, the Senate bill entitled,

"An act entitled an act to revise and renew Friendship Church Cemetery of Appoquinimink Hundred,"

Was taken up for consideration.

And, on his further motion, the bill was read a third time, by paragraphs, in order to pass the House.

On the question, "Shall this bill pass the House?"

The yeas and nays were ordered, which, being taken, were as follows:

Yeas—Messrs. Allaband, Chandler, Daisey, Harrington, Lowber, McGee, Medill, Mulligan, Norney, Perry, Rust, Scotten, Taylor, Temple, Waples, Ware, Wilson and Mr. Speaker—18.

Nays—None.

It was decided in the affirmative, and the bill, having received the required constitutional majority,

Passed the House.

Ordered that the Senate be informed thereof, and the bill returned to that body.

On motion of Mr. Temple, the Senate bill entitled,

"An act to lay out a new public road in Kenton Hundred, Kent County, and the State of Delaware,"

Was taken up for consideration,

And, on his further motion, the bill under consideration was read a third time, by paragraphs, in order to pass the House.

On the question, "Shall this bill pass the House?"

It was decided in the affirmative, and the bill, having received the required majority,

Passed the House.

Ordered that the Senate be informed thereof and the bill returned to that body.

On motion of Mr. Daisey, the Senate bill entitled,

"An act to incorporate the Odd Fellow's Cemetery of Seaford,"

Was taken up for consideration,

And, on his further motion, the bill under consideration was read a third time by paragraphs, in order to pass the House?"

On the question, "Shall this bill pass the House?"

The yeas and nays were ordered, which, being taken, resulted as follows:

Yeas—Messrs. Allaband, Chandler, Daisey, Harrington, Lowber, M'Coy, Medill, Mulligan, Norney, Perry, Rust, Scotten, Taylor, Waples, Ware, Wilson and Mr. Speaker—17.

Nays—None.

It was decided in the affirmative, and the bill, having received the required constitutional majority,

Passed the House.

Ordered that the Senate be informed thereof and the bill returned to that body.

On motion of Mr. Daisey, the Senate bill entitled,

“An act to extend the act of incorporation of Hebron Lodge, No. 14, I. O. O. F., of Seaford, Delaware,”

Was taken up for consideration,

And, on his further motion, the bill under consideration was read a third time, by paragraphs, in order to pass the House.

On the question, “Shall this bill pass the House?”

The yeas and nays were ordered, which, being taken, were as follows:

Yeas—Messrs. Allaband, Chandler, Daisey, Harrington, Lowber, M'Coy, Medill, Mulligan, Norney, Perry, Rust, Scotten, Taylor, Temple, Waples, Ware, Wilson and Mr. Speaker—18.

Nays—None.

It was decided in the affirmative, and the bill, having received the required constitutional majority,

Passed the House.

Ordered that the Senate be informed thereof and the bill returned to that body.

On motion, the House adjourned.

SAME DAY—3 o'clock, P. M.

House met pursuant to adjournment.

Mr. Allaband presented the petition of S. M. Walrath and others, asking for the passage of an act prohibiting the manufacture and sale of Oleomargarine within this State,

Which, on his motion, was read and referred to the Committee on Agriculture.

Mr. Rust presented the petition of citizens of North West Fork Hundred, in relation to a new public road,

Which, on his motion, was read and referred to the Committee on Roads and Vacant Lands.

Mr. Wilson, in pursuance of previous notice, asked, and, on motion of Mr. Harrington, obtained leave to introduce a bill entitled,

“A further additional supplement to the act entitled, ‘An act in relation to oysters,’ ”

Which, on his motion, was read.

Mr. Moore, Clerk of the Senate, being admitted, informed the House that the Senate had passed the following House bills entitled,

“An act to incorporate ‘The Lea Pusey Company;’ ”

“An act to authorize the laying out of a new road in Broad Creek Hundred, Sussex County,”

And returned the bills to the House.

He also informed the House that the Senate had passed, and asked the concurrence of the House in the following Senate bill entitled,

“An act to incorporate I. O. H. Publishing Company,”

And presented the bill to the House.

Mr. Rust, in pursuance of previous notice, asked, and, on motion of Mr. Chandler, obtained leave to introduce a bill entitled,

"An act to authorize the laying out of a new public road in Seaford Hundred, Sussex County,"

Which, on his motion, was read.

Hon. J. P. Saulsbury, Secretary of State, being admitted, presented a communication from the Governor, the same being the report of the State Board of Agriculture.

On motion of Mr. Norney, the Senate amendment to the House bill entitled,

"An act to authorize the commissioners of the town of Middletown to borrow money and erect water works,"

Were read, as follows :

Amend the bill by striking out all after the enacting clause and substitute the following:

SECTION 1. That the town commissioners of the town of Middletown shall have power and authority, under and by virtue of an ordinance, to be passed by the said commissioners, to borrow on the faith and credit of said town, a sum of money not exceeding fifteen thousand dollars, and which shall be applied, appropriated and expended for the purpose of supplying said town with water; the said commissioners shall also have authority to issue bonds therefor, of such denominations as they shall deem best, bearing interest at a rate not exceeding six per cent per annum, payable semi-annually; the principal of such bonds shall be made payable at such time or times not less than ten years nor more than twenty years from the date thereof, and in such manner as shall be prescribed by the said commissioners. The form of said bonds shall be prescribed by the said commissioners, and shall be signed by the president of the said town commissioners and the treasurer of said town, and sealed with the corporate seal of said town, and shall be exempt from all taxation.

SECTION 2. That the treasurer of said town, in addition to the security he is now required by law to give, shall give security for the proceeds of the aforesaid bonds, which said proceeds shall be kept separate from the other funds of said town and shall be subject to draft as hereinafter mentioned.

SECTION 3. That Henry Clayton, George W. W. Naudain, Martin B. Burris, John H. Parvis and Gideon E. Hukill, be and are hereby appointed water commissioners, who, with the proceeds of the bonds aforesaid, are hereby authorized and empowered to erect

water works and lay pipes to supply the said town with water, and whenever it shall be necessary or expedient for the said commissioners to acquire land for any purpose connected with said water supply, and such land cannot be acquired by agreement with the owner or owners thereof and the said commissioners, the same may be taken for the purpose aforesaid, in the name of the said town in the same manner and subject to the same conditions and proceedings as are now prescribed by law in relation to the said town of Middletown for condemning and taking land for the purpose of laying out, opening, extending or widening any street, road, square, lane or alley in said town.

SECTION 4. That the said water commissioners shall have authority, from time to time, to draw upon the treasurer aforesaid of the money borrowed as aforesaid, sufficient to meet the cost of the said water works, and upon the completion of the said works, shall make a proper delivery of the same with all the appurtenances to the said town commissioners of said town, and shall render to the said town commissioners a just and full account of their receipts and expenditures in the construction of the said water works; the compensation of all of the water commissioners shall not exceed in the aggregate the sum of five hundred dollars.

SECTION 5. That if any vacancy shall occur in the said board of water commissioners by death, resignation, removal from the town, or otherwise, the remaining members shall fill such vacancy by the appointment of a taxable citizen of said town.

SECTION 6. That the town commissioners aforesaid shall have authority to employ proper persons to operate said water works, and shall fix their compensation by ordinance; and in like manner shall fix the rent or rents which private consumers of water shall pay, and shall have all the powers to collect such rents as collectors of county taxes now have, to collect such taxes.

SECTION 7. That before the preceding provisions of this act shall go into effect, it shall be the duty of the said town commissioners within thirty days after the passage of this act, to call a town meeting, upon ten days notice, and at such meeting the borrowing of the said sum of fifteen thousand dollars as aforesaid, shall be approved by a majority of the votes cast thereat; every resident of said town, who shall have paid a "town tax" for the year in which such meeting is held, or for the preceding year, shall have the right to

cast one vote for every dollar and every fractional part of a dollar of "town tax" aforesaid by him or her paid.

For concurrence.

Extract from Journal.

B. J. MOORE,
Clerk of the Senate.

Mr. Norney offered an amendment to the Senate amendment,
Which, on his motion, was read, as follows:

Amend the amendment by adding the following, as Section 8:

SECTION 8. It is herein provided that Chapter 189, Volume 17, Laws of Delaware, is hereby repealed, being an act to enable the town of Middletown to borrow money for water purposes."

Mr. Norney moved that the bill be re-committed to the Committee on Municipal Corporations,

Which motion was

Lost.

Mr. Chandler moved that the further consideration of the bill be postponed until next Thursday,

Which motion

Prevailed.

Mr. Moore, Clerk of the Senate, being admitted, informed the House that the Senate had concurred in the House amendment to Senate bill entitled,

"An act to punish false pretences in obtaining certificates of registration of cattle and other animals, and to punish giving false pedigrees."

On motion of Mr. Chandler, the House bill entitled,

"An act to amend Chapter 62, Volume 15, Part 1, Laws of Delaware,"

Was taken up for consideration,

And on his further motion, the bill was read a third time, by paragraphs, in order to pass the House.

On the question, "Shall this bill pass the House?"

It was decided in the affirmative, and the bill, having received the required majority,

Passed the House.

Ordered to the Senate for concurrence.

On motion of Mr. M'Coy, the House bill entitled,

"An act to divorce Rachel S. Davidson from her husband John W. Davidson,"

Was taken up for consideration,

And, on his further motion, the bill was read a third time, by paragraphs, in order to pass the House.

On the question, "Shall this bill pass the House?"

It was decided in the affirmative, and the bill, having received the required majority,

Passed the House.

Ordered to the Senate for concurrence.

Mr. Chandler offered a joint resolution entitled,

"Joint resolution in relation to the Minutes of Council,"

Which, on his motion, was read, and, on his further motion,

Was

Adopted.

Ordered to the Senate for concurrence.

On motion of Mr. Norney, the report of the State Board of Agriculture was read.

Mr. Norney moved that the said report be referred to a special committee of three,

Which motion

Prevailed.

The Speaker appointed as said committee,

Messrs. Norney, Scotten and Rust.

Mr. M'Coy gave notice that on to-morrow, or some future day, he would ask leave to introduce a bill entitled,

"An act to provide an unexceptionable mode of ascertaining the sense of the people upon the question of calling a Constitutional Convention.

On motion of Mr. M'Coy, the Senate bill entitled,

"An act to divorce Charlotte Hanna and Alfred Hanna from the bonds of matrimony,"

Was taken up for consideration,

And, on his further motion, the bill under consideration was read a third time, by paragraphs, in order to pass the House.

On the question, "Shall this bill pass the House?"

The yeas and nays were ordered, which, being taken, were as follows:

Yeas—Messrs. Daisey, M'Coy, Medill, Norney, Perry, Scotten, Taylor and Wilson—8.

Nays—Messrs. Chandler, Lowber, Rust and Ware—4.

It was decided in the affirmative, and so the bill, having received the required majority,

Passed the House.

Ordered that the Senate be informed thereof and the bill returned to that body.

Mr. Daisey, on behalf of the Committee on Private Corporations, to whom was referred the Senate bill entitled,

"An act to incorporate 'The Republican Printing and Publishing Company of Wilmington, Delaware,'"

Reported the same back to the House with the recommendation that it pass.

On motion of Mr. Rust, the House bill entitled,

"An act to transfer the farm and premises of Julia A. Bennett from School District No. 179, to School District No. 72, Sussex County,"

Was taken up for consideration,

And, on his further motion, the bill was read a third time, by paragraphs, in order to pass the House.

On the question, "Shall this bill pass the House?"

It was decided in the affirmative, and the bill, having received the required majority,

Passed the House.

Ordered to the Senate for concurrence.

Mr. Mulligan moved that an additional member be appointed on the Committee on Agriculture,"

Which motion

Prevailed.

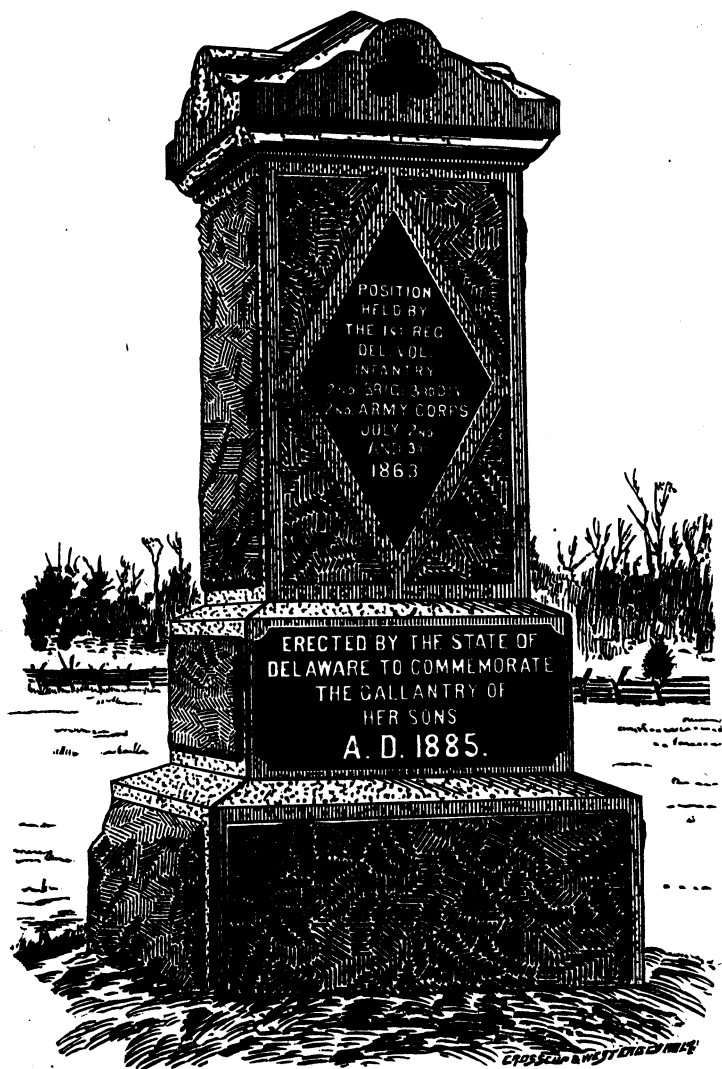
Whereupon the Speaker appointed as such additional member, Mr. Perry.

Mr. Rust gave notice that on to-morrow or some future day, he would ask leave to introduce a bill entitled,

“An act authorizing the Governor to appoint an additional justice of the peace in and for Sussex County.”

On motion, the House adjourned.

APPENDIX.



REPORT OF JOINT COMMITTEE,
TO MARK THE POSITIONS OCCUPIED
BY THE
1st and 2d DELAWARE REGIMENTS
AT THE
Battle of Gettysburg, July 2nd and 3d, 1863.

*To the Honorable Senate and House of Representatives,
State of Delaware:*

Your joint Committee appointed under the resolution of April 9th, 1885, for the purpose of locating and marking with suitable monuments the position of the Delaware troops on the battle-field of Gettysburg, beg leave to submit the following as their report:

In accordance with said Joint Resolution, we appointed a committee of six of the survivors of the 1st and 2d Delaware infantry, three from each regiment, to aid and assist us in the work of locating the positions, viz: Major John T. Dent, Captain J. Parke Postles, and Lieutenant John M. Dunn, of the First Regiment; Lieutenant-Colonel Peter McCullough, Assistant-Surgeon Philip H. Plunket, and Lieutenant William H. Brady, of the Second Regiment. Accompanied by the above committee we visited the battle-field on the 18th of June, 1885, and selected as the position for the Monument of the 1st Delaware infantry the main line of battle, just to the left of the Bryan House. It was here that the advancing Confederate columns of Picket, Pettigrew and Trimble converged and overlapped in the desperate assault of July 3d, 1863. It was here that our First Delaware boys covered themselves with glory, leading the counter charge, and breaking through and destroying the Confederate columns, capturing more prisoners and battle-flags than they had in their command.

The minor position for the Tablet, to mark their advanced skirmish line on July 2d, we selected a point in the apple orchard beyond the Bliss House and barn. All day long this position was stubbornly fought for and held by the 1st Delaware Regiment until evening.

For the Second Delaware Regiment we selected as a proper place for their Monument, a point about three-fourths of a mile to the left and front of the wheat field, near the Rose House. This point was attained by Brooks' Brigade, of which our 2d Delaware boys formed part, in their gallant charge, on the afternoon of July 2d, when Caldwell's 1st Division of Hancock's 2d Corps was ordered forward to the relief of General Sickles; being at that time on the extreme left and front of the army.

The minor position on which to place their tablet, we selected a point in the main line in front of the J. Hammerbach House as marking the point from which the 2d Regiment moved to engage the enemy on the afternoon of July 2d.

These positions were selected after careful consideration and going over the ground with the committee representing the two Regiments who had borne so active and honorable a part in this great contest, and it meets with their entire approval. Your committee then placed the contracts for the monuments and tablets, their erection and setting up, in the hands of Mr. Thomas Davidson, of Wilmington, Delaware, to be cut of Brandywine blue rock from our own native hills.

DESCRIPTION OF MONUMENTS.

The lower base entirely, the second base except one side, the die except the front, were left natural rock, except a margin line one inch all around. The cap was polished on four faces with corps badge cut on each side. The face of die had a diamond polished on face, to represent the Diamond State. The base was 4 feet 6 inches square, and mounted stood about 7 feet 6 inches high.

On the tenth day of June, 1886, in company with the Soldiers' Committee, the Governor, Secretary of State and other distinguished and representative citizens of the State, we again visited the battle-field for the purpose of dedicating the monuments, and turning them over to the Battle-Field Memorial Association. After viewing the field and satisfying ourselves with the completeness of the work, we proceeded to the monument of the 1st Delaware, where J. Parke Postles and chairman of the Joint Committee, on the part of soldiers,

introduced Lieut. John M. Dunn, the Color Sergeant of the 1st Regiment in this engagement, who spoke as follows:

Fellow Citizens and Comrades:

The battle of Gettysburg has attracted more attention than any other engagement during the recent struggle.

On both sides Gettysburg is claimed as the high water mark.

Here on Pennsylvania's loyal soil, over her fertile fields and against her rock-bound peaks rolled and surged the tidal wave of rebellion.

Here on this consecrated soil the chivalry of the South was pitted in a hand to hand conflict with their more stubborn brethren of the North.

The value of our victory on this field cannot be over-estimated; coming as it did simultaneously with Vicksburg, it was two-fold in results.

We not only drove the enemy back to his old haunts, and confined him and the sufferings and horrors of war to his own soil, but we demonstrated beyond the shadow of a doubt to the Confederate authorities, rank and file, and to Foreign Nations who were at that time disposed to openly lend a helping hand to the Confederacy, that at least as an aggressive force the Confederates were not and could not be counted upon as a success.

On the other hand a new confidence was inspired at home and abroad. The spirit and morale of our army was increased and theirs was correspondingly depressed, to say nothing of the fearful loss in men from which they suffered and never recovered.

The 1st Delaware Infantry, on June 30, 1863, had 21 officers and 280 enlisted men present for duty, as shown by the official returns on file in the Adjutant-General's office, Washington, D. C. It formed a part of the 2d Brigade, 3d Division, 2d Army Corps, and at this time the regiment was commanded by Lieutenant-Colonel Edward P. Harris. The Colonel of the regiment at that time, Thomas A. Smyth, being in command of the Brigade.

On the afternoon of July 1st, 1863, the 2d Army Corps became aware of the fact that there was trouble ahead, for we could hear a heavy roll like the distant thunder of an approaching storm. Our march dragged along slowly as if those in command were not quite sure when they wanted us.

Along about 2.30 in the afternoon, whilst we were apparently resting in a field, a lone cavalry man came running down the road. Some of the boys interviewed him; he passed on, but a report at once spread through the regiment that there was an engagement ahead and that General Hancock had gone to the front to assume command. We enlisted men could not understand why General Hancock should go and leave us behind, however, we were satisfied that if he wanted to fight that battle without us, all right.

We trudged along our weary way, not knowing where the enemy was, and scarcely knowing where we were ourselves.

There was an ominous silence in the ranks which was only broken by the sound of artillery, which grew louder and more frequent. Each comrade had his own thoughts, some were of the morrow and some of loved ones left behind.

As the shades of evening closed in and around us, the sound of the artillery grew less frequent but closer. A few wounded men were seen going to the rear, and some of us imagined that the air was somewhat sulphurous. Somewhere between 8 and 9 o'clock, we filed off to the right of the road nearly a mile from Ziegler's Grove. Here we bivouaced for the night, and there was considerable growling amongst the men growing out of the movement of massing the brigade in column, some one crying out "give us dress parade."

The men were tired; they had a long tedious march through a hot sun and were disposed to rest where they stopped.

ON THE BATTLE-FIELD.

Our camp was in a ravine with a high hill in our front and to our left, describing a half horse shoe. The ridge was plainly discernible as it cut sharply against the clear sky.

After hastily attending to the wants of the inner man, as only soldiers know how to do, we stretched our weary bones to rest on mother earth, and the camp was soon asleep, not knowing or caring about Gettysburg.

JULY SECOND.

The morning of July second opened clear and with considerable stir. We could see on the crest of the hill ahead of us and to our left, batteries in position and going into position, lines of battle formed and forming; some of us had not completed our toilet when orders came to fall in.

Our brigade, commanded by Colonel Thomas A. Smyth, was then moved up a little to the right and rear of Woodruff's battery, which was posted in Ziegler's Grove on the crest of Cemetery Hill.

Here we were again massed in column. About 8 o'clock, or shortly after, Colonel Smyth ordered Lieutenant-Colonel Harris to move the regiment by the left flank. Gen. Alexander Hayes commanding the division, and Colonel Smyth both rode along with the head of our column which was left in front. When we reached this point, what afterwards proved to be our proper line of battle, General Hayes and Colonel Smyth gave Lieut-Col. Harris directions what to do. Colonel Smyth ordered the speaker to take colors and color guard and take position in the rear of the line of battle. I went over by yon tree where I would have a clear view of the line. During the time the regiment was deploying on the skirmish line, I stood close to Smyth and watched the boys. They crossed the Emmetsburg Pike in fine style. The bugle sounded the deploy and in a few moments the Garibaldi Guards (125 N. Y.) were relieved from the skirmish line. Again the bugle sounded the advance. The lower fence beyond the Pike was crossed and the Bliss House and barn was in possession of the boys from the *Little Diamond State*. Here some thirty prisoners were taken including two or three commissioned officers.

Again our line was advanced into the orchard beyond the Bliss House and barn. Generals Hayes and Smyth with portions of the staff sat on their horses close by. General Hayes was enthusiastic in his praises of the manner in which the regiment was handled. It was the first time he had seen it under fire. There was a smile on Smyth's face, a light in his eyes as he listened to Hayes' compliments paid "me boys," as he termed them.

The position now obtained by the regiment, out in the orchard beyond, was held until about 4 P. M.

About 2.30 the enemy opened quite lively on the main line with artillery. About 4 P. M., the fight to our left was fairly opened and for two hours it raged in all its fury. Hood and McLaws had fallen on Sickles in his advanced position, and to some extent on this part of the field we had been worsted. But troops were hurried forward from various parts of the field and the temporary success of the Confederates was checked. At this time Anderson Strong Division was advanced for the purpose of making a demonstration against Hancock's front, and as we had no support, it was considered expedient

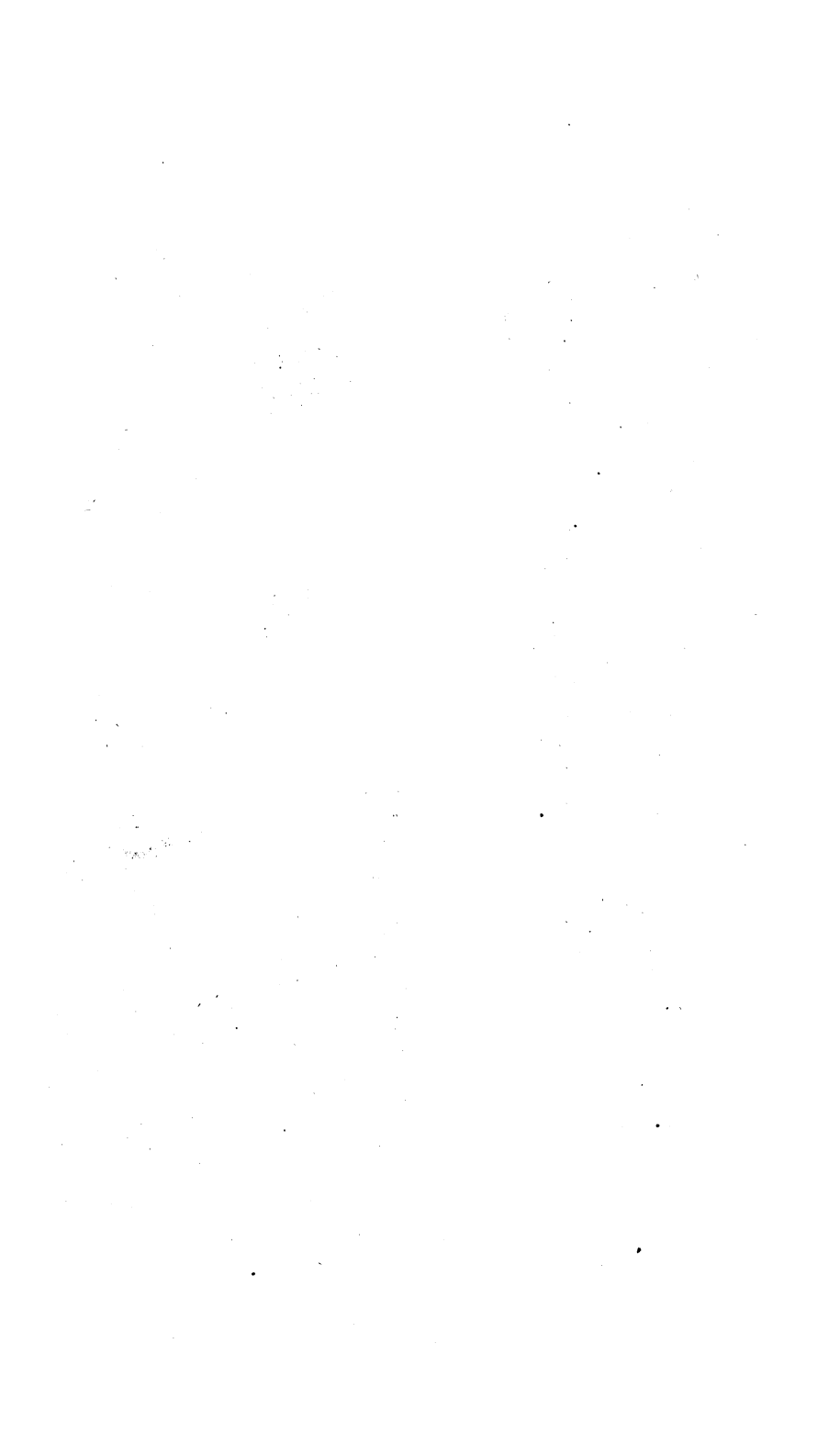
to withdraw a short distance from the Bliss House and barn before this superior force. We drove back their skirmish line as it attempted to advance, but it was not until they had pushed forward a strong line of battle against us, that we withdrew from the house and barn. As we were without support we fell back about seventy-five yards to the fence between the Emmettsburg Pike and the barn. The enemy at this time succeeded in inflicting on us considerable loss in killed, wounded and prisoners. Every inch of the ground was contested.

In the rear of our left company there was a small force of infantry, belonging to another division, jealously guarding a huge pile of fence rails. When the Confederates advanced, our officers called on the fence rail party to come forward and aid us, but they informed us they were there for another purpose. What that purpose was has yet to be discovered. By the time we had uncovered the fence rails our friends had departed in search of other conquests.

The sharp-shooters of the enemy were now in possession of the house and barn and became so troublesome to our main line of battle that it was found necessary to dislodge them. For this work a detail of four companies from the 12th New Jersey was sent forward. Our boys being re-inforced by the gallant Jerseymen again went forward and occupied the barn, but not without a lively struggle. After the detail of the 12th had started it was decided to take the Bliss House. Some one must be found to carry that order out, when up jumped Captain J. Parke Postles, Company A, 1st Delaware, Inspector General on Brigade Staff, and turning to Colonel Smyth, he said, "I will carry the order, sir." Suiting the action to the word he mounted his horse and away he went amid shot and shell and delivered the order. It is said that on his return the enemy refused to fire at him, so much did they admire his gallant action.

On receipt of the order the Jerseymen went forward and the house was soon in our possession. The old line was re-established and held until about 7.30 P. M., when the enemy again advanced a strong column of infantry along our whole front, Posey's Mississippi Brigade. This was a demonstration in favor of Ewell's Corps, which had now attacked our right, and was pretty severely handled before they got through. In this action a part of Hayes' Division played an important part. Early's Division, about 8.45 in the evening, forced its way almost into the cemetery and partially had possession of the Baltimore Turnpike in our rear. They were up among the guns of





Rickett's Pennsylvania battery. At this critical moment General Hancock directed Colonel S. S. Carroll, commanding the 1st Brigade, Hayes' Division, to drive the enemy back. Carroll at once moved forward with the 7th West Virginia, 14th Indiana and the 4th Ohio. He gave Early a volley and then the bayonet, and in less time than it takes to tell the story, Early's Division was fleeing down the hill and seeking protection in the darkness as best it could.

The 1st Delaware, in the face of the advance of Posey's Brigade, was withdrawn from the skirmish line and placed near what afterwards proved to be its true position in the line of battle; all this time the enemy kept up a heavy and continuous shelling of our main line. About this time Captain Hizer, who was commanding the regiment, was wounded. After he retired the command devolved on Lieutenant William Smith, Company A. Towards 9 o'clock that evening the regiment was moved a little to the front and left. The centre occupied the exact position where the monument now stands. This position was maintained until we finally left the field, with but one exception, of which I will speak hereafter. During the day the regiment lost one commissioned officer killed, Captain Ellegood, three wounded, one taken prisoner; four enlisted men killed, thirteen wounded and ten prisoners. During the night we were called under arms two or three times.

THE THIRD OF JULY.

The 3rd of July opened comparatively quiet, with an occasional stray shot or shell.

The enemy during the night had occupied the Bliss House and barn again and were annoying us with their sharpshooters, and again the 12th New Jersey went down and drove them out. Later on, between 9 and 10 o'clock, they again occupied the barn from which they kept up a galling fire whenever a head appeared above our light works. General Hayes, this time, as a last resort, determined to destroy the house and barn. A detail made from the 14th Connecticut was sent forward with instructions to take the buildings and fire them. The Johnnies were disposed to dispute possession, but the 14th with a cheer made a dash forward and carried the barn and afterwards the house. Having accomplished their mission they returned to the line of battle. They had scarcely left, the buildings before smoke was seen issuing from the windows. Shortly afterwards this bone of contention, which had cost several lives, was a mass of flames. The balance of the morning the men spent watching the fall

of the blazing rafters, filling up their diaries or chatting over the events of the previous day. The sun was dreadfully hot, scarcely a breath of air blowing. Some of the boys had constructed a shelter from the heat of the sun by fastening one end of their tents to the rails in the low works, whilst the other end was held up by a stick, sapling or an inverted gun.

THE CANNONADE.

About an hour past high noon a death-like stillness pervaded the dull and lazy air. I had just returned with a canteen of water from a well down at the house near army headquarters. The day was warm, it was hot, too hot for anything, save to seek shelter from the sun's rays beneath the arms of some friendly tree, and longingly I looked towards the grove on our right, wishing we had been placed on that part of the line, when suddenly the awful silence was broken by the firing of two guns on our left from the celebrated Washington Artillery of New Orleans, commanded by Eshelman, in position back of the Rogers house (the first house below the Cordovi buildings, on the right of the road from here). The time as given by a Confederate writer was seven minutes past one. In a few minutes over two hundred guns belched forth as one. The air was filled with flying missiles—screaming, whizzing, bursting shells—a perfect hail-storm of iron and wooden splinters torn from our sheltering rails. The deep roar of the artillery shook the earth to its very foundation. It sounded as if all the furies of the lower regions had been let loose. Wild and heated currents blew from every quarter of the compass, and what but a short time before had been a dull and lazy air was now turned to a dark, wild and sulphurous atmosphere.

By the light of the red flame bursting from the cannon's mouth could be seen through the darkened air, spectre-like, the cannoniers, black and begrimed with smoke and powder as they flitted to and fro serving their guns. At this distant day it seems like some horrible nightmare where one was held spell-bound by the appalling grandeur of the storm. To this shower of iron hail we replied with about eighty guns, posted on various parts of the field, extending from Cemetery Hill to Little Round Top. Our guns were served with great deliberation and precision. Almost immediately after the cannonade opened one of Arnold's caissons was blown up by a shell from the enemy. In a few seconds afterwards one of the enemy's caissons followed suit. The honors were easy, and the cheer that followed this could be heard even above the awful thunder and roar of the engines of war. Orders now came to pull down the shelter

tents and the colors, as they were attracting the enemy's fire; and you can rest assured they were obeyed to the letter. We had now forgotten all about the heat of the sun. We laid low and hugged mother earth.

About 2.30 P. M., our batteries slackened and shortly afterward ceased firing. General Warren, who occupied an elevated position on Round Top, signaled to General Meade that we were inflicting but slight damage on the enemy, and that we were filling the valley below with smoke, under cover of which the enemy might advance to and assault our position. Shortly after our batteries stopped firing, the enemy's ceased firing also. General Lee now believed he had demoralized our troops and dismounted most of our guns and that the moment had arrived to successfully assault our position. In order to give you a full understanding of the assault, I will endeavor to give, first, a description of the organization of the troops defending this Cemetery Hill, the position to be assailed.

General Lee had tried it the night before from his left our right, and failed, and now he undertook to assail it from his centre our left centre. The point of attack was Cemetery Hill, crowned by Ziegler's Grove to the right.

Cemetery Hill was occupied on this front and defended by the 3d Division 2nd Army Corps, Commanded by General Alexander Hayes, a distinguished soldier, a graduate of West Point, a Pennsylvanian by birth, and no man ever commanded the old 3rd Division who had more of its confidence than Alic. Hayes, as the boys loved to call him. The 1st Brigade was commanded by another distinguished West Point soldier, Colonel S. S. Carroll of the 8th Ohio, and was composed of the 4th and 8th Ohio, 14th Indiana, and 7th West Virginia. The 2nd Brigade was commanded by Colonel Thomas A Smyth, 1st Delaware, a native of Ireland, a citizen of Delaware, and like many of his race, a born soldier. It was composed of the 14th Connecticut, 108th New York, 12th New Jersey, 1st Delaware and a Battalion of the 10th New York. The 3rd Brigade was commanded by Colonel Willard first, then Colonel Sharrill, and after their death by Lieutenant-Colonel J. M. Bull, and was composed of the 39th, 111th, 125th and 126th New York. In the line of battle we came in about the following order: In Ziegler's Grove was posted Woodruff's Battery, supported by 108th New York, Smyth's Brigade. In front and under Woodruff's guns were the 39th, 126 New York of Willard's Brigade. To the left was the 12th New Jersey, the 1st Delaware and the 14th Connecticut of

Smyth's Brigade. Just before the cannonading ceased the 111th New York took position in the rear of the 12th New Jersey, and the 125th New York in the rear of the 1st Delaware; they took position as close up as they could get. To the right and in front of Woodruff's Battery was the 8th Ohio of Carroll's Brigade, who had held this position and the skirmish line to their front since about 4 o'clock on the afternoon of the 2nd. To the rear and left centre of the 14th Connecticut was Arnold's Battery. To the left of the 14th Connecticut was joined the right of Webb's Philadelphia Brigade, Gibbon's 2nd Division 2nd Corps, Cushing and Brown's Batteries. To the left of Webb was Hall and Harrow, with Stannard's Vermont Brigade thrown forward, Webb's Brigade and the 14th Connecticut had the stone wall to the left. The 12th New Jersey and 1st Delaware had a temporary work constructed on the remnant of a fallen stone wall, finished out with fence rails, in all from two and a-half to three feet high. We got the rails in the rear. I recollect that some of the boys were about to tear down a fence that ran part way across this field in our front, but some of Division or Brigade Staff stopped them, saying that the fence might be of more use in another direction. I place the strength of the Infantry defending this front at 5065 muskets, divided as follows: Smyth's Brigade and the 8th Ohio of the 1st Brigade, 1500 muskets; Webb's, 1365; Willard's, 1500; Stannard's, 700. The assaulting column proper was composed of Picket's Division, Heath's Division, commanded by General Pettigrew, and two Brigades of Pender's Division, commanded by General Trimble. Picket's Division was composed of three Brigades of Virginia troops, commanded by Generals Kemper, Garnett and Armistead. They came on the field in the following order: Kemper commanding the right Brigade passed to the west and south of the Cordovi Buildings, then moved east by the left flank passing between the Cordovi Buildings and our line. Garnett held the left and moved at the same time but over a different route. He marched directly for Cemetery Hill, keeping on the north side of the buildings and obliqueing to the left or east. Armistead, who was in the rear and formed the second line, followed close after his right passing over the ground held by Garnett's left. This Division, according to a Confederate writer, numbered about 4580 muskets, and extended from a point below what has come to be known as the umbrella shaped tree to a point about our center.

At the same time that Picket moved, another column moved straight for Cemetery Hill. This was Heath's Division under the command of General Pettigrew, composed of the following: Archer's

Tennessee Brigade, commanded by Colonel Frey; Pettigrew's North Carolina Brigade, commanded by Colonel Jones; Brockenburg's Virginia Brigade, and Davis' Mississippi Brigade. This constituted the first line, and the same writer places its strength at about 5000 muskets. In the rear and close up were Lane's Georgia Brigade and Scales' North Carolina Brigade of Pender's Division, strength by the same authority about 2500 muskets. This constituted the second line under the command of General Trimble, a former Wilmingtonian, who fell severally wounded near that large tree about 200 paces in our immediate front. This was the assaulting column proper, composed of nine Brigades, of twelve thousand men, supported on its right by Perry's Florida and Wilcox's Alabama Brigades, and on its left by Thomas' Georgia and McGown's South Carolina Brigades, in the center by Anderson's Division. If the supporting column is taken into consideration according to confederate writers, there must have been between twenty and twenty-one thousand muskets in that column.

As if on review, with stately tread and measured step in full battle array, the assaulting column moved forward, a sight glorious, grand, and imposing. For no where in the annals of the world's history can you read of anything more glorious than the heroism of twelve thousand Confederate Veterans, as like a wall of iron they moved forward to the assault.

Woodruff, Arnold and Cushing, with shot and shell, with grape and canister were plowing gaping alleyways and lanes through their ranks. But on they marched and dressed their lines and crossed the Emmettsburg Pike. Here for want of room they overlapped one another. This overlapping took place in our immediate front.

We could hear their officers distinctly giving the commands close up, guide center, give way to the right or left. General Stannard with his Brigade was on their right and was forcing Pickett to the left. In order to keep his alignments, Armstead and Garnett were forced to overlap Archer's and Pettigrew's right. Pickett could not extend his right for Stannard was on that flank. Pettigrew could not extend his left for the 8th Ohio was on this flank and Woodruff's Battery was run forward and poured double charges of grape and canister into them at this point.

In the rear of Pettigrew came General Trimble commanding two Brigades, Lanes and Scales, which have heretofore been called the second line, but in reality must have been the third or fourth line at

least in our front. As I said before, the point to be assailed was Cemetery Hill. Corps, Division and Brigade Commanders were so instructed. General Lee, pointing to Cemetery Hill and saying to General Longstreet, "The enemy is there and I am going to strike him." This tells the whole story. The Hill was the most important strategic point in our whole line. The Confederate troops had our point of directions, they marched to that point and when they reached it they overlapped for want of room. They had got themselves as it were, into a box canon.

Under orders we reserved our fire. Their first and second lines had crossed the Emmettsburg Pike, when up rose grand and gallant old Alexander Hayes, and riding from right to left waiving his own division flag, with a trumpet like voice he gave command, "show them your colors and give them hell boys." About the same time the enemy gave us a volley and with a yell they came for us with the bayonet.

As one man up rose Smyth's Brigade, we gave them a volley, a second and a third. Woodruff's Sawyer and his 8th Ohio to our right, Arnold in front—nothing could withstand that fire. They melted away as snow before a tropical sun; with a cheer that rent the air we up and over the works and charged the mob, for mob by this time it was, calling on them to throw down their arms and surrender. From the moment we poured the first volley into them they ceased to exist as a compact military organization. They never got fairly formed after they crossed the Emmettsburg Pike. Fence and fence rails played an important part in this engagement.

Whatever success they may have met with on our left in front of Webb's Brigade was speedily checked, for Smyth had broken through and destroyed Pettigrew and Trimble's lines and was fairly on the flank and rear of what was left of the assaulting column. Hall, Harrow and Carr had gone to the assistance of Webb's left.

Nowhere along our brigade front did the enemy get closer than forty feet, but at seventy feet, with their faces towards their foe, could be plainly seen where their advance line of battle fell. The fences helped to break the Confederate alignments, the rails helped to protect us from the infantry fire. Every old soldier knows what confidence a pile of fence rails will inspire. There lay the dead, dying and wounded, mingling their groans with the shouts of the victors. Those who had not fallen, or were fortunate enough to get across the Emmettsburg Pike before we gave them the counter charge

were now fleeing wildly across the fields in our front, endeavoring to reach the shelter of their own lines. Of that magnificent column which twenty minutes before had moved forward full of life and hope but few were left, fully three-fourths of the assaulting column were killed, wounded or prisoners. The Confederate authority to whom I have referred and am indebted for the data relative to the strength of their arms, etc., Colonel W. H. Swallow, says that "one company of North Carolinians, eighty-four strong, in Pettigrew's Brigade, lost every man, killed, wounded, or a prisoner." He also speaks of brave General Smyth and his brigade, and having while wounded and in our hands, gone over the ground where the "1st Delaware rushed to the front and broke the left of Pettigrew's line."

In our front lay Virginians and Mississippians, Tennesseans, Georgians and North Carolinians by the score. I never saw dead and wounded men lay so thick. From a space about seventy feet back to the opposite side of the pike you could walk over the dead bodies of men.

It has been intimated in some quarters, and it is even so pictured on the canvas of a foreign artist, that Pettigrew's troops did not cross the Emmettsburg Pike. This is false, and not only a gross injustice to the brave Confederate dead who sleep on this field far from their kindred, but to their gallant commander Pettigrew, who had his arm shattered in this charge and who was mortally wounded before recrossing the Potomac. They not only crossed the Emmettsburg Pike but they dressed their line as if on parade after crossing it. Under orders, we (the infantry, Hayes' Division) reserved our fire until they had crossed the pike.

WHAT GENERAL MEADE THOUGHT OF IT AT THAT TIME.

Just after the counter charge General Alec. Hayes was sitting on his horse about twenty feet to the rear of the 1st Delaware and 14th Connecticut, trailing a Confederate flag in his hand, an aid (I think with the rank of Lieutenant-Colonel) rode up and in a voice loud enough to be heard by myself and others, presented General Meade's compliments and thanks for the gallant defense of the Hill; at that some of the boys called out "hard tack" (we were out of rations). Hayes' answer was characteristic of the man, "Never mind me," he said, "the honor and credit is all due to these gallant boys. They are hungry, send them up some rations." Before

sundown we were supplied, and rumor had it, from the 6th Corps train.

In the space to our right and left, between the 1st Delaware and 12th New Jersey and the 14th Connecticut, we swept prisoners in by the hundred. One authority places the number taken by Hayes' Division at two thousand, it may have been more, but certainly was not less.

The division took fifteen battle flags, of which Smyth's Brigade captured ten, as follows: The 14th Connecticut 4, the 12th New Jersey 2, and the 1st Delaware 4. The latter got credit for three only, as the one Lieutenant William Smith had in his hand was stolen after he was killed. He had command of the regiment and had started for brigade headquarters after the charge with the flag in his hand when he was struck in the breast by a shell and killed. After the death of Lieutenant Smith the command of the regiment devolved on Lieutenant John T. Dent.

So far as I could judge, see and hear, we enlisted men were of one mind, when we saw the Confederates advancing we felt if we could only have them cross the Emmettsburg Pike we would have them in a position to our own liking, where they had us frequently before. This would be their Fredericksburg, and it required no effort on our part to hold our fire until they crossed the pike. We saw the fences and knew their alignment would be broken. Once the touch of the elbow was gone the confidence of the charge was destroyed. For us to falter would be destruction, to be victorious was to stand and receive the shock, and we stood.

No part of our division, save the 1st Delaware, was actually engaged after that. About 7 o'clock that evening we were sent forward to dislodge the enemy's sharp-shooters from the burnt barn. This accomplished we returned to the line. They annoyed us and our relief parties, who were bringing in and caring for the wounded, with a Whitworth gun that was off to our right, we could not hear the sound of the gun, but the shell or missile they were throwing created a most unearthly noise. It seemed to come end over end. Some of the boys declared they were throwing railroad iron at us.

Our losses in regiment during the entire engagement were two commissioned officers killed, five wounded and one taken prisoner, ten enlisted men killed, forty-one wounded, ten taken prisoners. Total loss, twelve killed, forty-six wounded, eleven prisoners.

To our own commander, gallant, chivalric Tom Smyth, the soul of honor and knightly courage, in face, form and physique the peer of any, no history of any of the great battles in which the Army of the Potomac took part, from Antietam to Farmville, will ever be written without yours is partially written. The last General officer, on either side, to cross the river, you fell on chosen ground. Your own 1st Delaware was hard pressed and with the 4th and 8th Ohio you were coming to their relief. Mortally wounded April 7th, near Farmville, died two days later, April 9th, 1865, near Burksville, Va. His spirit winged its way into eternity amid the salvos of artillery announcing the surrender of Lee and the doom of the Confederacy. Kind friend from boyhood's early days; loved commander laid to rest, where tender hands and loving hearts conveyed thee on the banks of the historic Brandywine, sleep on! Let its giant rocks thy vigil keep, whilst the gentle murmuring of its rippling waters, will thy requiem sing as it winds its way to the sea.

To my comrades who sleep here on Fame's Eternal Camping Ground, a grateful State has, by act of its General Assembly, directed that this monument be erected to your memory, cut from the hard blue rock of your native hills. Its enduring qualities, like your own, will bid defiance to the storms of time, and in the breast of future generations, it will serve to kindle anew the fires of liberty and at the same time recall your name and fame. The inscription placed thereon is modest in contrast with your gallant and heroic deeds. When the historian of the future hunts for data to tell the story of your patriotism, courage and knightly bearing, enough that it be known that the 1st Delaware held this position.

Adjutant-General Postles then introduced Lieutenant William H. Brady, Adjutant of the 2d Regiment in this engagement.

Mr. Chairman, Fellow Soldiers, Ladies and Gentlemen:

It is unfortunate for me, and it is unfortunate for my regiment, the old 2d Delaware, that some one more gifted with the power of speech was not selected to represent it on this auspicious occasion when we unveil the monuments erected by the State of Delaware to commemorate the gallantry of her sons on this field that on those July days of 1863 was a field of blood.

To-day it is a sacred spot set apart by the government of the United States to perpetuate the memories of the gallant men who on this ground fought to protect the honor of the old flag and to perpetuate the union of these United States. State after State has

erected shafts in honor of their sons who fell nobly fighting here, and to-day the Diamond State added her tribute to the heroism of her boys, and presents to the Gettysburg Memorial Association monuments hewn from the granite dug from her own bosom. I was nought but a plain soldier, and as such shall endeavor to give a brief history of the 2d Delaware Regiment, whose memory this stone perpetuates.

It was organized in the city of Wilmington, Delaware, in May, 1861, as a part of Delaware's quota to fill the President's first call for three year troops, and was placed under command of Brigadier General Henry Lockwood. Shortly after its organization it became a part of what was then known as the "Mackerel Brigade," and was ordered to Eastern Virginia. There it took an active part in the dispersing of the Confederates then being organized in Northampton and Accomac counties under the Confederate General Magruder. Joining the Army of the Potomac, June 1, 1862. It was engaged at the Battle of Fair Oaks, Va., and was assigned to the brigade commanded by General French, in Richardson's Division and Sumner's Corps. It participated with honor to itself and to its State in all the engagements of the Army of the Potomac, under General McClellan, especially at Antietam, when the Commander-in-Chief made special mention of its conspicuous gallantry in his official report of that action. So it was in all the various battles in which the regiment participated up to the campaign which terminated at this point July 1, 2 and 3, 1863.

The regiment formed a part of the 4th Brigade, commanded by General Brooks; 1st Division, commanded by General Caldwell; 2d Army Corps, commanded by General Hancock. It did not reach the field until about 12 o'clock on the night of July 1, after the disastrous engagement had been fought in which General Reynolds had been killed, and was assigned to a position on the left of the line between the peach orchard and Little Round Top. At this time the regiment did not number more than 300 muskets.

When General Sickles, commanding the 3d Corps, opened the engagement of July 2d, about 3 p. m., the 2d Delaware occupied the extreme right of its division, facing the peach orchard, with Little Round Top to its left and rear. The onslaught of the enemy was irresistible, and Sickles' men were routed on the left. The danger of losing Round Top was so imminent that no time was allowed for changing front by the ordinary evolutions. In this crisis the command to "face by the rear rank" was given, and in this order the

regiment went into action and met the enemy first in the wheat field just west of the stone wall. There it was halted under a severe fire from which it lost several officers and men. Again at command it moved forward, driving the enemy before it to or near a low stone wall fronting the Rose Building. Then on account of the advanced position of the regiment it was outflanked on the left and compelled to fall back, the order to do so having been given by Colonel John R. Brooks, commanding the brigade. The enemy followed as far as the stone wall west of the entrance to what is known as the Devil's Den, where the Pennsylvania Reserves advanced and opened on the advancing enemy and further pursuit was checked. Thus ended the fight of July 2d on the left.

During the night the command was removed to the right and occupied a position left of the center where Pickett's famous charge took place the next day, July 3d. The regiment was deployed as skirmishers for the brigade front, and of its twenty commissioned officers, twelve were killed or wounded, and it also lost about eighty-eight enlisted men. Company I alone lost thirteen of its nineteen muskets. It is needless to go further into details of the services of this regiment, but suffice it to say, that the history of the First Division of the Second Army Corps, Army of the Potomac, cannot be written without including that of the Second Delaware Volunteers. No action on its part will ever cause the blush of shame to mantle the cheek of any one who prides himself on having served in it or on being a Delawarean.

Adjutant-General Postles then introduced George V. Massey, Esq., who delivered the following oration:

Almost a quarter of a century has elapsed, and with its fleeting years another generation of American citizens has been invested with the prerogatives, and assumed the duties incident to that personal sovereignty, which, according to the genius of Republican institutions, attaches to individual citizenship, and which has been so highly valued and faithfully exercised by our fathers; since the occurrence of that opportune and portentous event, which has made this place and its surroundings memorable, and has assigned to the field of Gettysburg, a page at once so bright and conspicuous in a nation's history. Standing upon this consecrated ground, in the very shadow of yon silent city of the dead, and gazing over these picturesque hillsides and this beautiful valley, which bounteous nature has so richly clothed with its mantle of green, or by the aid of the untiring husbandman, luxuriantly dressed in waving crops

giving promise of a golden harvest, that there may be seed to the sower and bread to the eater, we can scarcely realize that these fields were the mute witnesses of deadly strife and carnage, or that these hillsides reverberated with the booming of hostile cannon and the measured tread of armed hosts hastening to the conflict and eager for the fray; nor can we adequately estimate the fruits and consequences of that sanguinary struggle in their effect upon the perpetuity of the republic, "one and indivisible," and the continuance of those peculiar blessings of free government, which its perpetuity guarantees without discrimination, to all classes and condition of its citizenship. We may well congratulate ourselves that the battle of Gettysburg was fought, and that its issues were of a character so positive and decided. As this field lies within the territorial confine of that great commonwealth which is aptly characterized as the keystone of our governmental arch, so was it the scene of a triumph of the Union arms so signal and significant as to demonstrate the inherent power and capacity of a free people rising in the majesty and dignity of their strength, to maintain the integrity of the Union, as well against foes within as enemies without, and thus to vindicate the wisdom of the fathers in establishing a governmental structure which has for its corner-stone, "the consent of the governed," and for the keystone of its mighty arch, "the enduring democratic doctrine that the will of the majority is supreme."

"We are a people yet,
Though all men else their nobler dreams forget;
Confused by brainless mobs or lawless powers."

But while we may rightfully rejoice that the experiment of republican government has not in our case proved a failure, and that the good old ship of State having triumphantly survived all prior perils, has likewise safely passed through the turmoil and tempest of a bitter civil war, it behooves us to remember that we are still one people, and that it is the imperative duty of every good citizen, forgetting the past (except only in so far as useful lessons of duty and patriotism are to be drawn therefrom), and obliterating and overcoming all bitterness and prejudice, which that unhappy strife may have engendered, by precept and example, and in the exercise of a true spirit of "fraternity, charity and loyalty," to endeavor to promote a higher standard of citizenship, to develop a more ardent love of country, and to inculcate a keener perception of, and more earnest devotion to that duty, which is incumbent upon every citizen who is an integral factor in that government wherein each citizen is a sovereign.

in his own right ; and so hasten the dawn of that political millenium when all sectional controversies and contentions, begotten of a forgotten past, shall have been entombed in a common grave beyond the power of resurrection, and when there shall indeed be "no North, no South, no East, no West," in such a sense as to provoke sectional jealousies or strife ; but when all sections shall be absorbed in the pride and glory of a common nationality, and worship with unfeigned loyalty and sincere devotion at its common shrine. Although we cannot be unmindful of the fact that the Blue and the Gray were respectively the insignia of opposing forces, yet we may well indulge the hope and expectation that ere the heads of many of the wearers of those antagonistic colors shall have become fully white with the frosts of many winters, all past antagonisms shall have been lost and swallowed up in a unity of purpose, aim and effort to maintain the integrity of the republic, and to bear aloft the starry emblem of its sovereignty, from whose bright constellation no star standing as the representative of any State in the great sisterhood shall have been either effaced or have lost its lustre. We are assembled here to-day to engage in the performance of a duty at once pleasant and solemn, and one which alike involves a just tribute to both the living and the dead. A grateful State, recognizing its obligations in this behalf, comes across her own borders in the persons of her executive and his staff, a joint committee of her legislative assembly and other representative citizens, to publicly dedicate these monuments upon these grounds, which her law-making power had expressly directed should be provided as enduring testimonials of her appreciation of the heroism and bravery which distinguished the officers and men of the two noted regiments she contributed to help make up the Army of the Potomac, which on this field, by the blessings and guidance of the god of battles, achieved a decisive victory far more enduring in its beneficial results, as we have good reasons to hope, in promoting the permanence and demonstrating the practicability of popular self-government, than all the marble shafts which may be erected in its commemoration.

In view of the interesting and instructive narratives this day read in our hearing by survivors of the 1st and 2d Delaware Regiments, who participated with them and who are better qualified to speak accurately of the part each regiment took in that historic drama, it would be a work of supererogation in me to attempt to enlarge on what has already been said so well in that behalf. No poor words of mine can add anything substantial to their renown. From the

Revolutionary days, when fighting Captain Caldwell, of the Delaware line, under the impulse of the intrepid conduct displayed by our gallant sons on the gory fields of the war of our National birth, coined the significant soubriquet which has since attached to our State, the Blue Hen's Chickens have not failed to respond to the call of duty, and have never been found wanting in fidelity or lacking in courage. As illustrative of their qualities and the confidence reposed in them during the late war, I recall with pride an incident of another battle-field, where at a critical moment in the engagement, and when the enemy was making a most impetuous charge at an important strategic point on our line, that gallant commander, (the immortal Hancock), whose corps made its trefoil badge illustrious, in answer to his staff officer's apprehension lest the line should be broken, confidently said: "There is no trouble in that quarter, for the Delaware troops are stationed there, and they never abandon a line of battle without orders." It is however, eminently fitting that there should be recognition of Delaware's representatives in that historic army in the form of these silent witnesses of stone, whose very silence (if I may be permitted to indulge in such a paradox) will speak to future generations with a force and power far exceeding that of the most accurate historian, or gifted orator.

When the Israelitish hosts had terminated their weary and well-nigh endless wanderings through the pathless desert, and had finally, notwithstanding all the toils and difficulties of the way, its fears and despairing doubts, entered into that land of promise, the possession whereof had been so long withheld, and had crossed Jordan dry-shod, we are told in the sacred record that their grand old leader commanded that twelve stones should be taken from the bed of the river (which had been miraculously made dry for their transit), for every tribe a stone, and that these stones should be builded into a monument, so that when the children "should ask their fathers in the time to come, what means these stones? Then ye shall let your children know, saying, Israel came over this Jordan on dry land." In like manner it is becoming and appropriate that each of the loyal States, whose sons stood in the fore-front of this battle, and crimsoned this ground with their blood, should build upon this field monuments to their memory, so that when in time to come the children will ask their fathers: "What means these stones? Then they may say unto them, God brought your fathers over this Jordan dry-shod, and thereby vouchsafed unto you a government and country, which it shall be your duty as it should be your chief pleasure

and highest privilege to transmit unimpaired and undivided as a rich heritage to your posterity."

I have said our duty here to-day is both a pleasant and a solemn one. It is peculiarly pleasant to contemplate the inestimable value of the results secured by the courage and prowess of our citizen soldiery, who at their country's call, and in the hour of her dire extremity, rallied to her standard from the farm and forge, the university and the workshop, from the mansion and the hovel, and from all the walks and stations in life, inspired with a determination and singleness of purpose and intensity of devotion rarely equaled, and never excelled. And it is likewise peculiarly sad to reflect that these results were only attained at an inestimable cost. Who shall undertake to estimate the value of the precious lives that were lost in the terrible struggle? Who can measure the suffering and pain which have followed the thousands of maimed and wounded heroes throughout our broad land, as they have wended their weary way under the burdens of life, too heavy to be borne by their wrecked bodies and shattered minds? What language can faithfully portray the excruciating anguish of the soldiers' wives when the wires flashed the tidings of some great battle in which their husbands were suddenly cut off, or so desperately wounded as to leave no hope of their recovery? No power of psychology can ever ascertain or determine the burden of a mother's sorrow, or the extent of that withering despair which seized upon a father's heart, when the electric current or the more tardy mail service conveyed the sad intelligence that the son, in whom all their hopes centered and was, it may be, the sole object of their parental affections, had fallen a victim either upon the picket line by the unerring bullet of the sharp-shooter, or by the deadly bayonet at close quarters.

Thousands of green mounds in the public and private cemeteries North and South, covering the mouldering dust of brave men who will

"No more in soldier fashion greet
With lifted hands the gazer in the street,"

which are often watered by the tears of affection and annually in the blooming Springtime, garnished by willing hands of surviving comrades or loving friends, with beautiful flowers are voiceless, but potential monitors of that mighty harvest of death, garnered alike from the Blue and the Gray by the swift sickle of remorseless war, rendered all the more sanguinary and devastating in that it was waged by the descendants of a common ancestry who had demon-

strated their pluck and fortitude as well upon the heights of Bunker Hill as the plains of Yorktown. War, alas! is a drain upon the life-blood of the nation. It marches on its mission of destruction, writing sorrow and grief prematurely upon the glad brow of childhood, chilling the heart of youth, drinking the life-current of early manhood, and bringing down the gray hair of the aged in sorrow to the grave. "It weaves the widow's weeds with the bridal wreath, and fills a land with lamentation, and leaves in its ruthless track gaping wounds and scars on the body politic, which time and general influences alone are able to heal or efface."

While we will not forget the lasting debt of gratitude which an appreciative nation owes to the gallant men who composed the armies of the Union, nor fail to treasure their deeds of valor in the storehouse of our memory, as well as to embalm them in song and story, and perpetuate their recollection by the historian's pen and the sculptor's chisel, we should nevertheless endeavor (without the compromise or abandonment of principle) to inspire such a sentiment of national brotherhood as will speedily eliminate the last lingering trace of hostility, and beget such a spirit of harmony and accord as shall preclude the possibility in the future of any resort to the arbitrament of arms among brethren, and close the brazen portals of the temple of Janus, never to be re-opened; and so by our conduct and example hasten the day when throughout the universal brotherhood of man the sword shall be turned into the plowshare, and the spear into pruning hook, and when, under the enlightening and ennobling influence of an age impregnated and controlled by Gospel teachings, nations shall have need to learn war no more, but all disputes and differences shall be finally settled and disposed of by the more kindly methods of peaceful arbitration.

"When the war drum beats no longer,
And the battle flags are furled
In the Parliament of man,
The federation of the world."

Considering, then, the inestimable value of the results and the trying ordeal through which we have passed in order to attain them, we should be careful to estimate them in accordance with their cost, and should be ever vigilant and zealous to avoid any action on our part, and to circumvent any movement of others, which may be incompatible with the fundamental principles upon which our fabric of government rests.

While by the very nature of our institutions the largest liberty of

thought, speech and action is allowable, it must be always borne in mind that this is to be exercised subject to such limitations as will assure to every citizen, as well the most lowly as the most exalted, the full enjoyment of all the rights and privileges to which he may be lawfully and constitutionally entitled. Moreover, we should always be on the alert to avoid a too near approach to that mysterious line where true liberty ends and anarchy and communism begins, and thus defeat the schemes of the demagogue whose sole purpose is to elevate self and feed the cravings of an inordinate appetite which grows in its rapacity as it feeds, until in its insatiable greed it leaps all boundaries and would annihilate and destroy all that lies in its path which it cannot utilize towards the accomplishment of its sinister purposes and unlawful designs. In view of the vast extent of our National domain, the great variety of its resources and the relation of residents of different States and localities to special branches of industry, trade and commerce, there must needs arise more or less of competition and conflict, and corresponding combinations and concert of action between those having the care of particular interests for their protection. So long as such combinations and concert do not invade the rights of others they are lawful and proper; but when they attempt to assert an imperial and arbitrary power and force, and seek to impair the absolute freedom of contact and to destroy or render valueless the property of others who are equally entitled to the protection and safeguards guaranteed by the rights of a common citizenship, they become the enemies of law and order, alike fraught with serious peril to the State as well as danger to the citizen, and should be promptly discountenanced and summarily prohibited.

Ours is a government for the people; not one class, but all classes, and the beneficent purposes of its creation are only properly subserved when all classes shall be secured and protected in all their rights—civil, religious and political. If we shall rise to the proper conception of our individual obligations and responsibilities as citizens, and be diligent in our efforts to discharge them, we shall thereby exhibit the most convincing evidences of our appreciation of the priceless services, rendered upon this and other bloody fields, by the good men and true who dedicated themselves to the grave undertaking in the face of all obstacles and difficulties, of demonstrating the truth, and justifying the sagacity of that honored hero of New Orleans, when he declared "The Union must and shall be preserved." If, on the other hand, we fail to recognize the duties devolving upon us and omit their performance, we shall be justly ob-

noxious to the charge of ingratitude and in so far as we are concerned the dead will indeed have died in vain. By all the considerations which make this place sacred; by the memory of the thousands of heroes who have answered to the roll call of the Supreme Commander; by all the toil, privations and sufferings which were so patiently borne by the enduring soldiery of the republic, let us be admonished this day to renew our earnest fealty to the cause of good government and to the maintenance of the principles upon which it rests. And so may we go from this place determined each for himself to be more earnest and diligent in this behalf than we have heretofore been. Adopting the sentiments enunciated by the martyred Lincoln, may we "with malice towards none; with charity to all, and with a determined effort for the right as God gives us to see the right," contribute each his mite to strengthen the foundations and cementing in a closer union the elements that constitute the superstructure of our government.

Thus we will have learned from experience that the substantial lesson that "in the inscrutable logic of events, controlled by the unerring hand of a superintending Providence, every present evil contains within itself the germ of great and lasting good."

If history be philosophy, teaching by example, let us reflect that as upwards of two centuries ago, the awful fire in London drove out the plague forever, and that from the ashes of the first Hamburg arose a more powerful and princely city; so may our own republic—that "great government of the people, by the people and for the people," chastened by adverse experience and purified in the fiery trials from which she has triumphantly emerged—under the benign influence of the angel of peace, advance, with firm and unbroken step, onward and upward to the attainment of greater prosperity, a higher usefulness, and a more conspicuous and exalted sovereignty among the nations of the earth.

Hon. Enoch Moore, Chairman of the Legislative Committee, on behalf of the State, turned the monument over to the Battle-field Association in the following language:

"Acting upon the authority of the State of Delaware, in her name, and on behalf of the Joint Committee of the General Assembly, specially charged with this duty, I take great pleasure in now turning over formally to the Gettysburg Battle-field Memorial Association, and to you, sir, as the representative of that association, the monuments erected upon this field by a grateful and appreciative

State, as enduring tributes to the memory of her sons who constituted her 1st and 2d Regiments, and trust that they may be carefully preserved as enduring memorials of the fidelity and gallantry for which those regiments were justly commended." When the same was received by ——— Burkalow, President of the Association.

The Committee beg leave to submit the following financial statement, showing the disbursements of appropriation of \$2000 made by the General Assembly for the purpose herein set forth:

Paid for Monuments.....	\$ 850 00
Paid to Gettysburg Battle-field Association for purchase of sites for Monuments, and fee for Delaware's membership in said Association.....	500 00
Expenses of Joint Committee of the General Assembly Military Committee, Governor and State officers in visiting Gettysburg to select sites, for the Monuments and attending the ceremonies of dedication.....	650 00
Total.....	<u>\$2,000 00</u>

ENOCH MOORE, S. D. ROE, WM. W. COOPER, T. F. ARMSTRONG, JAMES VIRDEN,	} Committee.
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S. D. ROE, Secretary of Committee.

ELEVENTH ANNUAL REPORT
OF THE
Superintendent of Free Schools,
For the Year Ending December 31, 1886.

DEPARTMENT OF FREE SCHOOLS,

DOVER, DEL., December 1st., 1886.

To His Excellency,

CHARLES C. STOCKLEY,

Governor of Delaware:

SIR:

Agreeably to the provisions of law, the following report on the Free Schools of Delaware, for the current year, is respectfully submitted.

Your obedient servants,

T. N. WILLIAMS,

State Superintendent of Free Schools.

H. C. CARPENTER,

Assistant State Superintendent of Free Schools.

REPORT.

STATISTICAL SUMMARY.

Whole number of Districts in the State, 1886.....	422
Whole number of Schools in the State in 1886.....	562
Whole number of Schools in the State in 1884.....	544
Increase.....	18
Average number of months taught in 1886.....	8.42
Average number of months taught in 1884.....	7.87

CHILDREN.

Whole number of white children, between the ages of 6 and 21 years, in 1886.....	36,468
Whole number of white children, between the ages of 6 and 21 years, in 1884.....	35,069
Whole number of colored children of school age, outside Wilmington city, in 1886, (estimated).....	5,750
Whole number of colored children of school age, outside Wilmington city, in 1884.....	5,500
Whole number of white children enrolled in 1886.....	29,421
Whole number of white children enrolled in 1884.....	27,037
Whole number of colored children, enrolled outside Wilmington city, in 1886.....	3,563
Whole number of colored children, enrolled outside Wilmington city, in 1884.....	3,409
Average daily attendance of white pupils in 1886.....	19,235
Average daily attendance of white pupils in 1884.....	17,952
Average age of white children enrolled in 1886.....	10.08
Average age of white children enrolled in 1884.....	9.74
Average number of white children, belonging to each district, in 1886.....	86
Average number of white children, belonging to each district, in 1884.....	83
Average number of white pupils, enrolled in each district, in 1886.....	68
Average number of white pupils, enrolled in each district, in 1884.....	54

Average daily attendance of white pupils, in each school, in 1886.....	34
Average daily attendance of white pupils, in each school, in 1884.....	33
Average cost per pupil on number enrolled, in white schools, in 1886.....	
Average cost per pupil on number enrolled, in white schools, in 1884.....	

TEACHERS.

Whole number of teachers in the State, including Wilmington city, in 1886.....	635
Whole number of teachers in the State, including Wilmington city, in 1884.....	546
Average monthly salary of teachers in the State in 1886.....	\$32 40
Average monthly salary of teachers in the State in 1884.....	\$30 95
Average age, in years, of male teachers in 1886.....	26.16
Average age, in years, of female teachers in 1884.....	25.6
Average age of the teachers in the State in 1886.....	24.9

EXAMINATIONS.

Whole number of examinations held in 1886.....	52
Whole number of examinations held in 1884.....	48
Number of life grade certificates issued in 1886.....	7
Number of first grade certificates issued in 1886.....	
Number of second grade certificates issued in 1886.....	79
Number of third grade certificates issued in 1886.....	379
Total number of certificates issued in 1886.....	473
Total number of certificates issued in 1884.....	392
Whole number of permits issued, 1886.....	56
Whole number of permits issued, 1884.....	63

FINANCES.

Whole amount contributed, by districts, in 1886.....	\$185,994 10
Whole amount contributed, by districts, in 1884.....	161,048 33
Whole amount of State appropriation in 1886.....	60,606 52
Whole amount of State appropriation in 1884.....	52,055 82
Total amount appropriated for school purposes in 1886.....	246,600 62
Total amount appropriated for school purposes in 1884.....	213,104 15
Whole amount paid for teachers' salaries in 1886.....	178,085 97
Whole amount paid for teachers' salaries in 1884.....	152,591 32
Total amount contingent expenses in 1886, outside city of Wilmington	44,044 49

Total cost of education in 1886.....	222,130 46
Balance in hand after deducting teachers' salaries and contingent expenses in 1886.....	28,950 51

SCHOOL PROPERTY.

Total value of school buildings in 1886.....	\$580,860 00
Total value of school buildings in 1884.....	469,956 00
Total value of school grounds in 1886.....	97,395 00
Total value of school grounds in 1884.....	90,952 00
Total value of school furniture in 1886.....	54,777 00
Total value of school furniture in 1884.....	47,148 00
Total value of school property in 1886.....	733,032 00
Total value of school property in 1884.....	608,056 00
Number of schools using patent furniture in 1886.....	310

VISITS TO SCHOOLS BY SUPERINTENDENTS.

Whole number of visits in 1886.....	402
Whole number of visits in 1884.....	429

CONDITION OF THE FREE SCHOOLS.

Another biennial period has closed, and by law, it is made the duty of the Superintendent of Free Schools to submit a report of the condition and progress of the educational interests of the State.

The Free School question is no new one. Its provisions are ever before us to be freely discussed, wisely amended and efficiently adopted. No subject is more important in its bearing upon the well-being of our Commonwealth. Improvement should ever be the watchword. It is with sincere gratification that I am able to present a most encouraging report of the condition of the Free Schools of Delaware. It cannot be denied that our educational interests are improving, and when we contemplate our school system as the growth of eleven years, it is most gratifying to know and affirm that year after year manifests decided progress in the character and methods of instruction, the extent and thoroughness of scholarship and the interest of the people generally in the cause of education. This progress may be seen in several important particulars. It is evidenced by the number of beautiful and commodious houses that have been erected in many of the towns and rural districts of the State; the willingness with which the people have used their influence in many communities to procure good school apparatus and good teachers, and the general manifestation on the part of the pub-

tic of a desire to elevate the standard of free education. Parents and patrons of schools, who, a few years ago, were indifferent to school interests, are feeling that it is a matter of consequence who shall be the guides of their children, the formers of their habits, and the instructors of their minds, and that it is as quite important to get suitable persons to take the charge of their schools, as their work shops or farms. The general harmony that has prevailed in the schools during the past year; the increase of punctuality and the new impulse gained in some schools in certain branches of study are all encouraging indications. It is universally conceded that the object of free schools is to secure the greatest good of the greatest number. The real question is by what means and methods may this work be best accomplished?

Prominent among the hindrances to the efficiency of many of our schools, is the want of a more active interest on the part of parents in the success of the schools; such interest and co-operation with teachers as will tend to secure punctuality, regularity and obedience from the pupils, without which good schools are impossible. Some registers show a commendable number of names upon the visitors' list and others a deplorable lack of the same.

Another obstacle to success, is the frequent change of teachers in many school districts. This greatly embarrasses the work of our school system. It must be admitted that an incompetent teacher should be superseded by a better one, but other things being equal, pupils will learn more from a teacher with whose methods they are familiar, than from a new one. If a teacher has succeeded well, has evinced skill, industry and intelligence, it is, almost without exception, a decided detriment to change. When the services of a thoroughly competent teacher have been secured, they should be retained from term to term, and the question of wages, whether a few dollars more or less per month, is of small consequence.

Mere book-learning can be acquired by almost any one of average intelligence, but the art of teaching is given to few. In several instances the fact has been forced upon my notice that many school commissioners do not take that interest in their duties which the welfare of the school demands. It is too often the case that the whole supervision of the school falls upon one. While there are many school officers who are discharging faithfully the duties enjoined upon them, there are others who never visit the school-room and scarcely know the teacher. No school commissioners can be pre-

pared intelligently to employ a teacher unless they visit the school-room, learn for themselves the improvements made, the deficiency existing and the remedies required. If we are to make our schools of the greatest advantage to the youth, we must all co-operate to make them a success. The teachers and superintendents can do much, but unless the parents and school committees do their duty, we shall fail to realize the full benefit of our schools.

From the beginning of my work with the teachers I have endeavored to impress upon their minds the great advantage of constantly giving work to be done, that has an intimate connection with the business affairs of every household, from the buying of a paper of pins to estimating the capacity of a granary in bushels, or finding the balance due to either side in a barter trade of dairy products for family groceries. It has given me pleasure to observe that many of the teachers have made commendable efforts in this direction, and a marked improvement has been noticed as the result of more practical teaching. The experience of the past year has shown an increased interest by a majority of the teachers in the work intrusted to their charge, and the indications are that the good work already begun, will continue to improve. A survey of the educational work in Delaware reveals the undeniable fact of real progress. No State in the Union, I think I can safely say, is developing more rapidly its educational interests than is our Commonwealth. Gladly we survey the results of patient years of growth, and look hopefully to the future. Our district schools are improved and all of our towns are seen to vie with each other in the elegant and commodious buildings to be found all over the State. It affords me satisfaction to bear testimony to the fact that the prejudice against free schools is fast giving way and the people are beginning to look upon them as the surest and only means by which a large portion of the rising generation can ever hope to acquire an education sufficient to fit them for intelligent citizenship. As the schools of every community answer to local public opinion, their success must depend on the sympathy and appreciation of the people. We cannot go ahead of public sentiment, but we can endeavor to make it a correct one. Of one thing we are assured, our schools are taking year by year stronger hold upon the affections of the people. Our work is but begun. A complete, well organized system may yet be far in the future, but I believe it is *there*, and though we may be long in reaching a perfect system, we are constantly attaining to a *better* one. A detailed history of the year's work will be found in the statistical tables of this report. The recommendations and suggestions for the improvement of our school

system are herewith embodied, and I doubt not will receive the attention of the General Assembly.

SCHOOL ACCOMMODATIONS.

During the last two years something over \$125,000 have been spent in the erection and improvement of school buildings in different parts of the State. Many convenient and attractive houses may now be seen scattered through the rural districts, evidencing an enlightened regard for the public welfare, and assuring the intellectual and moral elevation of the young. In the town and villages of our State, structures of a higher order of architecture have been erected, and furnished in a style to adapt them to the most approved methods of teaching. Apparatus, blackboards, globes, maps, charts, and whatever else experience has proved to be useful in the work of instruction, have been supplied with a liberal hand. These are exponents of a degree and kind of public intelligence that apprehends the sources of prosperity and power. But there are some sections, I regret to report, in which the accommodations provided for the education of children are *poor*, very *poor*. In some localities I have found pupils sitting on seats that seemed designed for engines of torture, or instruments for effecting a permanent deformity.

There are a few school-houses located near stagnant frog ponds or miasmatic bogs festering with the germs of disease. I have visited school-rooms where no accommodations in the shape of apparatus, charts, etc., had ever been provided, but thanks to the intelligence of the people, these disgraceful structures are few, and I trust the time is not far distant when they will entirely disappear, either from a sense of shame, or by the force of law. In this connection I desire to call attention to the efforts of the Board of Health to gather statistics relative to the sanitary condition of the school-houses throughout the State, and to urge the co-operation of teachers and school officers in their necessary work, which promises to be of great value in the future.

VISITS OF THE SUPERINTENDENTS.

During the past year we have endeavored to visit all the schools in the State. The bad roads and the unusually severe winter operated against our visits to some remote schools in the country. We have endeavored in every way possible to stimulate the energy and enthusiasm of the teachers, and to awaken a greater interest among the people in the prosperity and efficiency of our schools. We have

been received with great kindness both by the teachers and the people, and have witnessed most gratifying evidences of their cordial co-operation in everything which has in view the improvement of the public schools. We have been present at the examinations and entertainments of several public and private schools, and have united in all work connected with educational progress.

EXAMINATIONS.

During the past year 621 candidates have appeared before us for examination; 473 candidates have secured certificates, and 148 have been rejected. Life certificates have been issued to 7. The oral and written methods in our examinations are still employed. The standard has been raised from year to year, to satisfy the increasing demand for thoroughly competent teachers, while the questions have been of a plain and practical character. It cannot be denied that teachers under our system of examination show marked improvement from year to year, and many of them produce good results in their respective school rooms. The essentials which go to make an efficient teacher are various, many of which can be known only by actual observations in the school room. Many of the applicants for certificates are strangers to us, and we have constantly endeavored to impress upon the minds of the School Commissioners that *literary attainments* are not the only essentials of a successful teacher, and that their duties do not cease "with the mere looking at" the teacher's certificate. Time is required to show the unfitness of a teacher who evidenced competency upon examination. Indifferent teachers are being gradually eliminated and efficient ones substituted. This cannot be accomplished instantly, but will be done, we doubt not, as fast as is consistent with the rights of the teachers and the good of the schools.

TEACHERS.

It is generally understood that the success of our schools depends greatly upon the teachers. Our teachers, taken in the aggregate, have increased very much in efficiency during the past year. Some prove very successful in school government, and seem to have a good influence over their pupils, while others, intellectually qualified, would prove more successful if they were able to govern. A teacher, besides being qualified in learning, should have an interest in his vocation, and be an exemplar of good manners and character before his pupils, who are the natural imitators of what is good or bad.

One who tries to get along with his school as easily as possible, and without labor, and who has but little interest or inspiration in his work, will not accomplish great results, and may meet with failure and discredit. As the teacher is, so may we expect to find the school. The improvement of the one means chiefly the improvement of the other. At least, he cannot reasonably expect the school to be better than the teacher.

Teachers are not perfect. They are liable to err in judgment as well as others, but observation and experience show that the great majority of our teachers are faithful workers, and are conscientious in the discharge of their duties. Neither are pupils perfect (*if they are so considered by indulgent parents*). In ninety-nine cases out of one hundred, if children are faithful and show a spirit of obedience, they will have no trouble with the teachers. It would be much better if parents would seek the acquaintance of the teachers of their children, and, if trouble arises, would make personal investigation beyond the usually one-sided statements of scholars most interested, before they increase the difficulty by sustaining their children. The future good of children, as well as the highest efficiency of a school, is to be considered before personal feeling.

With but few exceptions, our visits to the schools have found the teachers zealous in their arduous labors and putting forth their best efforts to elevate the standard of our free schools. The hearty co-operation of the teachers with us in all our requests, and the cordiality with which we have been received by them in the discharge of our varied duties, are gratefully acknowledged and most pleasantly remembered.

SCHOOL COMMISSIONERS.

I am glad to know that many of the school commissioners have worked untiringly, during the past year, in behalf of their schools. Several of the clerks have given much time and intelligent working to their specific districts, and these men have sometimes been compelled to go forward in the face of selfishness and prejudice. They have not persevered in vain, but have received, as they have well earned, the hearty commendations of the most moral and intelligent portion of their fellow-citizens.

If it be true "as is the teacher, so is the school," is it not also true in a very important sense and to a great extent, that as are the school commissioners, so is the school? In some instances I fear that the local authorities have failed to serve the districts according to the de-

mands. They have not made, sometimes, a sufficient inquiry in regard to the qualification of a teacher before they engaged his or her services, and in several districts have never visited the school. I believe, however, that many of our school officers are beginning to learn that their duties extend quite beyond the hiring of teachers, supplying fuel and signing orders.

When the zeal of the whole body of school commissioners throughout the State shall have become commensurately enkindled, leading them to active and united co-operation with the teacher, the number of visits to the schools will appear much greater than that reported at the close of the past school year. I acknowledge with pleasure the courtesy and cordial co-operation of many school commissioners who have so cheerfully assisted me in the responsible duties of my office.

SCHOOL DISTRICTS.

It is not without thought and much consideration, directed by what knowledge I have been able to gain of the condition of the various school districts, that I venture to express an opinion.

There can be no reasonable doubt of the practical benefits to be derived from the consolidation of small school districts. In district schools, some of the difficulties which are met, and which tend greatly to impede the progress of the schools, are the large number of classes, in one instance numbering as high as twenty-six in a school of thirty-five scholars; the shortness of the school terms; the necessity in some districts of employing inexperienced teachers, owing to the small amount of money, and the frequent changing of teachers. These, and many others which might be mentioned could be overcome by consolidating some districts and establishing graded schools.

The benefits of the consolidation of small schools districts are seen in Sussex county, as the results of the commission appointed by the last General Assembly, and have been found highly advantageous to the cause of education.

AGRICULTURE.

The desire, manifested by many throughout the State, to have taught in our public schools some practical study on the subject of agriculture meets my hearty approval. The State Board of Education has been unable to procure a suitable book for that purpose, but

I doubt not, that in a short time, this study will form an important feature of the student's work.

EDUCATIONAL JOURNALS AND SCHOOL LIBRARIES.

Teaching is a progressive science, and every teacher, to keep up with the times, must be a student. Educational journals present many new and useful ideas relative to methods of instruction and discipline, which the live and progressive teacher can adapt readily to his needs in the school-room. Teachers should avail themselves of these privileges. A good teacher is a studious one, and his success depends largely upon years of persistent and enthusiastic study and work. The school commissioners, who are the executive agents of the school system, also need instruction to guide them in the discharge of their duties. A good practical school journal, circulated in all portions of the State, and read by those who are interested in school matters, I believe would greatly increase the efficiency of our schools. I have made special efforts during the past year to have school libraries established in connection with the schools, and I am glad to know that in several localities they have been attended with success. There are several districts in our State that are supplied with good school libraries—books adapted to the tastes and capacities of the young, filling their minds with useful knowledge and occupying the leisure hours of long winter evenings. If the teachers were sufficiently interested in this matter every district might have a library, and every library might become a benefit and a blessing to the rising generation. This subject is earnestly commended to the attention of every teacher, officer and patron of the free schools.

PARENTS AND GUARDIANS.

Parents have a duty to perform. Much of the promptness and regularity of attendance, as well as encouragement in well-doing, depends upon them. They should see that their children are at school every day, and in season, and show by an occasional visit to the school-room that they are in sympathy with the teacher and his work. If they would seek to co-operate with teachers there would be less difficulty in school government and fewer complaints. All failures are not due to the inability of the teachers. Parents and others very often make remarks before the pupils about the teacher's conduct and about the way the school is managed, which beget a prejudice on the part of the scholars, and destroys any teacher's power for doing good. More good can be accomplished by calling

attention to excellencies, and, when faults are found, by pointing them out to the teacher privately, instead of discoursing upon them publicly to the pupils, and saying nothing to the teacher. Select your best citizens for school commissioners—those who will take an interest in the schools, and employ none but the best instructors! Parents should remember that our schools are the nurseries from which we have obtained most of our intelligence as a people, and they should receive the united efforts of every good citizen to raise them to a higher standard of proficiency and usefulness.

COLORED SCHOOLS.

I am glad to report that substantial and encouraging progress has been made in the condition of the colored schools of the State. The number of schools has steadily increased until there are now 69 schools in the State, outside of the city of Wilmington, with an enrollment of 3,563. The school term just closed shows a total distribution among the schools of the State of \$7,166.69. Of this amount \$4,655.63 comes from the State appropriation, and \$2,511.06 from the school tax fund. The highest monthly enrollment of pupils reached 3,563, an increase of 154 over the last year. The average length of term of schools in the State was four and two-thirds months. As a rule the success of the schools has been great. Well educated, industrious and earnest teachers have been employed, and have made every effort to improve the schools and advance the pupils. From my personal acquaintance with the various sections of the State, and from my official intercourse with the Actuary of the Delaware Association for the Education of the Colored People, I am fully convinced that some plan should be devised by which more suitable and comfortable houses can be provided for the accommodation of the colored school children. Many of the schools in the larger towns might be made more efficient by allowing them to form local boards and to increase their facilities to meet the expenses of the schools. I believe that the colored people appreciate very fully the aid extended to them by the State, and that their schools are doing good work, with many promising indications for the future.

These thoughts are commended to the attention of the General Assembly, and I doubt not will receive careful consideration.

INSTITUTES.

The value of the Institutes in this State is almost incalculable, as we have no normal school for the training of teachers, and whatever

work is done in that direction must be done through the County Institute. During 1885, we held three Institutes, as follows:

At Wilmington, December 2-5; number of teachers in attendance, including the Wilmington city teachers, two hundred and sixty. The Kent County Institute was held at Smyrna, December 9-12, one hundred and twenty-six teachers in attendance. The Sussex County Institute was held at Georgetown, December 16-19.

For valuable assistance in these meetings we feel under obligations to Dr. John H. French, Institute Lecturer for New York State; Dr. Albert N. Raub, Principal of Academy at Newark, Del.; Dr. Nathan Schaeffer, Principal of Normal School at Kutztown, Pa.; Prof. William A. Reynolds, of Wilmington, Del.; Dr. J. H. Caldwell, President of Delaware College; Jahu DeWitt Miller, of New York; Dr. John H. Vincent, of New York; Mr. Will Carleton, of Brooklyn; Miss Cynthia Bare, of Philadelphia; Prof. H. R. Sanford, of Syracuse, N. Y.; Superintendent D. W. Harlan, of Wilmington, Del., and others.

The Institutes for the present school year will be held during the month of January.

BOOK QUESTION.

The school books are sold through depositaries appointed by the Superintendent. These depositaries number fifty-eight in the State, and are allowed ten per cent. for selling. They have on hand from fifty to three or four hundred dollars' worth of books, and are required to give no bond. We recommended in our last report that they be required to furnish bond sufficient to cover the amount of books on hand. The Legislature did not see fit to notice the recommendation. We renew the recommendation, and trust the Legislature will see the importance of the matter and pass an act requiring the depositaries to furnish the necessary bond.

RECOMMENDATIONS.

I.

We think that the time has now come when the State should furnish the school books free to pupils. There is more money left over each year in the hands of the School Commissioners than would be necessary to purchase all the books used in the district.

I would most respectfully recommend that an act be passed, requiring the Superintendent to furnish to the clerk of each school

district, at cost price, a library of text-books sufficient to meet the wants of the school, and that the same be charged to the district, and that the amount be deducted from the school dividend by the Auditor in his settlement with the clerk of the district.

II.

A number of the town schools of our State are practically outside of the jurisdiction of the State Superintendent. Their teachers are not required to attend the examinations or the county institutes. As a large portion of the State school money is distributed among these town schools, we fail to see why they should be exempt from State supervision. We would therefore, most respectfully recommend that Section 10, Chapter 46, Volume 16, Laws of Delaware, be so changed as to apply only to the City of Wilmington.

III.

Section 17, Chapter 42 of the Revised Code, requires all money placed in bank to the credit of the district, and not drawn by the commissioners, to stand to the credit of the district three years before it can be distributed.

We think it would be much better for the schools, and would make the State Treasurer's account less complicated if this section were so amended as to read one year instead of three years.

Sussex County already has an act which requires the State Treasurer to re-distribute every year all money not drawn by the district.

IV.

STATE NORMAL SCHOOL.

One of the great needs of the State is a normal or training school for the professional preparation of teachers.

Delaware should have an institution empowered to graduate students whose diploma shall be equivalent to a life certificate. This diploma or certificate of scholarship should exempt the holder from further examination until he has taught at least two years, when, if he has proved successful in actual practice in the schools of the State, he should be granted a life diploma, exempting him from all further examination.

The professional course of study should be somewhat similar to that required for a life certificate, but a little more extended. The following is suggested :

Mathematics.—Arithmetic, Elementary Algebra, Plane Geometry and Book-keeping.

Language.—Orthography, English Grammar, Rhetoric, English Classics.

Historical Sciences.—Geography, U. S. History, Civil Government.

Natural Sciences.—Physiology and Hygiene, Botany and Natural Philosophy.

Arts.—Penmanship and Drawing.

Professional Studies.—School Management, Methods of Teaching, History of Education and Mental Philosophy.

This course of study should cover two years.

The candidates for graduation should be examined by a board consisting of the State Superintendent of Schools, the Assistant State Superintendent, and the Principal of the State Normal School.

Provision should be made that teachers of five years' successful experience may receive their final diploma upon examination by the proper board, without having been in actual attendance at the Normal School.

The object of the school should be the preparation of teachers for the common schools of the State. Free tuition should be granted by the State for a period not exceeding two years, to those who pledge themselves to teach in the public schools of the State for as many months as they receive free tuition in the State Normal Schools but in no case should this pledge be for a less time than a full annual school term.

If deemed best, these free scholarships could be limited to a specified number, say twenty, for each county of the Commonwealth, and the applicants could be selected by competitive examination, an examination to be held by the examining board of the school for that purpose once a year in each county, at some convenient point to be named by the State Superintendent.

No girls under fifteen years of age, or boys under sixteen years of age should be permitted to compete for these scholarships, which should be good for a two years' course of study in the school. Should the applicant be sufficiently advanced to enter the senior

class of the school and thereby be enabled to complete the course of study in a single year, the scholarship should expire at the end of that year, and the vacancy be filled by a new appointment.

Should vacancies exist at any time in the quota of scholarships it should be in the power of the appointing board to fill these vacancies at any time they may occur.

The charge for tuition to these normal students should be fixed at a definite sum per capita, say \$40 for a year of 40 weeks.

The school should always be open to the inspection of the State school officers, and its principal should be required to make a detailed report to the State Superintendent each year to be embodied in his report to the Governor, showing the number of students from each county each term, the amount received from the State for tuition, the number, names and residence of the graduates of each year, and giving such other items of importance as the State Superintendent may deem of general interest.

Examinations should be held by the Board of Examiners of both the junior and the senior classes, so that qualifications for entrance into the senior class, as well as qualifications for graduation, may be determined by the examining board of the school.

No change should be made in the course of study without the approval of a majority of the examining board.

No appropriations need be made direct to the school, but free tuition should be provided for those who sign the pledge above referred to.

Preference should be given by the examining board to such students as declare their object in securing admission to the normal school to be that of preparing themselves as teachers.

No certificate should be granted by the school except the regular diploma.

By utilizing either Delaware College or the Academy of Newark, no appropriation need be made for buildings or for meeting the current expenses of the school.

The only expenditure advised, is that of providing free tuition for a number of students. The actual cost of supporting *sixty* free scholarships continuously at the State Normal School, which ought to yield *thirty* graduates a year, would be only \$2400, or about one cent and a half per annum for each inhabitant of the State. This

is but a trifling sum compared with the benefits the State would receive from the improved service rendered by trained professional teachers.

CONCLUSION.

The report of another year's work is presented. The design of the establishment of the office of Superintendent of Free Schools evidently was to provide for a general executive and supervisory agency of the whole educational work of the State, and to make the department the directing and controlling head of the entire system, capable of devising and executing measures for an intelligent and efficient application of all the means provided for the instruction of the masses, and for a more uniform and vigorous administration of public school interests. To do this work efficiently and successfully requires time and labor. While it has been impossible to accomplish all that is desirable and that should be done, I am happy to state that the great interests intrusted to this office have been watched with care, and are generally prosperous, as is attested by the statistical and general information herewith submitted. In the discharge of my duties I have been aided by my efficient and worthy colleague, H. C. Carpenter. His cordial co-operation with me in everything which has in view the improvement of the schools, and the prompt performance of his varied duties, are most kindly remembered and appreciated.

I desire to return thanks to the officials of the railroads, to the press throughout the State, H. C. Conrad, Esq., Actuary of the Delaware Association for Colored People, and all friends of education for valuable assistance rendered. I have endeavored to discharge my duties to the best of my ability. While the evidence of sound progress in the educational matters of our State must cause gratification, our grand work is but in its infancy, and requires careful and judicious attention. The sons and daughters of our State are found in every part of the Union, and the influence of their early training, received in the "old district school-house," is bearing its full part in shaping the character, the progress and the ultimate destiny of the American Republic. Thanking you for your kind interest in behalf of education, and indulging the hope that considerate co-operation, generous confidence and hearty support will ever protect the vital interests of our free schools,

I remain yours, respectfully,

T. N. WILLIAMS,

State Superintendent of Free Schools.

APPENDIX.



REPORTS OF PUBLIC SCHOOLS.

DELAWARE COLLEGE.

The Legislature, at its last session, appropriated the sum of \$8,000 to improve this institution. The money was judiciously expended under the supervision of J. F. Williamson, Esq., Vice President of the Board of Trustees. The oratory was enlarged by the addition of thirty feet, beneath which two large rooms were provided for chemical laboratories, and above it, six new dormitories. New floors were laid in the larger portion of the building, and the whole edifice was newly painted. Besides a number of other improvements, two sides of the campus were inclosed with an iron fence. The whole institution now wears a fresh and cheerful appearance. There are ample accommodations for more than double the number of students now occupying rooms in the college. They ought to be filled, and would be if Delawareans were taking the interest which they ought to take in their only college.

I was elected President of the college in July, 1885, and took charge on the 2d day of September, following. Since then we have had 49 students on the roll, but that number has been reduced more than half during the present term. This has been in consequence of several causes, viz: the abandonment of co-education by resolution of the Board of Trustees; the failure of fourteen members of the Legislature to make scholarship appointments, leaving that number of vacancies; the partial failure of the fruit crop the past season; shortness of grain crop, and low prices of grain, which have caused a scarcity of money among the farmers; and, in addition to these several causes, I regret to have to mention a state of indifference, if not actual hostility, among many farmers on the alleged ground that the college has failed to benefit the farming interests of the State. A glance at the curriculum will show that, so far as the proper work of the college is concerned, this objection is founded on a mistake. The college is under contract with the State government to "teach such branches of learning as are related to agriculture and the mechanic arts." Ever since 1870, when this contract began with the reorganization of this institution, such branches have been regularly taught. It will be seen in the catalogue of 1886 that the whole curriculum has been revised. What was formerly known as the

Literary Course has been dropped, and the terms of admission to the Classical and Scientific Courses elevated, while the Agricultural Course has been separated from the Scientific, with which it was formerly blended, and the terms for admission lowered, so as to bring this department in reach of students from any of the common schools.

Recently we have sent out a circular proposing a winter course of lectures on agriculture for the benefit of farmers' sons who cannot take a regular course in college. The teaching must necessarily be theoretical as we have no experimental farm on which to apply the principles of the text book. But this is all that the contract obliges the college to do, and all that it can do with its limited means. What it is able to do and do thoroughly, would be of great practical advantage to farmers' sons if they would enter this Agricultural Course and pursue it to graduation. We have no law to compel students to take this course, and nearly all who enter this institution prefer either the Classical or Scientific Course, consequently we have not a single student regularly matriculated for the Agricultural Course. It is left to the parents, guardian or member of the Legislature, who appoints to a scholarship, to give authoritative direction in this matter. In view of the fact that the college derives its support almost entirely from its endowment as an agricultural institution under the provisions of the Congressional Act of 1862, it would seem that some supplemental legislation is needed in order to make the agricultural feature what it was designed to be.

Six students—three male and three females—were graduated at the commencement in June, 1886. Five of these were in the Classical Course and one in the Literary—none in the Agricultural. It must be left to the wisdom of the Board of Trustees, and by their approval, to that of the Legislature, to remedy this state of things, and bring the agricultural community to patronize and sustain this institution.

The government of the college is now excellent, good order being regularly maintained and the students incited to orderly and gentlemanly deportment.

Respectfully submitted,

J. H. CALDWELL, *President.*

To Hon. T. N. WILLIAMS,

Superintendent Free Schools, State of Delaware.

NEWARK, November 20th, 1886.

WILMINGTON CITY SCHOOLS.

Extract from the report of David W. Harlan, City Superintendent of Schools, Wilmington, Del.

SUMMARY OF STATISTICS.

Total population of Wilmington according to the census of 1880.....	42,585
Estimated present population.....	52,000
Legal school age, from 6 to 21 years of age.	
Number of school days in the year, according to the rules of the Board.....	208
Number of days the schools were taught.....	198

SCHOOL HOUSES.

Number of school-houses in use.....	24
Increase for the year.....	1
Number of school-rooms used for day schools.....	162
Increase.....	7
Number of rooms used for High School classes.....	6
Increase.....	0
Number of rooms used for grammar and primary school classes.....	156
Increase.....	7
Number of sittings for study in all the day schools.....	7,665
Increase.....	437

	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886
No. of houses.....	15	16	17	16	18	18	18	18	19	19	20	22	23	24
No. of sittings.....	4502	4728	4932	4890	5364	5648	5648	5704	5864	5920	6713	7090	7228	7665

SCHOOLS.

High School for boys.....	1
High School for girls.....	1
Grammar schools for boys.....	3
Grammar schools for girls.....	3
Primary schools, in all of which the sexes are taught together.....	20

TEACHERS.

Whole number of teachers in the day schools.....	162
Increase.....	1

Male teachers of High School classes.....	1
Female teachers of High School classes.....	6
Female teachers in the grammar and primary schools.....	155
Increase.....	1
Teachers receiving \$1,300 per year.....	1
“ “ 1,000 “ “.....	1
“ “ 775 “ “.....	1
“ “ 750 “ “.....	2
“ “ 700 “ “.....	6
“ “ 650 “ “.....	3
“ “ 600 “ “.....	4
“ “ 550 “ “.....	16
“ “ 515 “ “.....	1
“ “ 500 “ “.....	13
“ “ 460 “ “.....	13
“ “ 425 “ “.....	15
“ “ 380 “ “.....	2
“ “ 365 “ “.....	71
“ “ 300 “ “.....	7
Teachers without salary.....	6

Four divisions in the Training School are taught by pupil teachers who are in training and on trial. There are six of these teachers, and they are the teachers who receive no salary.

PUPILS.

Whole number enrolled during the year in the day schools.	8,677
Decrease.....	41
Average number belonging to the day schools.....	6,876
Increase.....	213
Average daily attendance.....	6,237
Increase.....	263
Whole number enrolled in the High School classes.....	239
Increase.....	25
Average number belonging to the High School classes.....	188
Increase.....	49
Average daily attendance in the High School classes.....	182
Increase.....	50
Whole number enrolled in the grammar and primary schools	8,438
Decrease.....	66
Average number belonging to the grammar and primary schools.....	6,688
Increase.....	164

Average daily attendance in the grammar and primary schools.....	6,055
Increase.....	213
Per cent. of attendance in all the schools of the average number belonging.....	90.6
Per cent. of attendance in the High School classes of the average number belonging.....	96.8
Per cent. of attendance in the grammar and primary schools of the average number belonging.....	90.5
Per cent. of attendance in all the schools of the whole number enrolled.....	71.8
Per cent. of attendance in the High School classes of the whole number enrolled.....	76.1
Per cent. of attendance in the grammar and primary schools of the whole number enrolled.....	71.7

TABLE SHOWING THE INCREASE OF ATTENDANCE DURING THE LAST
FOURTEEN YEARS.

FOR THE YEAR ENDING.	NUMBER OF TEACHERS,	AVERAGE ATTENDANCE OF PUPILS.	AVERAGE NUMBER BELONGING.	WHOLE NUMBER BELONGING.
July 31, 1873.....	82	3355	3650	5920
July 31, 1874.....	90	3565	3843	5776
July 31, 1875.....	98	3505	3813	6033
July 31, 1876.....	97	3720	4102	5947
July 31, 1877.....	106	4158	4582	6687
July 31, 1878.....	110	4435	4879	6831
July 31, 1879.....	112	4387	4915	6802
July 31, 1880.....	113	4427	4932	6963
July 31, 1881.....	116	4385	5101	7065
July 31, 1882.....	117	4600	5191	7123
July 31, 1883.....	132	5197	5823	7675
July 31, 1884.....	155	5718	6374	8259
July 31, 1885.....	161	5974	6663	8718
July 31, 1886.....	162	6237	6876	8677

THE TABLES OF STATISTICS.

The tables on the previous pages are very full, and exhibit many

important facts concerning the schools, facts that it is scarcely necessary to repeat in this part of the report. While the number enrolled during the year was forty-one less than the previous year, the average daily attendance was two hundred and sixty-three greater. The per cent. of attendance estimated in the whole number enrolled was 71.8, the largest per cent. of attendance that has ever been attained in this city. There is probably no truer index of the increasing interest in education and confidence in the schools than the increase in these per cents., and this increase has been steady for several years. 62, 63.5, 67.7, 69.2, 71.8 are the per cents. for the last five years.

IRREGULAR ATTENDANCE AND ITS EFFECTS.

There is still, however, much unnecessary irregularity of attendance. Some of this irregularity comes from the foolish indulgence of parents. More of it comes from the lack of good management on their part. Pupils are kept from school to do things that could be done before or after school, or on Saturdays. If pupils were never kept out of school to do what they could do outside of school hours, the attendance would be much better than it has been.

A list of pupils who try to know all their lessons, when at school, would contain few names of pupils that are irregular in attendance.

A list of the pupils who are irregular in attendance would contain the names of few pupils who manifest much interest in their studies.

A canvass of the latter list would show that the lack of interest in study increases about as the irregularity of attendance increases.

Very few pupils when absent from school, study the lessons that their classes study at school, and consequently they fail to learn much that they would learn if at school. Having lost some lessons, they have lost the connection of the subject, and on their return to school are at loss to understand the lessons that follow. It is usual for the teacher, when assigning a lesson, to explain the parts that are likely to be difficult to the pupils, and to tell them how to study to the most advantage. Those who are not present to get this help, even if they try to study while absent, study at a disadvantage. Long review lessons occur from time to time, and then pupils who have lost several lessons are discouraged at the difficulties of these reviews, difficulties that would not exist if they had learned the lessons lost by their absence.

Absence transfers the pupil's interest from school work to other

things, and it is hard to interest him in his studies again. Especially is this the case when he finds his studies, owing to what he has missed, more difficult than before his absence.

The evil effects of absence are not confined to the absentees alone. Their absence causes others to desire to be absent. Every absentee has his circle of young friends, who quickly take to the idea of getting out of school awhile, and if they are not permitted to do so, their desire to stay out of school detracts from their interest in study.

Irregular pupils make many poor recitations, and pass poor examinations, and the report of these injure the reputation of the teacher and the school.

The irregular pupils lose most of the books that are lost, and if these books are found or paid for, the time the teacher has to give to finding them or getting pay for them, amounts to as much as the books cost.

It takes a good deal of time to get the excuses for absence. If the aggregate time each year necessarily taken from teaching to look after absentees were given, it would be a surprise to most people. And this time is so much reduction of the teaching time of the schools.

THE TEACHERS' INSTITUTE.

Our State Superintendent, Thomas N. Williams, arranged to hold the annual meeting of the New Castle County Teachers' Institute in Wilmington, on the 2d, 3d, 4th and 5th of December, and invited the Board of Education and the teachers of Wilmington to co-operate in this meeting. The Board appointed three of its members, Dr. E. G. Shortlidge, J. P. Theodore Fuekel and Samuel N. Trump, as a committee on this subject, and on their recommendation, granted the teachers of the city permission to attend the Institute on Thursday and Friday, December 3d and 4th.

Dr. John H. French, Dr. Nathan C. Schaeffer, and Dr. Albert N. Raub took the lead in the work, by engagement, but several teachers of the city and county gave valuable assistance. A lecture of a half-hour, and then fifteen minutes for asking and answering questions, was the order of proceeding.

The following subjects were discussed; Spelling, primary arithmetic, principles of percentage, history, the use of globes, language lessons, written analysis of sentences, school discipline, common

sense in school work, what is a good school? a course reading for teachers, teachers' troubles.

The lectures were good, and were well received. They were very suggestive, and raised many questions, so that the time for answering and discussion always appeared too short. That time was so limited as to make it necessary to drop each subject when some wanted to discuss it further, detracted nothing from the interest of the sessions.

The teachers of this city co-operated heartily in the institute, and the presence of one hundred and sixty of them in an institute that would not, without them, have numbered more than one hundred and twenty teachers, added largely to the interest of the meetings.

There were few things recommended by the instructors that had not previously been practiced in the schools of this city, but the strong indorsement of measures, which the less progressive of our teachers had been slow to adopt, was very gratifying to those who had adopted them, and conduced to their general adoption. The elucidation of the Grube method in primary arithmetic seemed to give many teachers a clearer comprehension of it, and more faith in it. The arguments in favor of requiring pupils to learn their lessons so that they can recite them, or write them, in good English, were much needed. The conductors of the institute seemed to be unanimous in the opinion that pupils should not be allowed to use words in any recitation without knowing their meaning—some of the hard words in the spelling book excepted. On the subject of teaching children how to study, it was well said that when a lesson is to be learned, it should be studied, sentence by sentence, and paragraph by paragraph, till the ideas are grasped and the whole comprehended, before any direct effort is made to memorize the language of the lesson. The general sentiment of the speakers was that children are pushed on into the difficult parts of their studies too early, and that the true ends of education would be attained in more cases if more pains were taken to broaden the children's knowledge and clear their conceptions of easy things, before advancing them into difficult ones.

Perhaps the best result of a teachers' institute is that it stimulates indifferent teachers to more fidelity in their work; for it is a fact patent to all who are familiar with school work, that more teachers fail to do good from lack of fidelity than from lack of ability. School days are short, but not too short for the pupils, and this makes it necessary that teachers come to their recitations prepared,

both mentally and with all available appliances, to interest and instruct their classes. To have the lessons of the day and suitable matter for explanation and illustration fresh in mind, and all things prepared to proceed in a prompt and spirited manner with each recitation, are implied duties of the teacher, but duties easily and often evaded. The amount of this kind of preparation made is a good measure of a teacher's fidelity. Good results here, like fine work in other arts, are wrought out by labor and painstaking. In teaching, as in other things, application is the soul of genius. The inspiration of a good teachers' institute is a strong impulse to application to the duties of the teacher's office.

THE TIME, THE WORK, AND THE WORKERS.

In reviewing the work of any period, it is well to have in mind the time for working, the work to be done, and the number and kind of workmen. The rules of the board fix the number of days in the school year and the number of hours in the school day. The number of teachers appointed by the board fixes the number of pupils that a teacher has to teach, and the course of study determines what subjects are to be taught the pupils. The quality of the instructions to be given is not defined so closely.

The rules give a school year that apparently could not be much improved in length or in the distribution of the work, except that the long term from January 2d to July 1st ought, in my judgment, to be broken about the middle, by a vacation of one week, as it was for many years. The school hours probably satisfy a larger number of people than any other hours would. For the health of the pupils, they are quite long enough. For the youngest pupils, they may seem too long, but as there are in each room at least two classes, as these recite alternately, and as the "busy work" for the periods between recitations is not brain taxing work, it is doubtful if even the youngest children would, all things considered, gain anything by the shortening of their hours in school.

The only condition upon which the hours could be shortened in any of the schools, without serious disadvantage to the children, is that the number of teachers be increased. The time that the teacher, who is always prepared and prompt, can give to each of her pupils, is as the hours are, too short. It is true that the pupils are taught in classes, and that all the members of a class can be addressed at once, but all cannot alike be instructed by the same explanations, or illus-

trations. Their individual differences make a considerable amount of individual instruction indispensable to a good school. As a rule, children learn their lessons only when they think they will be called on to recite them. The teacher cannot know that a pupil knows a thing till she has heard him tell it, or seen him do it, unaided. It frequently occurs that the pupil's first efforts to state what he thinks he knows, show that his conceptions are imperfect or erroneous. It is only when a pupil, frequently after more than one effort, has recited a lesson well, under the watch and correction of his teacher, that he knows it.

Under existing conditions, each pupil gets to recite only a small part of each lesson, quite too small a part for his own good. The only remedy for this is more teachers. Then each teacher would have fewer pupils and could give each of them more attention. If all teachers would generally be *prepared* to do good teaching, would go at it energetically, do the most important things first, and work by expeditious methods, much more than has been accomplished in the way of giving children clear ideas, would be done.

A considerable part of the school hours is necessarily spent in assembling and dismissing school, in changing classes, distributing and collecting copy books, papers, pen and pencils, in calling rolls, and in inquiries about absent pupils. Slow teachers cut down their time for teaching very much by being dilatory in these matters. It is not pleasant for me to call attention to the fact that some teachers are derelict in the duties of self-preparation and energetic work. Other superintendents, however, have the same duty to perform, as the following from the report of Charles W. Cole, Superintendent of the schools of Albany, shows:

"A supervisor does not need much perspicacity to detect a lack of adequate preparation in the careless teacher; nor can he fail to quickly recognize the indefatigable industry of the teacher who has armed himself at all points. In the latter case, the work of the class goes along swimmingly, not a moment is lost, the succeeding exercises glide into each other naturally, almost imperceptibly, and the observer feels assured that the progress sought for is going on rapidly and surely. In the former case, minute after minute is criminally wasted in the hesitation and embarrassment arising from the teacher not having determined beforehand how to occupy every precious moment; and the class, if advancing at all, is moving in a halting, uncertain way that bodes ill for its record. May the small number of half-hearted workers who thus 'slaughter the innocents' soon disappear."

By far the greater part of the teachers in this city work as many

hours, and as expeditiously, as could be expected. Spirited teaching as many hours as the sessions of the schools will permit, is quite as much as ordinary endurance will bear. Good teaching is exciting work. It is not merely reading questions from a book and hearing such answers as the pupils may be able or disposed to give. There are usually fifty pupils under a teacher's care, and they are all to be kept attentive to their lessons. Half of these are at recitation, and their attention, particularly, is to be held to each question, answer and explanation. The teacher must question, listen, correct, explain, and occasionally amuse the pupils. In the higher classes she must at each recitation form and record a judgment of the value of each pupil's answer.

The work to be done daily out of school hours is not small in amount, and it would be done more cheerfully if the general public would allow faithful teachers due credit for doing it. The common charge that teachers do their work in seven hours a day, is discouraging to those who work hard for nine hours a day. The records of the school and the reports to school officers and parents ought to be made before or after school. All the text books belong to the schools, and these have to be stamped and charged to the pupils, and otherwise looked after out of school. The teaching of the present day requires pupils to write many exercises, and much of this work of the public has to be examined out of school hours. It is a good rule to require each pupil to finish, each day, before he leaves the school-house, the work assigned him for that day. This requires of the teacher much overwork, for procrastination is one of the marked faults of the average pupil.

The work which I have thus briefly outlined, ought all to be done regularly. It is the routine work of the schools, and the neglect of any part of it tells against the school. In addition to this work, there is the special preparation of each day's lessons, some professional reading, and some study for general improvement. Teachers need many facts that are not in the book, and they need fresh facts all the time, and these facts and the intellectual refreshing that teachers need, can only be got by reading and study.

TEACHERS OF THE FIRST PRIMARY GRADE.

I think no one will question the truth of the statement that it requires better teachers to teach the lowest classes in a primary school well than to teach the highest classes in these schools. A leading feature of the late educational reforms is the putting of teachers of

experience and special fitness in charge of the youngest pupils. As our schools are organized, the teachers put in charge of these pupils are the youngest and least experienced. They are teachers who expect in a few months to be promoted to higher grades, and consequently are without one strong motive to make a study of the special features of first grade work. The principals of the primary schools are the only teachers in them who remain several years in the same position. Some of these principals have been in their present positions ten years or longer. Some of them teach all day, and none of them less than three and a-half hours a day. It has seemed to me for several years, as I have from time to time said to individual members of the board, that the appointment of these principals to teach, not the higher classes, as they have been doing, but the lowest classes, would be a wise policy. In this way we could, without any particular revolution in our system, secure as teachers of the youngest children, those who, by their experience with primary work, ought from the outset to be efficient in teaching first grade pupils, and who, expecting to remain in charge of this particular work year after year, would have an interest in preparing themselves for it, that those who expect in a short time to be promoted to higher grades, do not have. This plan may not be the best, but I think the time has fully arrived when there should be some plan adopted by which teachers of special fitness will be put in charge of the first primary grade, and when put there, kept there.

NEW CASTLE PUBLIC SCHOOLS.

NEW CASTLE, DEL., Dec. 30th, 1886.

HON. T. N. WILLIAMS,

State Superintendent of Free Schools:

DEAR SIR: As you have requested it, I send you the following report of the schools under my supervision, for the year ending June 30th, 1885:

Population of city, (census of 1880).....	3,800
Estimated value of buildings and grounds.....\$	13,000
Estimated value of furniture.....	2,000

Number of buildings, (all brick).....	3
Number of school-rooms.....	9
Total number of sittings.....	465
Number of teachers—1 male, 8 female.....	9
Teachers receiving \$1,000 per year.....	1
“ “ 450 “	2
“ “ 400 “	2
“ “ 300 “	4
Number of school days according to register.....	203
Number of days schools were open.....	196
Total enrollment.....	540
Average enrollment	416
Average attendance	358
Average No. of pupils to each teacher, based on total enrollment.....	60
Average No. of pupils to each teacher, based on average enrollment.....	46
Per cent. of attendance on average enrollment.....	85
Per cent. of attendance, on total enrollment.....	66
Number of graduates from High School.....	9

RECEIPTS.

Received from city.....	\$4,612 00
Received from State.....	722 18
Miscellaneous.....	633 64
	<hr/> \$ 5,967 82

EXPENDITURES.

Paid teachers salaries.....	\$3,900 00
“ janitors.....	225 00
	<hr/> \$4,125 00
“ for books.....	253 17
“ sundries.....	1,589 65
	<hr/> \$ 5,967 82

The schools consist of nine departments, viz: 1 High, 2 Grammar, 2 Intermediate, 2 Secondary, and 2 Primary. The tenth department is now under the consideration of the Board of Education, on account of the average number of pupils to each teacher being too large. Three examinations are held during the year (one of which is public), for promotion to higher grade, except the examina-

tion in April, when no promotions are made. These schools prepare pupils for college or for business. A class is graduated each year.

Very truly yours,

J. H. GEORGE,
Principal and Superintendent.

DOVER PUBLIC SCHOOLS.

DOVER, DEL., January 17th, 1887.

T. N. WILLIAMS, ESQ.,

Superintendent of Free Schools of Delaware:

DEAR SIR: In compliance with your request I send you a report of Dover Public Schools for 1886.

Number of Pupils enrolled during 1886.

DEPT. NO.	1	2	3	4	5	6	7	8	9	Total.
January	40	32	34	44	48	49	46	45	55	393
February . . .	38	32	32	41	49	47	46	44	55	384
March	37	32	30	42	48	48	45	48	54	384
April	34	30	30	36	49	42	43	44	58	356
May	34	30	30	36	48	43	41	40	56	358
June	33	28	27	31	45	42	41	43	44	334
September . .	22	34	42	32	47	36	45	42	42	342
October	24	31	46	45	47	38	48	43	56	378
November . . .	26	40	44	43	49	48	45	49	54	389
December . .	26	29	41	44	48	47	48	47	55	385

STATISTICAL SUMMARY.

Whole number of pupils enrolled	512
Whole number of males enrolled	252
Whole number of females enrolled	260
Whole number of days school kept open	196
Number of seats in nine rooms	440

Number of rooms furnished.....	9
Number of rooms not furnished.....	3
Amount expended for running expenses.....	\$4,167 66
Amount expended on bonded debt and interest.....	1,700 00
Average cost for each pupil.....	8 14

ESTIMATE VALUE OF SCHOOL PROPERTY.

Grounds.....	\$ 3,500 00
Buildings.....	20,000 00
Furniture.....	1,500 00

There have been kept open during the year nine (9) departments, with the following teachers and salaries:

J. E. Carroll, Principal.....	\$ 800 00
No. 2, Miss A. E. Day.....	350 00
No. 3, Miss J. Bateman.....	350 00
No. 4, Miss E. Salmons.....	300 00
No. 5, Miss Lizzie Penington.....	300 00
No. 6, Miss E. Bockman.....	300 00
No. 7, Miss Lida Cannon.....	300 00
No. 8, Mrs. C. A. F. Huntington.....	300 00
No. 9, Miss Ella Fletcher.....	300 00

In addition to the regular common school branches, Latin, Algebra, Rhetoric and Philosophy are taught in the High School Department. The school rooms are large and well supplied with the modern conveniences for heating and ventilation.

J. E. CARROLL, *Principal.*

HARRINGTON PUBLIC SCHOOLS.

HARRINGTON, DEL., Janaury 15th, 1887.

MESSRS. T. N. WILLIAMS AND H. C. CARPENTER,

Superintendent of Free Schools;

In accordance with your circular of December, I submit the following report:

The school property of Harrington is valued at \$6,000. The

annual appropriation for school purposes is \$1,200. The number of scholars in attendance during the present school year has been 256. The school year is ten months.

There are four departments in the school, having one male teacher as principal, and three female teachers as assistants.

The principal has a salary of \$600; two of the lady teachers are paid \$250, and one is paid \$300.

Each department of the school is divided, as nearly as possible, in two classes, promotions from class to class taking place yearly. A course of study for the third year is to be added to the principal's department, making the entire course of study nine years. Special effort is at present being made in the direction of a more exact gradation of the school and a more strict adherence on the part of pupils to a required course of study.

Yours respectfully,

HENRY R. SKINNER, *Principal.*

ODESSA PUBLIC SCHOOLS.

ODESSA, DEL., January 18th, 1887.

T. N. WILLIAMS AND H. C. CARPENTER, ESQS.,

State Superintendents of Free Schools:

DEAR SIRs:—In compliance with your request, I herewith submit the following report of the Public Schools of this town for the scholastic year, beginning September 14th, 1885, and ending April 8th, 1886:

Population of town.....	800
Number of pupils registered.....	118
Estimated worth of school property.....	\$1,800 00
Amount of appropriation for school purposes.....	735 00
Number of school rooms.....	2
Number of teachers.....	2
Principal's salary, per quarter.....	\$ 145 00
Assistant's salary, per quarter.....	80 00

Average daily attendance.....	70
Number of calender months in school year.....	10½

The school is divided into two departments, both of which have been repaired during the year, which adds much to the comfort of the scholars. There is connected with the school a valuable library containing over two thousand volumes. It is known as the Corbit Library, named after James Corbit, M. D., the original donor. New volumes are being added yearly from the interest of a sum of money bequeathed to the library by James Corbit, M. D., and Daniel Corbit.

Respectfully submitted,

HERMAN BESSEY, *Principal.*

MILFORD PUBLIC SCHOOLS.

MILFORD, DEL., January 15th, 1887.

T. N. WILLIAMS, ESQ.,

Superintendent of Free Schools:

DEAR SIR: I respectfully submit the following report of North Milford Public Schools:

Value of school property.....	\$ 2,000 00
Number of teachers.....	4
Number of scholars.....	123

A grade has been adopted by the board of commissioners, making four departments, two years' course in each, from primary to higher English department.

A new school house is needed here, and hopeful indications point to its being built this year. More interest than usual is felt in the subject of education and the outlook is good for permanent growth the coming year.

Yours very truly,

DANIEL S. ELLS.

REPORT OF SOUTH MILFORD SCHOOL.

The South Milford Public School has been recently organized as a graded school, having four distinct departments, and is giving instructions in primary, common English and academic studies. The school building has been recently rebuilt and supplied with folding seats, wall maps, charts, &c., and taken together with the spacious play grounds, which are owned by the school, is considered worth \$4,500.

STATISTICS.

Amount of money raised by tax.....	\$ 1,800 00
Amount of money received from State.....	800 00
Amount paid for teachers' salaries	1,890 00
Number month's school.....	9

The following is a summary of the roll of attendance for the fall term ending December 17th, 1886. It will be remembered that many children of Milford are employed in factories until late in the fall, which makes the record of attendance for that term somewhat low:

Number of days in term	66
Whole number of pupils enrolled.....	221
Average attendance	142

Respectfully submitted,

CHARLES W. ALLEN, *Principal.*

LITTLE CREEK PUBLIC SCHOOLS.

LITTLE CREEK, DEL., January 13th, 1887.

MESSRS. WILLIAMS AND CARPENTER:

GENTLEMEN: In compliance with your request, I herewith transmit a report of the public schools of this place:

Estimated value of school property.....	\$ 2,400 00
Amount of appropriation for school purposes.....	500 94
Amount received from State.....	266 84

Amount raised to pay indebtedness, interest, etc.....\$	245 53
Teachers' salaries, per month.....	58 00
Number of departments and teachers.....	2
Number of pupils in primary division.....	62
Average daily attendance.....	48
Number of pupils in secondary division.....	54
Average daily attendance.....	29

It is the aim of the school commissioners to run the school ten months in the year, but owing to indebtedness on account of building, the taxation is made so high that it has been thought best, so far, to close one division a small part of the year.

Respectfully,

A. M. CUBBAGE.

NORTH MILTON PUBLIC SCHOOLS.

MILTON, DEL., January 8th, 1887.

To the Superintendents of Free Schools of Delaware:

GENTLEMEN: In compliance with your request, I herewith submit the following report of the public schools of North Milton for the first quarter of the year, beginning October 4th, 1886, and ending December 24th, 1886:

Number of pupils registered.....	86
Greatest number reported during any month.....	78
Average daily attendance.....	61
Number of school-rooms.....	2
Seating capacity of two rooms.....	90
Number of calendar months in school year.....	8

FINANCIAL.

Amount raised by taxation.....\$	240 00
Amount of school dividend.....	221 20
Total expenditures for school purposes.....	460 00
Number of teachers employed (1 male and 1 female)...	2

Salary of principal, per month.....	\$ 40 00
Salary of assistant per month	20 00
Estimated worth of school property	500 00

The school is divided into two departments as follows: Primary and grammar.

Respectfully submitted,

E. WISE WARREN, *Principal.*

SEAFORD PUBLIC SCHOOLS.

SEAFORD, January 15th, 1887.

PROFS. WILLIAMS AND CARPENTER:

GENTLEMEN: I can only give you a report of the Seaford public schools from the first of September, 1886, at which time I became principal. The school is doing solid work, and the pupils are progressing in their studies.

NUMBER OF PUPILS.

Males	102
Females	147

TEACHERS.

Male	1
Females	3
Money paid for salaries.....	\$ 1,422 00

What I have written is all the information I can furnish.

Respectfully,

T. H. BREERWOOD, *Principal.*

GEORGETOWN PUBLIC SCHOOL.

GEORGETOWN, DEL., January 10th, 1887.

PROFS. T. N. WILLIAMS AND H. C. CARPENTER,

State Superintendents of Free Schools:

GENTLEMEN: In reply to your letter requesting a special report of our school, I send the following:

Value of property.....	\$ 6,000 00
Amount of appropriation for school purposes.....	1,908 40

Of which \$708.40 are received from the State dividend, and the remainder levied.

There are four departments and four teachers in our school. The salaries are: Principal, \$500 per year, first, second and third assistants, each \$35 per month.

Length of school year, 9 months.

Number of pupils enrolled.....	174
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Our school is second grade, and its course or study includes all those branches that the law requires to be taught in a second grade school, with the addition of such others as the Board of School Commissioners may from time to time direct. At present they are, Physiology, Geometry, Algebra, Etymology and Latin.

Hoping that this report will be satisfactory,

I remain very truly yours,

ROBERT W. MOBAY, *Principal.*

REPORT OF THE BRIDGEVILLE PUBLIC SCHOOLS.

BRIDGEVILLE, DEL., January 8th, 1887.

MESSRS. WILLIAMS AND CARPENTER,

Superintendents of Free Schools:

DEAR SIRS: In compliance with your request, I herewith submit the following report of the Bridgeville public schools, for quarter

ending December 3d, 1886, as I am not able to obtain full statistics for the whole of the past year.

School began September 13th, 1887, and is to continue for a period of eight months.

Value of school building.....	\$ 2,000 00
Value of school grounds.....	500 00
Value of school furniture.....	300 00
Improvements.....	100 00
Total value school property.....	2,900 00
Amount raised by taxation.....	500 00
Amount received from State.....	274 40
Salary of principal, per month.....	50 00
Salary of assistant, per month.....	25 00
Number of pupils enrolled.....	94
Average attendance.....	69

The school is graded and divided into two departments.

Respectfully submitted,

J. W. KILLEN, *Principal*.

FREDERICA PUBLIC SCHOOL.

FREDERICA, DEL., January 8th, 1886.

MESSRS. WILLIAMS AND CARPENTER :

GENTLEMEN: In conformity with your request, I have the honor to submit the following report of the school under my charge. Our school occupies large and commodious rooms, on the first floor of the Town Hall. There are three departments—primary, secondary and grammar. Promotions are systematically made, and the school is thoroughly graded. The course of study pursued by us embraces all the branches usually taught in graded schools, and it is our intention to raise the standard of scholarship as soon as the occasion presents itself.

The following statistics are for the present school year :

Total population.....	1,000
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Number of pupils enrolled.....	154
Average daily attendance.....	98
Number of school months.....	10
Number of teachers employed.....	3
Seating capacity of three rooms.....	200

FINANCIAL.

Amount raised by taxation.....	\$ 700 00
Amount of school dividend.....	512 38
Estimated worth of school property.....	2,275 00
Salaries of teachers.....	1,020 00
Balance for supplies.....	192 38
Average cost of each pupil per year.....	6 62

The general lack of apparatus is the great want of our school at the present time, a want that we hope to see supplied in the near future. The cause of popular education has made many friends here lately, people who a short time since refused to patronize the public school, are now among its most ardent supporters.

Respectfully submitted,

JOHN M. LOFTUS, *Principal.*

KENTON PUBLIC SCHOOLS.

KENTON, DEL., January 12th, 1887.

MESSRS. T. N. WILLIAMS AND H. C. CARPENTER,

State Superintendent of Free Schools:

GENTLEMEN: At your request I forwarded you a report of Kenton Public Schools:

School building was erected during the school year of 1884, at a cost of.....	\$ 2,140 00
School desks and other furniture cost.....	300 00
Land on which building is located cost.....	360 00
Total cost of building, land, &c.....	\$ 2,800 00

Amount appropriated for school purposes	\$ 894 00
Number of departments.....	2
Number of teachers	2
Principal's salary per month.....	\$ 50 00
Assistant's salary, per month.....	20 00
Length of school year.....	10 mos.
Number of children of school age in district.....	120
Number of pupils in both departments.....	86
Average daily attendance.....	56

The pupils are arranged into six grades; pupils of the first, second and third grades are in the primary department; pupils of the fourth, fifth and sixth grades are in the higher department.

The pupils manifest much interest in their studies, and their deportment is excellent. Respectfully yours,

POWELL F. JOHNS,
Principal of Kenton Public Schools.

ANNUAL REPORT OF FRANKFORD GRADED SCHOOL.

FRANKFORD, DEL., January 1st, 1887.

Value of buildings	\$ 1,200 00
“ furniture.....	250 00
“ grounds	300 00
Total	\$ 1,750 00
Number of teachers employed	2
Principal's salary, per month.....	45 00
First assistant's salary, per month.....	30 00
Amount appropriated for school purposes.....	650 00
Length of school year.....	8 mos.
Number of departments.....	2
Total number of students.....	132
Average attendance per month.....	106

Respectfully submitted,

B. R. HANNA, *Principal.*

MAGNOLIA PUBLIC SCHOOLS.

MAGNOLIA, DEL., January 15th, 1887.

T. N. WILLIAMS AND H. C. CARPENTER, ESQs.,

Superintendents of Free Schools:

DEAR SIRs: In compliance with your request, I herewith submit the following report of Magnolia Public Schools for the year ending December 24th, 1886:

Value of school building.....	\$ 2,500 00
Value of school grounds.....	100 00
Value of school furniture.....	275 00
Amount raised by taxation.....	441 10
Amount of school dividend.....	328 80
Number of teachers employed.....	2
Principal's salary, per month.....	\$ 40 00
Assistant's salary, per month.....	25 00
Number of pupils enrolled (males).....	58
Number of pupils enrolled (females).....	57
Length of school year.....	10 mos.

Respectfully submitted,

GOVE S. HARRINGTON, *Principal.*

MILTON PUBLIC SCHOOLS.

MILTON, DEL., January 13th, 1887.

MESSRS. T. N. WILLIAMS AND CARPENTER,

State Superintendents of Public Instruction:

DEAR SIRs: I herewith submit the following report of South Milton Public Schools:

Valuation of building and lot.....	\$ 2,000 00
Valuation of furniture.....	140 00
Number of pupils.....	129

Number of school-rooms.....	3
Number of teachers.....	3
Number of school months.....	8
Total expenditure for school.....\$	800 00
Principal's salary, per month.....	50 00
First assistant's salary, per month.....	30 00
Second assistant's salary, per month.....	20 00

The school is divided into three departments, consisting of grammar, secondary and primary. Public examinations are held quarterly and promotions are made at the end of term. Each department has two classes.

Respectfully submitted,
C. B. MORRIS, *Principal*.

REPORT OF LEBANON PUBLIC SCHOOLS.

LEBANON, DEL., January 14th, 1887.

Value of school-house.....	\$ 2,300 00
“ grounds.....	450 00
“ furniture.....	470 02
Total value of school property.....	\$ 3,220 00
Amount of improvements during last year.....	800 00
“ appropriation.....	413 74
Number of teachers.....	3
Salaries of teachers, per term, first.....	\$ 115 00
“ “ “ second.....	80 00
“ “ “ third.....	75 00
Number of departments.....	3
Length of school year.....	10 mos.
Number of pupils, enrolled at present in all departments.....	107
Average attendance (last term).....	57

Our school is well supplied with maps, globes, etc. We are very well graded. There are classes in algebra, rhetoric, book-keeping and others of like rank.

Respectfully,
H. C. BROWNE.

REPORT OF SELBYVILLE PUBLIC SCHOOL.

The property of said school consists of a two-story frame building valued at about \$1,200.

The school is furnished with Paragon desks. During the past year the school-rooms have been furnished with new black boards, and the building has been improved by a new coat of paint, the cost of said improvements being about \$75.

The amount of appropriation by tax for school purposes for the past year was \$250.

The school is a graded one, consisting of two departments for about one-half of the year, according to amount of funds on hand.

During the remainder of the year the principal teaches the whole school. The principal's salary is \$400 and that of the assistant teacher \$30 per month.

The school year consists of three months each. The highest number of pupils enrolled is 85. The average number in the grammar department, 25. In the primary department, 40.

Reports showing the standing of each pupil, are given out at the end of each term.

Respectfully submitted,

W. D. MARVEL, *Principal.*

DELAWARE CITY PUBLIC SCHOOLS.

DELAWARE CITY, January 1st, 1887.

T. N. WILLIAMS, ESQ.,

State Superintendent of Free Schools:

SIR: The following report of the public schools of Delaware City for the year ending June 30th, 1886, is respectfully submitted:

Number of pupils enrolled.....	225
Average daily attendance.....	135

Length of school year.....	10 mos.
Salary of principal.....	\$ 500 00
Salary of first assistant.....	350 00
Salary of second assistant	350 00
Value of building, furniture and grounds.....	8,000 00
Bonded debt (\$1,000 being paid annnally).....	5,000 00
Amount raised by taxation (rate being \$1.85 per \$100..	2,460 00
Amount of school dividend.....	454 00
Cost per pupil (allowing 6 per cent. on value of school property).....	9 00

The financial report is given for the financial year ending April 1st, 1886, and the school report for the school year commencing September 1st, 1885, and ending June 30th, 1886. Would it not be well to have both the financial and the school year to commence September 1st?

The academy was closed last June, leaving Delaware City, for the first time in her history, without a private school, which shows a steadily growing interest in our public schools. The number of pupils is still increasing and a fourth teacher has been employed since October, 1886, and fifteen new desks have been put in making the seating capacity 195.

Our building was opened in January, 1884. It is built of the best material and furnished with the best single desks, all of which reflects much credit upon our committee and the people generally.

I heartily endorse the plan recommended by you, to have the schools of our town placed under the supervision of the State Superintendent, believing that it would be a great benefit to the schools.

Respectfully submitted,

E. W. DAWSON, *Principal.*

LEWES UNION SCHOOL.

LEWES, DEL., January 1st, 1887.

MESSRS. WILLIAMS AND CARPENTER,

Superintendents of Free Schools :

GENTLEMEN: The following report of the Union school, of Lewes, for the scholastic year beginning September 1st, 1885, and ending May 30th, 1886, is respectfully submitted :

Total population	2,200
Number of pupils enrolled.....	305
Average attendance.....	245
Number of school months.....	9
Number of teachers.....	7
Salary of principal.....	\$ 650 00
Salary of each assistant.....	225 00
Total salary of teachers.....	2,000 00
Salary of janitor.....	72 00
Total expenditures for year.....	3,024 52
Amount raised by taxation.....	2,019 32
Amount of school dividend.....	1,005 20
Estimated worth of school property.....	10,000 00

Our building is a frame one, built in 1875, and is divided into eight rooms. These rooms are of convenient size, well ventilated and lighted.

The school lot contains three-quarters of an acre, and furnishes ample playing ground for the children.

The school is thoroughly graded, consisting of two primary, two intermediate, two grammar and one high school grade, the aim being to prepare pupils for college or business life.

Yours respectfully,

ROMAN TAMMANY, *Principal.*

NEWARK PUBLIC SCHOOLS.

NEWARK, DEL., January 1st, 1887.

T. N. WILLIAMS, ESQ.,

State Superintendent of Free Schools :

SIR: The following report of Newark Public Schools is respectfully submitted :

The present school building, erected in 1884, is situated in about the centre of the town, and is surrounded by an acre of ground. The whole value of school property, including grounds, building, furniture, &c., is ten thousand dollars (\$10,000).

Improvements have been made during the past year to the amount of fifty dollars, and consist in shade trees planted around the grounds, and the fitting up of one room in the building for the purpose of night school. The total amount for school appropriation is fourteen hundred and fifty dollars (\$1,450), one thousand being raised by tax, and four hundred and fifty dividend. Four teachers are employed at an aggregate salary of fourteen hundred and twenty-five dollars per annum. The school has four departments, namely : primary, secondary, intermediate and grammar.

The length of the school year is forty weeks. The total enrollment is 185 scholars with an average attendance of 165.

The school-house is finely located and the ground well drained. The rooms are well lighted and ventilated and there is plenty of blackboard surface in good condition.

Respectfully submitted,

B. A. GROVES, *Principal.*

SMYRNA PUBLIC SCHOOLS.

SMYRNA, DEL., March 10th, 1887.

T. N. WILLIAMS, ESQ.,

Superintendent of Free Schools of Delaware:

SIR: In making this report of Smyrna public schools, I am reminded of many things which have encouraged us since I performed

a like service two years ago. The work has grown and prospered in our hands. We have profited by experience, and believe that our system and methods of teaching are bringing better results to-day than ever before. I can not speak in words too warm with praise of the corps of assistant teachers. Each one does her part of the work skillfully and conscientiously. They have studied the work in hand and have so shaped the methods of instruction in each department that they fit into one another and make a harmonious whole. The various departments, from the primary to the high school, work together like the various parts of a well ordered machine. The result is partly due to the fact that our teachers have retained their places for a number of years without change, and have thus been enabled to work out together a uniform system of instruction with characteristics that are all our own.

The Board of School Directors has been of constant assistance to the teachers. Its members have been attentive to their duties, appreciative of the good work of the teachers, and ready with kind and prudent advice upon doubtful points. To them much of the credit is due for the efficiency of the schools.

We have separated the boys from the girls in the primary department because the classes were large enough to demand division. The results of the separation after nearly two years' experience amply approve its wisdom.

During the past two years the Board of Directors has granted certificates of graduation to pupils completing the course of study. We have graduated seventeen pupils. Some of our graduates have entered college to complete their education, and others are giving fair promise of success in business. The graduation exercises have each year attracted much attention and received general applause from the citizens.

The eighth teacher has been employed since my report two years ago.

The following statistics are for the year beginning April 1st, 1886:

Total number pupils enrolled.....	502
Average attendance	330
Number of school months.....	10
Number of teachers.....	8
Salary of principal.....	\$ 800 00
Salary of 1st assistant.....	400 00
Salary of 2d assistant.....	350 00

Salary of 3d assistant.....	\$ 325 00-
Salary of 4th assistant	350 00-
Salary of 5th assistant	350 00
Salary of 6th assistant	325 00
Salary of 7th assistant	300 00
Total salary of teachers.....	3,200 00
Salary of janitor.....	200 00

The following figures are taken from the treasurer's books for the year ending April 1st, 1886 :

Total money received.....	\$ 5,972 63
From previous year.....	546 51
From school fund.....	1,149 11
From local taxation	4,277 01
On hand at end of year.....	189 31

We are gradually reducing our bonded indebtedness by the payment of \$1,000 annually. The tax rate has been lowered every year since the year in which our new school building was erected, 1883.

Respectfully yours,

L. IRVING HANDY, *Principal.*

MIDDLETOWN PUBLIC SCHOOLS.

MIDDLETOWN, DEL., January 1st, 1887.

TO THE SUPERINTENDENTS OF PUBLIC SCHOOLS :

GENTLEMEN : In reply to your request I submit the following report of the public schools of Middletown :

The building occupied by the schools is the Middletown Academy, which the trustees generously allow the Board of Education to use for school purposes, the trustees keeping the building in repair and furnished.

The Board of Education has power to raise \$1,800 by taxation.

There are five departments, and five teachers are employed whose salaries are \$2,200.

The school year is forty-two weeks in length.

Whole number of pupils enrolled 284, of which number 34 are non-residents. Average attendance 200.

The schools are graded with a good course of study, fitting for business or teaching.

Very respectfully yours,

A. S. WRIGHT, *Principal.*

TOWNSEND PUBLIC SCHOOL.

TOWNSEND, DEL., January 1st, 1887.

SUPERINTENDENTS WILLIAMS AND CARPENTER:

In pursuance of your request, I send you the following items in regard to the Townsend School:

Value of property.....	\$ 2,500 00
Value of heater, &c.....	100 00
Value of furniture.....	175 00
Value of school apparatus.....	12 50
Amount of tax for school purposes.....	550 00
Number of teachers.....	2
Salary of Principal, per quarter.....	\$140 00
Salary of Assistant, per quarter.....	75 00
Length of school year, months.....	9
Average attendance.....	75

There has been some sickness in the district, which decreased the average attendance.

Yours, respectfully,

S. TYSON, *Principal.*

FELTON PUBLIC SCHOOLS.

FELTON, DEL., February 4th, 1887.

TO SUPERINTENDENTS WILLIAMS AND CARPENTER :

The following is a report of Felton Public Schools :

Value of school property,.....	\$ 4,000 00
Amount of appropriation for school purposes,.....	1,200 00
Number of teachers,.....	3
Males, 2 ; females, 1.	

SALARIES.

Principal,.....	\$ 550 00
First Assistant,.....	400 00
Second Assistant,.....	250 00
Number of departments,.....	3
1.—High school department.	
2.—Grammar school department.	
3.—Primary school department.	
Length of school year,.....	10 mos.
Number of pupils,.....	130
Average attendance,.....	100

Respectfully,

C. C. TINDAL, *Principal of School.*

ROXANA PUBLIC SCHOOLS.

ROXANA, DEL., January 1st, 1887.

T. N. WILLIAMS, ESQ.,

State Superintendent of Public Schools.

SIR :—In compliance with your request, I hereby submit the following report of the schools under my charge :

Value of school property,.....	\$ 500 00
Improvements during the year,.....	200 00
Amount of appropriation for school purposes,.....	442 00
Number of teachers,.....	2

Salary of Principal, per month,.....	\$ 35 00
Salary of Assistant, per month,.....	25 00
Length of school year,.....	8 mos.
Number of pupils enrolled,.....	122
Average attendance,.....	82

Up to the present time there have been but two departments, but now, in consequence of the increase in attendance, the commissioners have secured the services of a third teacher, and we now have three departments.

With a new house, which we now need very badly, we shall be in a fair way to compete with other graded schools of the State.

Respectfully submitted,

C. S. RICHARDSON, *Principal.*

COLORED SCHOOLS.

EXTRACTS FROM THE REPORT OF H. C. CONRAD, ESQ., ACTUARY FOR THE DELAWARE ASSOCIATION.

To the President and Members of the Executive Committee :

In submitting my tenth annual report as Actuary of the Delaware Association, my mind reverts to the ten years in which I have had the general direction of the colored schools of this State, and I cannot but rejoice that substantial and encouraging results have been reached. In May, 1876, I was appointed Actuary. I found that there had been twenty-nine schools open during the month of February preceding, with a total enrollment of 1,197. The number

of schools has steadily increased from that time until now there are sixty-eight schools in the State, outside of the city of Wilmington, with an enrollment of 3,563. At that time the schools were supported by donations from this association and contributions made directly by the colored people. Some time after, the proceeds from the school tax levied upon colored people began to be used toward supporting the schools, and in 1881 came the first direct appropriation from the State Treasury, followed in 1883 by a material increase in the amount. The school term just closed shows a total distribution among the schools of the State of \$7,166.69. Of this amount, \$4,655.63 came from the State appropriation, and \$2,511.06 from the school tax fund. The highest monthly enrollment of pupils reached 3,563, an increase of 154 over the last year. The number of schools was 69, an increase of one. The average length of term of schools in the State was four and two-thirds months. While a few of the schools show an increase in the enrollment, others show a slight falling off. It must be remembered that the winter was an unusually severe one, which operated against the schools, and interfered considerably with the attendance. The showing, as a whole, is an encouraging one. The Dover school continues the largest, and under the direction of Julius B. McGinnis, who for the past five years has been the teacher, will compare favorably with many of the graded schools. The schools at New Castle, Middletown, Newark, Smyrna, Milford, Seaford and Lewes are strong, and from year to year are making forward strides and showing good results. No school has shown greater progress during the past year than the South Camden school, under the direction of Lottie E. Scott.

I am convinced that I have never had a better corps of teachers than during the past year. Almost without exception the teachers are well educated, active and industrious, taking much pride in their work, and using every exertion to build up the schools and advance the pupils. Occasionally I am called upon to pass upon complaints lodged with me against a teacher, but it is rare that I find unbecoming or improper conduct on the part of the teacher. Where a complaint is well-founded, especially in a matter affecting moral character, I lose no time in dealing with it in a summary manner, deeming it of the first importance that a teacher's bearing and character should be above reproach. During the term most of the more conveniently located schools were visited, and although personally I was unable to visit many of the schools, yet by arrangements made with Mr. McGinnis, the Dover teacher, and Mr. Owens, the New

Castle teacher, they kindly consented to take my place, and rendered valued services by making trips to several points, reporting to me the result of their observation, which in most cases was encouraging.

The third annual institute of the teachers of the State was held in Smyrna in February, and although somewhat interfered with by the severe weather, yet the outcome was satisfactory, and I believe good results were attained. These institutes are directed by the teachers themselves, and I am convinced serve a good purpose and are an encouragement to those taking part.

The County Treasurers have proven themselves business-like and efficient in the financial transactions of the year, and I have been much pleased with their evident desire to be prompt and accommodating. For continued kindness and consideration on the part of the State Superintendent and assistant I desire to express my thanks and appreciation.

In closing I desire to express the hope that the next General Assembly of the State may place its stamp of approval upon the good work already accomplished by providing a further increase in the amount annually appropriated by the State to this worthy cause and also devise some plan by which suitable and comfortable buildings can be provided for the accommodation of the colored school children.

Respectfully submitted,

HENRY C. CONRAD, *Actuary.*

WILMINGTON, DEL., July 1st, 1886.

NEW CASTLE COUNTY.

HUNDRED.	NAME OF SCHOOL.	Number of months open.	Highest monthly enrollment.	Average enroll- ment for 3 months.	Amount paid from the State appropriation.	Amount paid from the school tax fund.	Total amount paid to each school.
Christiana	Newport	5	52	34	\$69 44	\$34 06	\$ 103 50
Christiana	Anderson's	6	29	20	69 44	34 06	103 50
Mill Creek	Hockessin	4	23	20	69 44	9 56	79 00
New Castle	New Castle	6	69	45	69 44	86 56	156 00
Pencader	Kirkwood	6	36	27	69 44	61 06	130 50
Pencader	Iron Hill	5 $\frac{1}{4}$	32	16	69 44	44 75	114 19
Pencader	Bethsaida	6	54	29	69 44	61 06	130 50
Red Lion	Delaware City	5	57	32	69 44	30 56	100 00
Red Lion	St. Georges	5	42	33	69 44	30 56	100 00
Red Lion	Summit Bridge	5	102	73	69 44	30 56	100 00
Appoquinimink	Townsend	5	68	31	69 44	48 06	117 50
Appoquinimink	Fieldsboro	5	52	30	69 44	45 56	115 00
Blackbird	Green Spring	4	51	22	69 44	11 56	81 00
Blackbird	Deakynville	4	25	19	69 44	11 56	81 00
White Clay Creek	Newark	6	71	48	69 44	40 06	109 50
White Clay Creek	Christiana	4	40	21	69 44	18 56	88 00
St. Georges	Middletown	6	97	59	69 44	65 56	135 00
St. Georges	Odesa	5	60	38	69 44	45 56	115 00
St. Georges	Port Penn	4	30	23	69 44	22 56	92 00
St. Georges	Mt. Pleasant	4	37	18	69 44	22 56	92 00
Total outside of	Wilmington	100 $\frac{1}{4}$	1032	638	\$1388 80	\$754 39	\$2,143 19
Wilmington	No. 16	10	.....	.....	\$69 44	.....	.....
Wilmington	" 18	10	.....	.....	69 44	.....	.....
Wilmington	" 21	10	.....	.....	69 44	.....	.....
Wilmington	" 22	10	.....	.....	69 44	.....	.....
Total including	Wilmington	140 $\frac{1}{4}$	.....	.....	\$1667 56	\$734 39	\$2,421 95

Highest No. of Schools, including Wilmington	24
Highest No. of Schools, outside of Wilmington	20
Highest No. of pupils, including Wilmington	1,872
Highest No. of pupils, outside of Wilmington	1,032
Decrease in No. of pupils outside of Wilmington	2

KENT COUNTY.

HUNDRED.	NAME OF SCHOOL.	Number of months open.	Highest monthly enrollment.	Average enroll- ment for 3 months.	Amount paid from the State appropriation.	Amount paid from the school tax fund.	Total amount paid to each school.
East Dover.....	Dover.....	7	129	102	\$66 67	\$90 83	\$ 157 50
East Dover.....	Fork Branch.....	5	35	30	66 67	43 33	110 00
East Dover.....	Jones' Neck.....	4 ³ / ₄	66	41	66 67	37 83	104 50
Duck Creek.....	Smyrna.....	6	87	71	66 67	84 83	151 50
Duck Creek.....	Peterson's.....	4	53	31	66 67	25 33	96 00
Kenton.....	Downs' Chapel.....	5	59	34	66 67	50 83	117 50
Kenton.....	Brenford.....	5	71	33	66 67	50 83	117 50
Kenton.....	Moorton.....	5	65	43	66 67	50 83	117 50
Little Creek.....	Leipsic.....	4	47	31	66 67	16 33	83 00
Little Creek.....	Cowgill's Corner.....	4	35	19	66 67	16 33	83 00
West Dover.....	Lockwood's.....	5	72	33	66 67	45 83	112 50
West Dover.....	Marydel.....	5	42	26	66 67	45 83	112 50
West Dover.....	Casson's Corner.....	5	36	23	66 67	45 83	112 50
North Murderkill.....	North Camden.....	5	70	42	66 67	43 33	110 00
North Murderkill.....	South Camden.....	5	86	69	66 67	43 33	110 00
North Murderkill.....	Plymouth.....	4	70	51	66 67	21 33	88 00
North Murderkill.....	Willow Grove.....	4	58	30	66 67	21 33	88 00
South Murderkill.....	Frederica.....	5	57	30	66 67	49 58	116 25
South Murderkill.....	Magnolia.....	4	51	32	66 67	27 33	94 00
South Murderkill.....	Felton.....	4	28	15	66 67	27 33	94 00
Mispillion.....	Harrington.....	4	58	40	66 67	35 33	102 00
Mispillion.....	Williamsville.....	4	36	23	66 67	35 33	102 00
Milford.....	Milford.....	5	84	51	66 67	44 58	111 25
Milford.....	Houston.....	4	25	20	66 67	21 33	88 00
Milford.....	J. Wesley Chapel..	3 ³ / ₄	42	22	66 67	15 83	82 50
Total.....		116 ¹ / ₄	1486	942	\$1666 75	\$994 75	\$2,661 50

Highest No. schools in Kent County.....	25
Highest No. pupils in Cent County.....	1,486
Increase in number of pupils over last year.....	30
Increase in number of schools over last year.....	1

SUSSEX COUNTY.

HUNDRED.	NAME OF SCHOOL.	Number of months open.	Highest monthly enrollment.	Average enroll- ment for 3 months.	Amount paid from the State appropriation.	Amount paid from the school tax fund.	Total amount paid to each school.
Cedar Creek.....	Slaughter's Neck..	6	90	57	\$66 67	\$66 83	\$ 133 50
Cedar Creek.....	Lincoln.....	4	49	26	66 67	29 33	66 00
Cedar Creek.....	Ellendale.....	4	20	16	66 67	29 33	66 00
Broadkill.....	Milton.....	5	46	29	66 67	57 08	123 75
Broadkill.....	Drawbridge.....	5	38	20	66 67	57 08	123 75
Nanticoke.....	Greenwood.....	4	23	15	66 67	29 33	96 00
North West Fork....	Trinity.....	3 $\frac{1}{4}$	25	15	66 67	4 83	71 50
Broad Creek.....	Concord.....	4	50	31	66 67	17 33	84 00
Broad Creek.....	West.....	5	39	25	66 67	17 33	84 00
Little Creek.....	Laurel.....	5	58	38	66 67	39 83	106 50
Little Creek.....	Portsville.....	4	43	26	66 67	29 33	96 00
Dagsborough.....	Millsboro.....	4	26	19	66 67	33 33	100 00
Dagsborough.....	Dagsboro.....	4	42	18	66 67	33 33	100 00
Baltimore.....	Blackwater.....	4	52	29	66 67	15 33	82 00
Baltimore.....	Roxana.....	4	39	20	66 67	15 33	82 00
Baltimore.....	Selbyville.....	4	47	31	66 67	15 33	82 00
Indian River.....	Hollyville.....	4	29	17	66 67	21 33	88 00
Indian River.....	Friendship.....	4	20	18	66 67	21 33	88 00
Georgetown.....	Georgetown.....	4	44	28	66 67	25 33	92 00
Seaford.....	Seaford.....	6	80	43	66 67	68 33	135 00
Lewes and Rehoboth	Lewes.....	5	81	53	66 67	43 33	110 00
Lewes and Rehoboth	Nassau.....	5	43	32	66 67	43 33	110 00
Lewes and Rehoboth	Rehoboth.....	5	41	24	66 67	43 33	110 00
Gumborough.....	Lewes' Cross Roads	4	20	13	66 67	5 33	72 00
Total.....		106 $\frac{1}{4}$	1045	643	\$1600 08	\$761 92	\$2,362 00

Highest number of schools in Sussex County.....	24
Highest number of pupils in Sussex County.....	1,045
Increase in number of pupils over last year.....	36
Same number of schools as last year.....	24

TABLE

Showing the number of schools for each month of the school year 1885-'86, with the enrollment, average attendance, studies pursued, &c.

MONTHS.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Number of schools.....	22	63	68	69	68	41	9	1
Enrollment.....	838	2201	2382	3146	3293	1759	376	20
Average attendance.....	676	1572	1733	2480	2262	1198	287	18
Males.....	370	984	1187	1996	1955	947	196	15
Females.....	468	1217	1195	1450	1338	812	180	5
Primary speller.....	372	1043	1150	1674	1438	665	118	15
Reading and spelling....	564	1349	1588	2399	2372	1280	348	12
Writing.....	415	1027	1293	1783	1796	958	223	6
Arithmetic.....	350	901	1133	1795	1758	915	143	3
Geography.....	166	372	510	811	784	380	102	..
Grammar.....	110	274	381	572	538	271	70	..
History.....	30	84	127	210	197	84	20	..
Total No. of colored schools in the State.....								73
Total No. of colored schools in the State outside of Wil- mington.....								69
Highest No. of pupils enrolled in the State outside of Wil- mington.....								3,563
Increase over last year.....								154
Total amount distributed to the schools outside of Wil- mington....								\$7,166 69

EXECUTIVE COMMITTEE OF THE DELAWARE ASSOCIATION FOR THE
EDUCATION OF COLORED PEOPLE.

RT. REV. ALFRED LEE, *President.*

WALTER H. HAYES, *Secretary.*

CHARLES W. HOWLAND, *Treasurer.*

WILLIAM P. BANCROFT,

THOMAS WORRELL,

GREGG CHANDLER,

HENRY C. CONRAD, *Actuary.*

Office—No. 913 Market Street, Wilmington, Del.

EXAMINATION PAPERS.

QUESTIONS USED IN EXAMINATION OF CANDIDATES FOR SECOND- AND THIRD GRADE CERTIFICATES.

FORM A.

Instructions.---At the *left* upper corner of every page of your answers write your name, and at the *right* upper corner the number of the page. 2.—Write the number of your answer to correspond with that of the question. 3.—A line should be left blank after each answer. 4.—Not more than one subject should be written on any page. 6.—In Arithmetic give the work in *full*, and before the answer write *Ans.* No credit will be allowed if the work is not given. 7.—All writing must be in ink. *Extra credits* will be given for neatness of papers. 8.—Candidates must furnish work on each of the branches or their papers will not be received. 9.—Candidates giving or receiving assistance during the examination will forfeit all right to a certificate. 10.—Twenty credits are allowed for each question. 60 per centum of the work entitles the candidate to a Third Grade Certificate, 90 per cent. to a Second Grade Certificate. 11.—Positively no communication or leaving the room without permission.

ARITHMETIC.

1.—If \$11.20 worth of paper is required for a room 25 feet 3 inches long, 19 feet 9 inches wide, and 12 feet high, when the paper is $\frac{3}{4}$ of a yard wide, find the cost of each yard of the paper.

2.—A bankrupt has goods worth \$975, and, had they brought their full value, his creditors would have received $8\frac{1}{4}$ per cent. of their claims, but three-fifths of the goods were sold at $17\frac{1}{2}$ per cent. and the remainder at $23\frac{3}{4}$ per cent. below their value. How many cents on the dollar did the bankrupt pay?

3.—If 120 men make an embankment $\frac{3}{4}$ of a mile long, 30 yards wide and 7 yards high in 42 days, how many men will it take to make an embankment 1000 yards long, 36 yards wide, and 22 feet high in 30 days?

4.—A note of \$1,150, dated June 30th, 1878, and bearing interest at 6 per cent., has the following endorsements: January 30th, 1879, \$15; April 30th, 1880, \$570; July 30th, 1881, \$420. Find the balance due December 30th, 1882.

5.—In a square lot containing $\frac{3}{4}$ of an acre, how far is the centre from each corner and from the middle point of each side?

GRAMMAR.

1.—Write a letter of not less than six lines to some school com-

mittee, applying for a position, stating ability, preference as to grade of school, &c.

2.—Define *alphabet, letter, consonant, syllable, word, orthoepy etymology, comparison, antecedent, analysis.*

3.—Analyze the following :

“Believe me, the talent of success is nothing more than doing what you can do well; and doing well whatever you do.”

4.—Correct, if you think needful, the following, and give reasons:

a—I will be obliged to you if you will call to-morrow.

b—Each of us must perform our parts well, or the play will be a failure.

c—I would not endure it if I were him.

d—This is good for a new beginner.

e—A few days ago the corner-stone of our new church was laid.

5.—Parse the italicized words in the following :

*“Were half the power that fills the earth with terror,
Were half the wealth, bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals and forts.”*

MENTAL ARITHMETIC.

1.—If 5 per cent. be lost by selling an article at \$2.50, find the gain or loss per cent. by selling it at \$3.12½.

2.—If 50 yards of cloth, 1 yard wide, shrink 4 per cent. in length and 5 per cent. in breadth by sponging, what will the loss be in square yards?

3.—How much water must be added to 1 gallon pure alcohol to make a mixture 75 per cent. alcohol? of 40 per cent.?

4.—In consequence of a rise of a certain article in the market, I make up 5 per cent. on my former retail price of goods which I was selling at 20 per cent. advance on cost. At what per cent. profit do I propose to sell them?

5.—Required the time of day, provided the time past noon equals $\frac{2}{3}$ of the time to midnight.

GEOGRAPHY.

1.—A vessel was wrecked in latitude 45° north and longitude 65° west. What the nearest land?

2.—Define—Exports, imports, colony, emigrant, immigrant, aborigines, earthquake, republic, capital, town.

3.—Locate the following: Sydney, Honolulu, Straits of Sunda, Cape Town, Nagasaki, Ceylon, Palermo, Bosphorus, Genoa, Callao. If any of these are seaports, state one article that might be exported to New York.

4.—In drawing parallels, where would you begin? How many parallels between the Poles and the Equator? How many degrees! What use are parallels? Why so named? How do they differ from meridians?

5.—Name the five "Great Powers" of Europe, and give the capital of each.

U. S. HISTORY.

1.—Give an account of the military career of Benedict Arnold prior to his treason.

2.—Who drafted the Declaration of Independence? Who was president of the Constitutional Convention? Who was the hero of the first American naval victory?

3.—State a fact concerning Lundy's Lane, Chicamauga, Robert Fulton, Eli Whitney, Cyrus W. Field, and Ethan Allen.

4.—What historical events do the following suggest you:—Mt. Vernon, Mt. McGregor, Elberon, July 1st-3d, 1863, and September 17th, 1787?

5.—Who was General Braddock? What large city now stands where Braddock's defeat took place?

FORM B.

ARITHMETIC.

1.—Find the cost of carpeting a room 18 feet 6 inches long, 12 feet 6 inches wide, with carpet $\frac{3}{4}$ of a yard wide, at 75 cents per yard, strips running lengthwise, and 3 yards being allowed for matching the patterns.

2.—A note of \$600, dated August 13th, 1881, and bearing interest at 6 per cent., has the following endorsements: January 1st, 1882, \$200; April 1st, 1882, \$110. Find the balance due August 13th, 1883.

3.—Mercury revolves around the sun in 87.9692580 days. Express the period of revolution in days, hours, minutes and seconds.

4.—If 18 men can dig a trench 200 yards long, 3 yards wide, and 2 yards deep, in 6 days of 10 hours each, in how many days of 8 hours each will 10 men dig a trench 100 yards long, 4 yards wide, and 3 yards deep?

5.—Find the bank discount upon a note of \$587, given February 29th, 1880, for three months, and discounted April 30th, at $6\frac{1}{2}$ per cent.

GRAMMAR.

1.—Write a sentence containing an abstract noun, a collective noun in the singular; a collective noun in the plural.

2.—Correct the following, if correction is needed:

a—He was more beloved but not so much admired as Cynthia.

b—He was Louis the Sixteenth's son's heir.

c—I feared lest I should be detected.

d—O that there was yet a day to redress thy wrongs.

e—A lad played among the waste, made orphan by a winter shipwreck.

3.—Write a sentence containing a present and a perfect participle.

4.—Parse the words in italics:

Adjectives of number may be singular or plural, according as in their significance they refer to one, or more than one.

5.—Analyze the following:

"Like an unseasonable stormy sea,
Which makes the silver rivers drown their shores,
As if the world were all dissolved to tears,
So high above his limits swells the rage of Bolingbroke."

MENTAL ARITHMETIC.

1.—A merchant in his first year of business increased his capital 40 per cent., and increased his capital the second year 30 per cent.

He lost $33\frac{1}{3}$ per cent. of his capital the third year, and had \$18,200 left. What was his capital at first?

2.—Find the face of a note which discounted at 6 per cent. for 90 days yields \$344.57.

3.—When do the hour and minute hands of a watch coincide between 5 and 6 o'clock?

4.—A jeweler has a watch which cost him \$150. He wishes to mark it so that he can fall 5 per cent. on the asking price and still make a profit of 20 per cent. How must he mark it?

5.—Divide 1,500 acres of land among A, B and C, so that B may have 125 acres more than A, and C 50 acres more than B. How many acres would each have?

GEOGRAPHY.

1.—Give the width of the Torrid Zone in degrees in miles. What circles bound it? State the reason for the location of these circles.

2.—Locate and state some fact about each of the following: *Manilla, Gibraltar, Malta, Borneo, Soudan, Herat and Khartoum.*

3.—A ship finds its latitude to be 24° N. and its longitude 90° W. Where is it?

4.—Define: Fossil, tide, volcano, and distinguish between glacier and avalanche.

5.—Name the countries you would pass through in traveling west of the Andes from the Strait of Magellan to the Isthmus of Panama. Give names of capitals, and state why so little rain falls in this region within the tropics.

U. S. HISTORY.

1.—Give an account of the constitutional convention of 1787.

2.—Connect each of the following men with one important event: James Otis, John Stark, John Paul Jones, Henry Clay, Nathaniel Bacon, Miles Standish, and John Endicott.

3.—What form of government existed prior to the Revolutionary war? What form obtained during the war? What is the form now?

4.—Give a sketch of the life of Benjamin Franklin.

- 5.—Give a brief account of the battle of Shiloh; of New Orleans. Give the names of the prominent Generals commanding in these battles.

FORM C.

ARITHMETIC.

- 1.—A train approaching a station, at the rate of 25 miles an hour passes over two signals placed at half a mile apart. Find the interval between the times at which their reports are heard at the station, sound traveling at the rate of 1090.2 feet per second.
- 2.—The population of a city in 1880 was 12,298, showing a decrease of $8\frac{1}{2}$ per cent. on its population in 1870; in 1870 there was an increase of $7\frac{1}{2}$ per cent. on the census of 1860. What was its population in 1860?
- 3.—A owes B \$200 due in 10 months. If he pays \$120 in 4 months, when should he pay the balance?
- 4.—Find the present worth and discount of \$625.13, due in 8 months, at seven and three-tenths per cent.
- 5.—An agent sells 1,100 bbls. of flour at \$4.50 a barrel, and charges $2\frac{1}{2}$ per cent. commission. He invests the proceeds in steel at $1\frac{1}{2}$ cents a pound, charging $1\frac{1}{2}$ per cent. commission. What is his entire commission, and how many tons of steel (2240 lbs to the ton) does he buy?

GRAMMAR.

- 1.—Write sentences in which OFF is, (a) an adjective, (b) an adverb, (c) a preposition.
- 2.—In the following sentence parse the words in italics: "I *see but a child gathering* pebbles from the shore, *while* the great ocean of truth *lies undiscovered* before me."
- 3.—Write the plural of the following nouns: Solo, bandit, stratum, genus, proboscis, calyx. Also write a sentence using "as" (a) as a relative, (b) as a conjunction.

4.—Correct and justify the following :

a—"Neither of them were there?"

b—"He broke the cane to pieces."

c—"Who did you speak to?"

d—"Come here quick!"

e—"A considerable portion of the crowd were more or less injured."

5.—Give full analysis of the following: "Ere he framed the lofty vault, to gather and roll back the sound of anthems,—in the darkling wood, amidst the cool and silence, he knelt down and offered to the Mightiest, solemn thanks and supplication."

MENTAL ARITHMETIC.

1.—What is that number to which, if you add its half, its third, and 28, the sum will be three times the number?

2.—A can do a piece of work in 2 hours, B in $2\frac{1}{2}$ hours, and C in $3\frac{1}{2}$ hours. How much of the work can they do in 20 minutes, all working together?

3.—A, at the rate of $4\frac{1}{2}$ miles an hour, walks a certain distance in three and one-tenth hours. In what time will B walk the same distance at the rate of $5\frac{1}{6}$ miles an hour.

4.—If I buy bonds for 85 cents on the dollar, which pay 3 per cent. semi-annual interest on their face, what per cent, per annum does this give me on my investment, money being worth 10 per cent?

5.—I bought 25,000 feet of boards at \$12.25 per thousand and sold $\frac{1}{2}$ of them for what $\frac{2}{3}$ of the whole cost. What per cent. did I gain on the part sold?

GEOGRAPHY.

1.—Locate and describe the river Danube. The river Obi.

2.—Locate the following and tell for what each is noted: Corsica, Genoa, Sebastopol, Elba, Mecca, Waterloo, Bethlehem.

3.—Define watershed, glacier, basin, estuary, delta.

4.—Name and describe the different forms of government.

5.—To what country does each of the following islands or island groups belong? Cape Verde Islands, Mauritius, Canary Islands?

Into what body of water does the Niger empty? On what river are the Victoria Falls?

U. S. HISTORY.

1.—Of what political party was Andrew Jackson the candidate? W. H. Harrison? James K. Polk? Jame Monroe? Millard Fillmore?

2.—Describe the battle of Saratoga. Name the commanders on each side.

3.—In what year and by what act did the civil war commence? Name the States that joined the Southern Confederacy.

4.—How and from what nation was California acquired? Louisiana? Alaska?

5.—Give the dates of the following events:

The evacuation of New York by the British.

The Emancipation Proclamation.

The admission of California.

The surrender of Lee.

FORM D.

ARITHMETIC.

1.—In crossing the State of Michigan, from Detroit to South Haven, which are nearly on the same parallel, I find my watch, which is set to Detroit time, $12\frac{1}{2}$ minutes fast at South Haven. Now 51 miles make a degree on this parallel. What is the width of the State at this point?

2.—Which is the better investment, railroad stock paying an annual dividend of 6 per cent., bought at a discount of 25 per cent., or money loaned at 10 per cent. payable annually? What per cent. better?

3.—A merchant buys, through an agent, 730 yards of carpeting at \$1.25 per yard, and pays the agent $\frac{3}{4}$ of 1 per cent. commission;

the freight amounted to \$7.37. At what price per yard must the carpeting be sold to realize a profit of 20 per cent?

4.—A and B join capital in the ratio 7:11; at the end of 7 months A withdraws $\frac{1}{2}$ of his and B $\frac{1}{3}$ of his; and, after 11 months more, they divide a profit of \$5,148.50. What is the share of each?

5.—Find the cost of the flooring timbers for a room 23 feet by 17 feet at \$18 per M., if they are 2 inches by 10 inches, 17 feet long, and are placed on edge, two close to the wall and the others with spaces thirty-nine-fortieths of a foot between them.

GRAMMAR.

1.—Correct the errors:

a—"No one except him and we are invited."

b—"What signify fair words without good deeds?"

c—"The injured man lay in a state of unconsciousness all last night."

d—"In piety and virtue consists the happiness of man."

e—"The patient died with consumption."

2.—Underline in a sentence of your own:

a—A clause that modifies the predicate.

b—A phrase that modifies the subject.

3.—Form a sentence containing a noun in the absolute case with a participle.

4.—Parse the italicized words in the following:

A prompt decisive man, no *breath*
Our father *wasted*; "*Boys, a path!*"
Well *pleased*, (for when did farmer boy
Count such a summons *less* than joy?)
Our *buskins* on our feet we drew.

5.—Analyze the following:

"Be not penny wise; riches have wings and sometimes they fly away of themselves, sometimes they must be set flying to bring in more."

MENTAL.

1.—A and B can do a piece of work in $2\frac{1}{2}$ days; A and C in $3\frac{1}{2}$ days; B and C in $4\frac{1}{4}$ days. Required, the time in which all three, working together, can do the work, and in which each can do it alone.

2.—A building worth \$8,000 is insured at $\frac{5}{8}$ of its value, at $\frac{1}{8}$ of 1 per cent. per annum. What is the annual premium?

3.—At what price must books, bought at 10 and 5 per cent. off from \$1.00 per copy, and on 4 months time, be sold for cash, to make a profit of 20 per cent., money being worth 6 per cent?

4.—At what per cent. will \$240.80 amount to \$325.08 in 5 years 10 months?

5.—When do the hour and minute hands of a watch coincide between 10 and 11 o'clock?

GEOGRAPHY.

1.—Into what bodies of water do these rivers empty? St. Lawrence, Mackenzie, Mississippi, Columbia, Rio Grande.

2.—What State produces the most cotton? Most rice? Most sugar cane? Most coal? Most gold?

3.—Locate the following cities and tell for what each is noted: St. Petersburg, Liverpool, Sheffield, Glasgow, Paris.

4.—Name the States of Central America? In what zone are they situated?

5.—To whom does India belong? Siberia? The Philippine Islands? Cape Colony? New Caledonia?

U. S. HISTORY.

1.—What were the terms of settlement between the French and English at the close of the last French and Indian War?

2.—What circumstances led to the adoption of the Constitution? What men were prominent in its formation and its adoption?

3.—Outline the events of Burgoyne's invasion in 1777.

4.—Name five of the principal battles of the war of the rebellion and the commanders on each side.

5.—Who first used the expression, "A government of the people, by the people, and for the people?"

FORM E.

ARITHMETIC.

1.—I have a 10 per cent. note for \$280, dated September 17th, 1876, and due February 6th, 1879. May 23d, 1878, Mr. C. proposes to buy it of me, discounting at 8 per cent. What must he pay?

2.—If 24 men, by working 8 hours a day, can in 18 days dig a ditch 95 rods long, 12 feet wide and 9 feet deep, how many men, in 24 days of 12 hours each, will be required to dig a ditch 380 rods long, 9 feet wide and 6 feet deep?

3.—Wall paper is usually 18 inches wide, and 8 yards make a roll. How many rolls must we buy (we can buy only *whole* rolls) to paper a room 16 by 18 feet whose walls are 10 feet high, no allowance being made for doors and windows? What will it cost at 40 cents per roll if an allowance of $\frac{1}{4}$ be made for doors and windows?

4.—A, B, C and D engaged in partnership for two years. At the outset A advanced \$2,000, B \$3,000, C and D each \$4,000. Six months afterward A added \$500 to his stock in the business, B \$300, and C and D each withdrew \$1,000. At the end of the 2 years the profits were found to be \$800; to what amount of profit was each one entitled?

5.—What cost 3 piles of 4 foot wood, one 58 feet long and 5 feet high, another 70 feet long and $5\frac{1}{2}$ feet high, and the other 65 feet long and 6 feet high, at \$5.50 per cord?

GRAMMAR.

1.—How many forms has the subjunctive mood? Name them. Give examples.

2.—Define analysis; synthesis; redundant, defective and impersonal verbs.

3.—Give an example in which the predicate is modified by an adjective phrase. One in which it is modified by an objective phrase.

4.—Analyze the following:

"At *midnight*, in his guarded tent
The Turk *lay dreaming* of the hour
When Greece, her *knee* in suppliance bent,
Should tremble at his power."

5.—Parse the italicized words in the above sentence.

GEOGRAPHY.

- 1.—Locate the highest mountain range in the world.
- 2.—What bodies of water are connected by Behring Strait? What by the Strait of Gibraltar?
- 3.—On what sea does the German Empire border?
- 4.—Into what body of water does each of the following rivers empty: Lena, Seine, La Plata, Tennessee, Niger?
- 5.—What is the largest seaport of the United States? Which is the largest manufacturing city?
- 6.—What sea west of Europe? What one north of South America? What one north of Africa? Where is the Caspian Sea? The Arabian Sea?
- 7.—Locate the chief city of Missouri.
- 8.—What two grand divisions are nearly surrounded by water?
- 9.—Locate Lyons and Liverpool, and tell for what each is noted.
- 10.—Which of the United States is largest? Which smallest? Which has the largest population? In which do you live? Which manufactures most?

U. S. HISTORY.

- 1.—Name two French explorers of the St. Lawrence.
- 2.—When and by whom was St. Augustine founded?
- 3.—Who was De Sota, and what became of him?
- 4.—After whom was America named? Why?
- 5.—For what is each of the following dates memorable: 1607, 1620, 1776 and 1812?
- 6.—For what are we indebted to Morse? To Fulton? To Arkwright? To Goodyear? To Howe?
- 7.—Name four distinguished statesmen from the North. Ditto from the South.
- 8.—In which war was the battle of Buena Vista? The battle of Antietam? The battle of Lundy's Lane?

9.—How did we obtain possession of Louisiana, and what did it include?

10.—What was the “Missouri Compromise?”

FORM F.

ARITHMETIC.

1.—Solder is composed of tin and lead. If a solder weighs 10.44 times as much as an equal bulk of water, while tin weighs 7.29, and lead 11.35 as much, find the weight of each metal in a pound of solder.

2.—If 200 men in 12 days, of 8 hours each, can dig a trench 160 yards long, 6 yards wide, and 4 yards deep, in how many days, of 10 hours each, will 90 men dig a trench 450 yards long, 4 yards wide, and 3 yards deep?

3.—A note of \$1520, dated May 20th, 1884, and drawing interest at 6 per cent., had payments indorsed upon it as follows: October 2d, 1884, \$300; February 26th, 1885, \$25; April 2d, 1885, \$570; August 8th, 1885, \$600. Find the amount due December 6th, 1885?

4.—A merchant bought February 11th, 1881, a bill of goods amounting to \$1700 on 4 months' credit; but he paid March 22d, \$400; April 20th, \$220; May 10th, \$300. When is the balance due?

5.—A commission merchant has consigned to him 500 barrels of flour, which he sells at \$5.50 a barrel, and charges $2\frac{1}{2}$ per cent. commission; the expenses for freight, etc., amounted to \$250. With the net proceeds he buys sugar at $6\frac{1}{2}$ cents a pound, charging $2\frac{1}{2}$ per cent. commission for buying. How much sugar does he buy, and what is the amount of his commission?

GRAMMAR.

1.—When is the sign of the infinitive mood omitted? Give example.

2.—Correct where necessary :

The price would have fell more, had the demand been less.
 I soon saw that it was not her whom I supposed it was.
 He divided the money equally between the four boys.
 The river has overflown its banks.

3.—Parse the italicized words in the following :

*"I see but a child gathering pebbles from the shore
 while the great ocean of truth lies undiscovered
 before me."*

4.—Give the plurals of the following : Genius, genus, talisman, erratum, sergeant-at-arms.

Give the feminine corresponding to the following : Tragedian, lord, wizard, attache, sultan.

5.—Analyze :

*"Were I Brutus, and Brutus, Antony,
 There were an Antony would ruffle up your spirits,
 And put a tongue in every wound of Cæsar
 That should move the stones of Rome to rise and mutiny."*

GEOGRAPHY.

1.—What river drains the Arctic Plain? Which is the chief river of British Columbia?

2.—Name and locate the capital and the largest city of the Dominion of Canada.

3.—Describe the climate of Mexico. Name three of the vegetable productions of Mexico.

4.—Name and locate the capital and one important seaport of Mexico.

5.—What islands do the Greater Antilles comprise? On which one is Havana located?

6.—Which is the largest political division of South America? Name and locate its capital.

7.—Give area and population of Europe.

8.—Name two provinces in Canada in which fishing is the chief occupation of the people.

9.—Locate the cities of Lyons and Munich, and tell for what they are noted.

10.—Name two seaports in England, one in France, one in Italy, and one in Spain.

U. S. HISTORY.

- 1.—What were the terms of the Treaty of Paris of 1763?
- 2.—Name the political parties that existed at the time of the adoption of the Constitution, and trace them under their various names to the present time, giving the general principles advocated by each.
- 3.—What questions were settled by Jay's Treaty? During whose administration was it?
- 4.—What were the Missouri compromises of 1820 and 1821?
- 5.—State two of the leading events of the following administrations: Jackson, Polk and Buchanan.
- 6.—What was the Wilmot Proviso, and why was it called a proviso?
- 7.—Give a history of the Kansas-Nebraska Bill. What law did it repeal? Why?
- 8.—Give a complete history of the acquisition of territory by the United States.
- 9.—What nations were represented at the conference in Paris when the Treaty of Peace was signed in 1783?
- 10.—Name the President of the United States and his Cabinet.

EXAMPLES OF QUESTIONS USED IN EXAMINATIONS FOR FIRST GRADE AND LIFE CERTIFICATES.

FORM C.

NATURAL PHILOSOPHY.

- 1.—What is the effect of a voltaic current on a magnetic needle?
- 2.—State the theory of vaporization; of distillation.

3.—If the light of the sun upon a distant planet is one one-hundredth of that which we receive, how does its distance from the sun compare with ours?

4.—Give the three laws of the pendulum.

5.—If two cannon balls, one weighing 8 pounds and the other 2 pounds, be fired with the same velocity, which will go further? Why?

6.—Give the rule for finding the pressure on the bottom of a vessel. On the sides.

7.—How many refractions and reflections for the Primary Bow?

8.—How much louder would be the report of a gun to an observer at a distance of 20 rods than to one at half a mile?

9.—What is the Mercurial Thermometer? How is it graduated according to Fahrenheit's scale?

10.—How much water will be discharged per second from a short pipe having a diameter of 4 inches and a depth of 48 feet below the surface of the water?

ALGEBRA.

1.—What is the 4th term of

$$(a-x)_{n+1}?$$

2.—A rectangular field contains 5270 acres, and its length is to its breadth in the ratio of 31 : 17. Find its dimensions.

3.—Solve the following :

$$\frac{x^2}{a} - 3ax = \sqrt{4x^3 + 9ax^2} + \frac{27a^2}{4}.$$

4.—Extract the square root of

$$\frac{a^2}{b^2} - \frac{2a}{b} + 3 - \frac{2b}{a} + \frac{b^2}{a^2}.$$

5.—A and B together can do a piece of work in 48 days ; A and C together can do it in 30 days ; B and C together can do it in $26\frac{2}{3}$ days. How long will it take each to do the work?

6.—Simplify

$$\frac{3abc}{bc+ca-ab} - \frac{\frac{a-1}{a} + \frac{b-1}{b} + \frac{c-1}{c}}{\frac{1}{a} + \frac{1}{b} - \frac{1}{c}}$$

7.—Solve :

$$\begin{cases} 10x^2 + 15xy = 3ab - 2a^2, \\ 10y^2 + 15xy = 3ab - 2b^2. \end{cases}$$

8.—A boat's crew row $3\frac{1}{2}$ miles down a river and back again in 1 hour 40 minutes. If the current of the river is 2 miles per hour, determine their rate of rowing in still water.

9.—Find the value of

$$\left\{ \frac{x-a}{x-b} \right\}^3 - \frac{x-2a+b}{x+a-2b}, \text{ when } x = \frac{a+b}{2}.$$

10.—A trader maintained himself for three years at an expense of \$250 a year ; and each year increased that part of his stock which was not expended by $\frac{1}{3}$ of it. At the end of the third year his original stock was doubled. What was the original stock ?

RHETORIC.

1.—Criticise the following sentence with regard to *clearness* :

Thus I have given you, sir, my own opinion, as well as that of a great majority of both houses here, relating to this weighty affair ; upon which I am confident you may surely reckon.

2.—Define the Spenserian Stanza.

3.—Define Simile ; Metaphor ; give examples showing the difference between the two figures.

4.—What are the rules for Harmony ?

5.—What is Taste ? Is there a standard of Taste ?

6.—What are the general rules for the use of Capitals ?

7.—What rules or principles of Rhetoric are violated in the following sentences:

a—He bought his coat on tick.

b—He is worthy of praise for his observation of filial duty.

c—The Greeks worshiped Zeus or Jupiter.

d—There was a difficulty betwixt them I guess.

e—James told his brother that he would have to black his boots.

8.—How does wit differ from humor? Give examples,

9.—Change the structures of the following sentences so as to give them additional force:

“We should not do evil that good may come.”

“Two tall cliffs are on the mountain.”

10.—In writing a description, what are the successive steps.

GEOMETRY.

1.—Prove that if two angles of a triangle are equal, the sides opposite these angles are also equal?

2.—How many degrees in each interior angle of a regular decagon? State and prove the proposition which enables you to answer this question.

3.—What is the length of the longest line that can be drawn through a rectangular block of marble 12 feet long, 4 feet wide and 3 feet thick?

4.—What is meant by the equation $\sqrt{11}=3.1416$?

5.—Prove that the perpendicular from the centre of a circle upon a chord bisects the chord and the arc subtended by the chord.

6.—Prove that the line which joins the middle points of the two sides of a trapezoid which are not parallel is parallel to the two parallel sides and equal to half their sum.

7.—The area of a circular park is 4 acres; how long will it take to drive round it at the rate of 6 miles an hour?

8.—Prove that the volume of a cone is equal to the base multiplied by one-third of the altitude.

9.—A has a circular garden and B a square one, and the distance around each is 120 rods; which contains the more land, and how much?

10.—Show that a mean proportional between two quantities equals the square root of their product.

FORM H.

RHETORIC.

1.—What is present usage in forms like the following? I have eat—I have wrote—I have drank—I have spoke.

2.—Give one or two instances—1st, of obsolete words; 2d, of new words; 3d, of new formations.

3.—Explain the figure *Synecdoche*, and give an instance of its use.

4.—What are the most forcible tropes?

5.—Criticism the following sentence as to elegance: "He turned to the left, and left the room."

6.—Give an example of the use of *Antithesis*.

7.—What are the principal advantages of *Climax*?

8.—What are the four requisites of a good composition?

9.—What are the two essentials of a *good narrative*?

10.—Give the analysis of a regular *sylogism*.

ALGEBRA.

1.—Factor the following expressions:

$$a) x^2 - xy - 6y^2 - 4x + 12y.$$

$$b) 3a^2 - 7ab + 2b^2 + 5ac - 5bc + 2c^2.$$

2.—A man has three nephews; his age is 50, and the joint ages of the nephews is 42. How long will it be before the joint ages of the nephews will be equal to that of the uncle?

3.—Find the least common multiple of the following:

$$\begin{array}{l} 3x^3 - 3x^2y + xy^2 - y^3, \\ 4x^3 - x^2y - 3xy^2. \end{array}$$

4.—Find the value of

$$\frac{x+2a}{2b-x} + \frac{x-2a}{2b+x} - \frac{4ab}{4b^2-x^2} \text{ when } x \text{ is equal to } \frac{ab}{a+b}.$$

5.—The capacity of a cistern is $755\frac{1}{4}$ gallons. The cistern has 3 pipes, of which the first lets in 12 gallons in $3\frac{1}{4}$ minutes, the second $15\frac{1}{3}$ gallons in $2\frac{1}{2}$ minutes, the third 17 gallons in 3 minutes. In what time will the cistern be filled by the three pipes running together?

6.—The reciprocal of a quantity is equal to the same quantity with the sign of its exponent changed. Prove it.

7.—A certain number is expressed by two digits, of which the first is the greater. If the number be divided by the sum of its digits the quotient is 7; if the digits be interchanged, and the resulting number diminished by 12 be divided by the difference between the two digits, the quotient is 9. What is the number.

8.—Solve the following equation:

$$\frac{2x+1}{b} - \frac{1}{x} \left(\frac{1}{b} - \frac{2}{a} \right) = \frac{3x+1}{a}.$$

9.—A person has \$6,500, which he divides into two parts and loans at different rates of interest, so that the two parts produce equal returns. If the first part had been loaned at the second rate of interest, it would have produced \$180; and if the second part had been loaned at the first rate of interest, it would have produced \$245. Find the rates of interest.

10.—Solve:

$$\left. \begin{array}{l} (2x+3y^2-2(2x+3y)=8) \\ x^2-y^2 \quad \times 21 \end{array} \right\}$$

NATURAL PHILOSOPHY.

1.—What is Natural Philosophy? Name the principal divisions of the science.

2.—What is matter? Name the different states and properties of matter.

- 3.—What is force, and how is it measured?
- 4.—What is motion, and name the different kinds of motion?
- 5.—Define specific gravity. How is the specific gravity of solids and liquids determined?
- 6.—What is sound, and how is it propagated? How is the velocity of sound in *air* determined? How does the density of the medium affect the velocity of sound? Is sound propagated in a vacuum?
- 7.—What is heat and how is it transmitted? Describe the principle, construction and uses of the thermometer.
- 8.—Explain the theory of light. Define reflection, refraction, absorption and radiation. How is light measured?
- 9.—What are magnets, and how are they made? What is the law of magnetic attraction and repulsion? What is a magnetic needle, and how is it affected by the earth?
- 10.—How many kinds of electricity are there? Describe the electrical machine? What is the law of electrical attraction and repulsion? What is a galvanic battery? What are some of the effects of the electric current? Give the most important practical applications of electricity.

GEOMETRY.

- 1.—What are the hypotenuse and area of a right angle triangle whose sides are 24 and 25 feet respectively?
- 2.—If the line bisecting the vertical angle of a triangle also bisect the base, the triangle is isosceles. Prove it.
- 3.—If $A : B :: C : D$, prove that

$$A+B : A-B :: C+D : C-D.$$
- 4.—Show that any point on the bisector of an angle is equally distant from the sides including the angle, and any point not on the bisector is unequally distant from the sides.
- 5.—If from a point without a circle two tangents be drawn to the circle, and a line be drawn joining this point with the centre of the circle, prove the tangents equal, and that the line drawn bisects the angle formed by the tangents at the given point.
- 6.—A farmer has a field in the form of a trapezoid, whose parallel sides are 95 and 75 rods respectively, and the perpendicular distance between them 65 rods; how much land in the field?

7.—Give the general formulas for volume of cone, volume of sphere and surface of a sphere.

8.—Prove the following :

In any obtuse-angled triangle, the square of the side opposite the obtuse angle is equal to the sum of the squares of the other two sides, plus twice the product of the base into the distance from the vertex of the obtuse angle to the foot of the perpendicular drawn from the vertex of the opposite angle to the base produced.

9.—Given the difference of two sides, to construct a rectangle equivalent to a given square.

10.—Solve the following problems :

a—Required the entire surface of the frustum of a pyramid whose bases are squares, the lower 9 feet the upper 4 feet, on a side, the altitude being 12 feet.

b—What is the volume of a cylinder whose height is 20 feet and the circumference of the base is 20 feet also?

TABLE NO. I.

Showing the number of districts, number of schools, the number of white children of school age, the number of white children attending school, the average attendance, age, &c.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
No. of districts in the State in 1885 and 1886.....				422
No. of districts in the State in 1883 and 1884.....				421
Number of districts in each county in 1885 and 1886.....	100	131	192	
Number of districts in each county in 1883 and 1884.....	100	131	190	
Number of schools in operation in the State in 1885 and 1886.....				562
Number of schools in operation in the State in 1883 and 1884.....				544
Number of schools in operation in each county in 1885 and 1886.....	259	123	180	
Number of schools in operation in each county in 1883 and 1884.....	246	121	177	
Number of white children of school age in State in 1885 and 1886.....				36,468
Number of white children of school age in State in 1883 and 1884.....				35,069
Number of white children of school age in each county in 1885 and 1886.....	19,837	7,137	9,822	
Number of white children of school age in each county in 1883 and 1884.....	18,850	6,809	9,410	
Number of white children enrolled in public schools in State in 1885 and 1886.....				29,421
Number of white children enrolled in public schools in State in 1883 and 1884.....				27,037
Number of white children enrolled in public schools in each county in 1885 and 1886.....	14,529	6,100	8,733	
Number of white children enrolled in public schools in each county in 1883 and 1884.....	13,250	5,673	8,114	
Average daily attendance in the State in 1885 and 1886.....				19,235
Average daily attendance in the State in 1883 and 1884.....				17,208
Average daily attendance in each county in 1885 and 1886.....	9,232	3,990	6,013	
Average daily attendance in each county in 1883 and 1884.....	8,204	3,570	5,434	
Average age of pupils enrolled in public schools of State in 1885 and 1886.....				0.08
Average age of pupils enrolled in public schools of State in 1883 and 1884.....				9.74
Average age of pupils enrolled in public schools in each county in 1885 and 1886.....	9.11	9.75	10.38	
Average age of pupils enrolled in public schools in each county in 1883 and 1884.....	9.05	9.64	10.23	

TABLE NO. II.

Showing average number of pupils in each school, &c.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
Average number of children of school age belonging to each district in the county in 1885 and 1886, including Wilmington city.....	198	55	52	
Average No. of children of school age belonging to each school in the county in 1885 and 1886.	83	55	52	
Average No. of children of school age belonging to each district in the State in 1885 and 1886.				86.
Average No. of children of school age belonging to each district in the State in 1883 and 1884.				83.
Average number of pupils enrolled in each school in the county in 1885 and 1886.....	55	47	46	
Average number of pupils enrolled in each school in the State in 1885 and 1886.....				68.
Average number of pupils enrolled in each school in the State in 1883 and 1884.....				54
Average daily attendance in each school in the county in 1885 and 1886.....	39	31	34	
Average daily attendance in each school in the State in 1885 and 1886.....				34
Average daily attendance in each school in the State in 1883 and 1884.....				33

TABLE NO. III.

Showing the average number of months in which schools were in session in 1885 and 1886.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
Average length of school year in each county in months, 1885 and 1886.....	9.75	8.69	6.82	
Average length of school year in each county in months, 1883 and 1884.....	9.8	8.3	5.5	
Average length of school year in the State in months, 1885 and 1886.....				8.42
Average length of school year in the State in months, 1883 and 1884.....				7.87

TABLE NO. IV.

Showing whole number of examinations, candidates for certificates, certificates granted and refused, from January 1st, 1886, to January 1st, 1887, outside the city of Wilmington.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
Number of examinations held in each county in 1885 and 1886.....	16	18	18	
Number of examinations held in each county in 1883 and 1884.....	14	18	16	
Total number of examinations held in the State in 1885 and 1886.....				52
Total number of examinations held in the State in 1883 and 1884.....				48
Number of males applying for certificates in each county in 1885 and 1886.....	21	96	117	
Number of females applying for certificates in each county in 1885 and 1886.....	117	87	74	
Total number of candidates for certificates in State in 1885 and 1886.....				512
Number of life grade certificates in the State in 1885 and 1886.....				7
Number of second grade certificates issued to males in each county in 1885 and 1886.....	7	18	9	
Number of second grade certificates issued to females in each county in 1885 and 1886.....	15	16	14	
Total number of second grade certificates issued in the State in 1885 and 1886.....				79
Number of third grade certificates issued to males in each county in 1885 and 1886.....	19	66	100	
Number of third grade certificates issued to females in each county in 1885 and 1886.....	90	57	47	
Total number of third grade certificates issued in the State in 1885 and 1886.....				379
Total number in the State holding certificates in 1885 and 1886.....				473
Total number of teachers in the State, including city of Wilmington, in 1885 and 1886.....				635
Total number of teachers in the State including city of Wilmington, in 1883 and 1884.....				546
Number of rejected candidates in each county in 1885 and 1886.....	29	45	74	
Total number of rejected candidates in the State in 1885 and 1886.....				148
Number of permits issued to males in each county in 1885 and 1886.....	2	10	19	
Number of permits issued to females in each county in 1885 and 1886.....	6	8	11	
Total number of permits issued in the State in 1885 and 1886.....				56

TABLE NO. V.

Showing the average salary of teachers, average age of teachers, &c.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
Average monthly salary of teachers in each county in 1885 and 1886.....	\$38 25	\$32 12	\$26 83	
Average monthly salary of teachers in State in 1885 and 1886.....				\$32 40
Average monthly salary of teachers in each county in 1883 and 1884.....	\$38 00	\$31 71	\$23 63	
Average monthly salary of teachers in the State in 1883 and 1884.....				\$30 95
Average monthly salary of teachers in the State in 1879 and 1880.....				\$27 84
Average age of male teachers in State in 1885 and 1886.....				26.16
Average age of male teachers in State in 1883 and 1884.....				25.6
Average age of female teachers in State in 1885 and 1886.....				23.6
Average age of female teachers in State in 1883 and 1884.....				22.6
Average age of male teachers in each county in 1885 and 1886.....	28	24	26.5	
Average age of male teachers in each county in 1883 and 1884.....	28	23	26	
Average age of female teachers in each county in 1885 and 1886.....	25.30	22.5	23	
Average age of female teachers in each county in 1883 and 1884.....	25	21	22	
Average age of teachers in State in 1885 and 1886.....				24.9
Average age of teachers in State in 1883 and 1884.....				24.1

TABLE NO. VI.

Showing value of School Property.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
Value of school buildings in each county in 1885 and 1886.....	\$448,502	\$75,308	\$56,450	
Value of school buildings in each county in 1883 and 1884.....	357,988	68,705	43,263	
Total value of school buildings in State in 1885 and 1886.....				\$580,860
Total value of school buildings in State in 1883 and 1884.....				469,956
Value of school grounds in each county in 1885 and 1886.....	81,086	9,103	7,206	
Value of school grounds in each county in 1883 and 1884.....	75,879	8,587	6,486	
Total value of school grounds in State in 1885 and 1886.....				97,395
Total value of school grounds in State in 1883 and 1884.....				90,952
Value of school furniture in each county in 1885 and 1886.....	40,210	7,189	7,378	
Value of school furniture in each county in 1883 and 1884.....	36,916	6,945	5,287	
Total value of school furniture in the State in 1885 and 1886.....				54,777
Total value of school furniture in the State in 1883 and 1884.....				47,148
Number of schools in each county using patent school furniture.....	209	58	43	
Total number of schools in State using patent school furniture.....				310

TABLE NO. VII.

Showing financial transactions in Counties and State.

	COUNTIES.			STATE.
	N. Castle.	Kent.	Sussex.	
Total amount contributed by districts in State in 1886.....				\$185,994 10
Total amount contributed by districts in State in 1884.....				61,048 33
Total amount contributed by districts in each county in 1884.....	\$110,079 08	\$29,959 44	\$21,009 81	
Amount of State appropriation for each county in 1883 and 1884.....	21,274 20	16,712 65	14,068 97	
Amount of State appropriation in 1885 and 1886.....				60,606 52
Amount of State appropriation in 1883 and 1884.....				52,055 82
Total amount appropriated in the State for school purposes in 1885 and 1886....				246,600 62
Total amount appropriated in the State for school purposes in 1883 and 1884....				213,104 15
Total amount paid for teachers salary in the State in 1885 and 1886.....				178,085 97
Total amount paid for teachers salary in each county and in State in 1883 and 1884.....	92,418 80	31,292 09	23,880 43	152,591 32
Total amount of contingent expenses in the State in 1885 and 1886.....				44,044 49
Total amount of contingent expenses in each county and in the State in 1883 and 1884.....	39,300 93	8,649 54	6,376 64	54,327 11
Balance in hand after paying teachers salaries and contingent expenses in each county and in the State in 1885 and 1886.....	9,825 69	8,476 08	10,648 84	28,950 51
Balance in hand after paying teachers salaries and contingent expenses in each county and in the State in 1883 and 1884.....	15,282 47	10,307 66	4,186 16	29,776 29

LIST OF SCHOOL BOOKS IN USE IN THE STATE OF DELAWARE.

ALGEBRA—Brooks'.

ARITHMETIC—Harpers' First, and advanced Second Books ;
Brooks' Mental and Higher ; Wentworth's Arithmetical Problems.

ARITHMETICAL CHART—Parker's.

ASTRONOMY—Steele's.

BOOKKEEPING—Smith & Martin.

BOTANY—Steele's,

CHEMISTRY—Steele's.

DRAWING—Barnes' System of Freehand, (three courses) Primary,
Intermediate and Advanced.

ELECUTIONARY CHART—Monroe's.

ETYMOLOGY—Sargent's.

GEOGRAPHY—Warren's Primary, Common School, Physical and
Brief Course.

GEOMETRY—Brooks'.

GRAMMAR—Raub's English.

HISTORY—Barnes' United States, Primary and General.

LANGUAGE—Swinton's Primer, Lessons and Compositions ; Pow-
ell's "How to Talk," and "How to Write."

NATURE—Hooker's Child's Book of.

OUTLINE MAPS—Mitchell's.

PENMANSHIP—Cowperthwait's Business Standard System.

PHILOSOPHY—Steele's Natural.

PHYSIOLOGY—Steele's Hygenic Abridged, Health Primer and
Young People.

READER—Watson's Independent, first, second, third, fourth, fifth
and sixth. Barnes' New National Series, first, second, third, fourth
and fifth.

RHETORIC AND COMPOSITION—Hill's Elements of.

SPELLER—Buckwalter's Primary and Comprehensive.

TEACHING—Page's Theory and Practice of ; Wickersham's Meth-
ods of ; Swett's Methods of.

READING CHARTS—Monroe's.

DICTIONARY—Webster's.

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SECRETARY'S REPORT
OF THE
STATE BOARD OF HEALTH,
OF
BIRTHS, MARRIAGES AND DEATHS,
For the years 1885-86.

DEATHS—NEW CASTLE COUNTY, 1885.

FIRST QUARTER ENDING MARCH 31ST.

Apoplexy.....	5
Accidents	8
Asphyxia.....	1
Angina Pectoris.....	2
Alcoholism	1
Asthenia	1
Ascetis.....	1
Asthma	1
Bright's disease.....	5
Bronchitis	14
Burn.....	1
Consumption.....	62
Cyanosis	1
Croup	12
Convulsions.....	12
Catarrh	5
Cancer (undefined).....	3
Cancer of Womb.....	1
“ of Bowels.....	1
Congestion of Brain.....	4
“ of Stomach.....	1
“ of Lungs.....	5

Cholera Infantum.....	1
Cystitis.....	2
Cardiac Palsy.....	1
Diphtheria.....	3
Dropsy.....	8
Debility.....	12
Diabetes.....	2
Enteritis.....	2
Exhaustion (from age).....	1
Erysipelas.....	1
Fever's—Scarlet.....	4
Typhoid.....	12
Malarial.....	2
Cerebral Spinal.....	1
Enteric.....	1
Gastritis.....	1
Gangrene.....	1
Hydrocephalus.....	1
Heart disease.....	19
Hernia Congenital.....	1
Hemorrhage.....	1
Inflammation of Brain.....	2
“ of Bowels.....	2
Inanition.....	7
Insanity.....	1
Jaundice.....	2
Meningitis.....	9
Marasmus.....	8
Natural causes.....	7
Old age.....	9
Obstruction of bowels.....	2
Pneumonia.....	48
Paralysis.....	10
Peritonitis.....	7
Premature births.....	2
Pyæmia.....	2
Pyelitis.....	1
Stomatitis.....	1
Softening of brain.....	2
Septicæmia.....	1
Strangulated Hernia.....	2
Unknown.....	1

Uræmia.....	1
Ulcer of stomach.....	3
Whooping cough.....	8
<hr/>	
Total.....	362
Color—White.....	274
Colored.....	88
<hr/>	
Sex—Males.....	362
Females.....	192
Still Born—White.....	7
Colored.....	2
Nativity—Delaware.....	231
Other States.....	87
Unknown.....	1
Foreign—Ireland.....	28
Germany.....	5
England.....	4
Scotland.....	1
Sweden.....	2
France.....	1
Wales.....	2

AGES OF DECEDENTS.

Under one year.....	76
From 1 to 2.....	33
" 2 to 5.....	28
" 5 to 10.....	19
" 10 to 15.....	5
" 15 to 20.....	15
" 20 to 30.....	32
" 30 to 40.....	20
" 40 to 50.....	25
" 50 to 60.....	30
" 60 to 70.....	31
" 70 to 80.....	25
" 80 to 90.....	20
" 90 to 100.....	3

DEATHS FROM ZYMOTIC DISEASES.

Smallpox.....	0
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Measles.....	0
Scarlet fever.....	4
Diphtheria.....	3
Croup.....	12
Quinsy (Tonsilitis).....	0
Whooping Cough.....	8
Typhus Fever.....	0
Typhoid Fever.....	12
Erysipelas.....	1
Puerperal Fever.....	0
Pyæmia.....	2
Septicæmia.....	1
Dysentery.....	0
Diarrhœa.....	0
Cholera (Asiatic).....	0
" Morbus.....	0
" Infantum.....	1
Enterocolitis.....	0
Cerebro Spinal Meningitis.....	1
Remittent Fever.....	0
Intermittent Fever.....	0
Total.....	45
Whole number of deaths.....	362
Percentage from Zymotic diseases, 12.43 per cent.	

BIRTHS.

White—Males.....	198
Females.....	175
Total White.....	373
Colored—Males.....	19
Females.....	10
Total Colored.....	29
Total live births recorded.....	402
Nativity of fathers—United States.....	315
Foreign.....	87—402
Nativity of mothers—United States.....	320
Foreign.....	82—402

Total in the County.....	402
Wilmington.....	310
Balance of County.....	92

MARRIAGES.

White.....	43
Colored.....	7
Total.....	50
Nativity of the grooms—Delaware.....	24
Other states.....	16
Ireland.....	5
Germany.....	5
Nativity of the brides—Delaware.....	27
Other states.....	14
Ireland.....	5
Germany.....	4
Total.....	50
Wilmington.....	44
Balance of County.....	6

DEATHS—NEW CASTLE COUNTY, 1885.

SECOND QUARTER, ENDING JUNE 30TH.

Albuminuria.....	1
Apoplexy.....	8
Accidents.....	9
Anaemia.....	1
Asphyxia.....	1
Abscess of liver.....	2
Alcoholism.....	1
Asthma.....	1
Bright's disease.....	4

Bronchitis.....	4
Consumption.....	44
Cyanosis.....	2
Croup.....	4
Convulsions.....	12
Catarrh.....	4
Cancer.....	1
" of Stomach.....	1
" of Pancreas.....	1
" of Womb.....	2
Congestion of Brain.....	6
" of Lungs.....	2
Concussion of Brain.....	2
Cholera Infantum.....	3
Cystitis.....	1
Caries of Vertebra.....	1
Cystic Tumor.....	1
Diphtheria.....	3
Dropsy (undefined).....	10
Drowned.....	4
Debility.....	19
Dysentery.....	1
Dentition.....	2
Diarrhœa.....	1
Enteritis.....	3
Exhaustion.....	3
Erysipelas.....	2
Epilepsy.....	2
Effusion of base of brain.....	1
Fever—Scarlet.....	2
Typhoid.....	7
Malarial.....	2
Puerperal.....	4
Remittant.....	1
Cerebro Spinal Meningitis.....	1
Gastritis.....	1
Hydrocephalus.....	2
Heart Disease.....	9
Hemorrhage.....	2
" of Lungs.....	1
Inflammation of Brain.....	1
" of Bowels.....	1

Inanition.....	7-
Intussusception.....	1
Lymphadenoma.....	1
Meningitis.....	10
Marasmus.....	7
Natural causes.....	11
Old age.....	4
Opium Narcrosis.....	1
Pneumonia.....	17
Paralysis.....	3
Peritonitis.....	1
Premature birth.....	1
Pyæmia.....	1
Putrid Disease of Throat.....	1
Rheumatism.....	1
Scrofula.....	2
Septicæmia.....	2
Suicide.....	1
Tumor in Mouth.....	1
Uræmia.....	1
Ulcer of Stomach.....	2
Whooping Cough.....	1
<hr/>	
Total.....	281
Color—White.....	230
Colored.....	51
Sex—Males.....	150
Females.....	131
Still Born—White.....	4
Colored.....	1
Nativity—Delaware.....	176
Other States.....	67
Unknown.....	3
Foreign—Ireland.....	20
Germany.....	4
England.....	6
Scotland.....	2
Switzerland.....	1
Africa.....	1
France.....	1

AGES OF DECEDENTS.

Under one year.....	62
From 1 to 2.....	16
“ 2 to 5.....	14
“ 5 to 10.....	13
“ 10 to 15.....	11
“ 15 to 20.....	13
“ 20 to 30.....	26
“ 30 to 40.....	24
“ 40 to 50.....	22
“ 50 to 60.....	14
“ 60 to 70.....	25
“ 70 to 80.....	25
“ 80 to 90.....	13
“ 90 to 100.....	2
Unknown.....	1

DEATHS FROM ZYMOTIC DISEASES.

Smallpox.....	0
Measles.....	0
Scarlet Fever.....	2
Diphtheria.....	3
Croup.....	4
Quinsy (Tonsilitis).....	0
Whooping Cough.....	1
Typhus Fever.....	0
Typhoid Fever.....	7
Erysipelas.....	2
Puerperal Fever.....	4
Pyæmia.....	1
Septicæmia.....	2
Dysentery.....	1
Diarrhœa.....	1
Cholera (Asiatic).....	0
“ Morbus.....	0
“ Infantum.....	3
Enterocolitis.....	0
Cerebro Spinal Meningitis.....	1
Remittent Fever.....	1
Intermittent Fever.....	0

Total..... 33

Whole number of deaths.....	281
Percentage from Zymotic diseases, 11.70 per cent.	

BIRTHS.

White—Males.....	197
Females	172
Total White	369
Colored—Males	24
Females	18
Total colored.....	42
Total live births recorded.....	411
Nativity of fathers—United States.....	340
Foreign.....	71
Nativity of mothers—United States.....	348
Foreign	63
Total in the county.....	411

MARRIAGES.

White.....	61
Colored.....	9
Total.....	70
Nativity of the grooms—Delaware.....	34
Other States.....	25
Ireland	5
Germany.....	4
Italy.....	1
Austria	1
Nativity of the brides—Delaware.....	39
Other States.....	18
Ireland	5
Germany	4
Italy	1
England	2
Switzerland.....	1
Total.....	70

DEATHS—NEW CASTLE COUNTY, 1885.

THIRD QUARTER, ENDING SEPTEMBER 30TH.

Accidents.....	9
Albuminuria.....	1
Apoplexy.....	8
Anæmia.....	2
Angina Pectoris.....	1
Asthenia.....	1
Asthma.....	1
Abortion.....	1
Bright's Disease.....	5
Bronchitis.....	2
Burn.....	1
Consumption.....	40
Cirrhosis of Liver.....	3
Cyanosis.....	2
Corea.....	1
Croup.....	1
Convulsions.....	19
Catarrh.....	1
Cancer (undefined).....	3
" of Stomach.....	2
" of Liver.....	1
" of Bowels.....	1
Congestion of Brain.....	4
" of Lungs.....	2
Cholera Infantum.....	68
Cystitis.....	2
Diphtheria.....	4
Drowned.....	1
Debility.....	14
Dysentery.....	7
Diarrhœa.....	4
Dentition.....	1
Diabetes.....	1
Effusion of water on the brain.....	1
Enteritis.....	4
Exhaustion from age.....	1
" " child birth.....	2
Erysipelas.....	1
Exposure, found on the marsh.....	1

Fevers—Scarlet	1
Typhoid	8
Malaria	5
Intermittent	3
Cerebro Spinal Meningitis	1
Gangrene of Leg	1
“ of Mouth	1
Hydrocephalus	2
Heart Disease	12
Hemorrhage of Lungs	2
“ of Bowels	1
Hepatitis	2
Inflammation of Brain	8
“ of Bowels	5
Irrepressible vomiting, pregnancy	1
Inanition	9
Insanity	1
Ilio Colitis	1
Jaundice	1
Meningitis	13
Marasmus	21
Natural causes (returned by the Coroner)	15
Nervous exhaustion	1
Old age	11
Obstruction of Bowels	1
Prostatitis	1
Pneumonia	6
Paralysis	8
Peritonitis	3
Premature births	6
Pericarditis	1
Pistol shot (murder)	1
Stomatitis	1
Softening of Brain	2
Scrofula	1
Suicide	1
Scald	2
Tetanus	1
Tumor, abdominal	1
Unknown	1
Uræmia	2
Whooping Cough	4

Color—White.....	309
Colored.....	82
Total.....	391
Sex—Males.....	201
Females.....	190
Still Born—White.....	11
Colored.....	1
Nativity—Delaware.....	281
Other States.....	70
Foreign—Ireland.....	25
Germany.....	4
England.....	6
Scotland.....	1
Sweden.....	1
Canada.....	1
Hungary.....	1
Italy.....	1

AGES OF THE DECEDENTS.

Under one year.....	141
From 1 to 2.....	30
“ 2 to 5.....	18
“ 5 to 10.....	14
“ 10 to 15.....	10
“ 15 to 20.....	9
“ 20 to 30.....	25
“ 30 to 40.....	21
“ 40 to 50.....	22
“ 50 to 60.....	16
“ 60 to 70.....	21
“ 70 to 80.....	32
“ 80 to 90.....	24
“ 90 to 100.....	4
Unknown.....	4

DEATHS FROM ZYMOTIC DISEASES.

Smallpox.....	0
Measles.....	0
Scarlet fever.....	1

Diphtheria.....	4
Croup.....	1
Quinsy (Tonsilitis).....	0
Whooping Cough.....	4
Typhus Fever.....	0
Typhoid Fever.....	8
Erysipelas.....	1
Puerperal Fever.....	0
Pyæmia.....	0
Septicæmia.....	0
Dysentery.....	7
Diarrhœa.....	4
Cholera (Asiatic).....	0
" Morbus.....	0
" Infantum.....	68
Enterocolitis.....	0
Cerebro Spinal Meningitis.....	1
Remittent Fever.....	0
Intermittent Fever.....	3
Total.....	102
Whole number of deaths.....	391
Percentage of deaths from Zymotic diseases, 25.83 per cent.	

BIRTHS.

White—Males.....	197
Females.....	169
Total White.....	366
Colored—Males.....	25
Females.....	22
Total Colored.....	47
Total live births recorded.....	413
Nativity of fathers—United States.....	330
Foreign.....	83
Nativity of mothers—United States.....	341
Foreign.....	72
Total in the County.....	411

MARRIAGES.

White.....	67
Colored.....	16
Total.....	83
Nativity of the grooms—Delaware.....	40
Other states.....	34
Ireland.....	4
Germany.....	1
England.....	2
Scotland.....	2
Nativity of the brides—Delaware.....	46
Other states.....	32
Ireland.....	4
England.....	1
Total.....	83

DEATHS—NEW CASTLE COUNTY, 1885.

FOURTH QUARTER, ENDING DECEMBER 31ST.

Accidents.....	10
Apoplexy.....	13
Anaemia.....	1
Asphyxia.....	1
Abscesses.....	1
Alcoholism.....	1
Asthma.....	2
Anasarca.....	1
Bright's disease.....	6
Bronchitis.....	7
Consumption.....	64
Cirrhosis of Liver.....	1
Croup, membranous.....	12
Convulsions.....	11
Catarrh.....	1

Cancer of Stomach	3
" of Womb	2
" of Bowels	1
" of Breast	2
Congestion of Brain	3
" of Lungs	5
Concussion of Brain	1
Cholera Infantum	3
Child Birth	1
Carditis	1
Cholera Morbus	1
Diphtheria	4
Dropsy	4
Debility	20
Dysentery	5
Diarrhoea	1
Diabetes	1
Enterocolitis	1
Enteritis	1
Exhaustion from age	1
" " infantile	1
Erysipelas	5
Epilepsy	2
Exposure	2
Found dead	2
Fever—Typhoid	8
Malaria	1
Intermittent	3
Remittent	1
Cerebro Spinal Meningitis	2
Fracture of neck and thigh bone	1
Gastritis	1
Heart Disease	19
Hemorrhage	2
Hæmatemesis	1
Hip joint disease	1
Inflammation of Brain	2
" of Bowels	2
" of Spleen	1
Inanition	5
Insanity	2
Jaundice	1