

L'ECOLE PUBLIQUE
DE L'ETAT
DE MICHIGAN.

Exposition Universelle de 1889.

à Paris,

Economie Sociale—Enfants Abandonnés

L' Ecole Publique de l' Etat de Michigan.

Pour les Enfants Pauvres, Dependants.

Rapport,

Presente par C. D. Randall

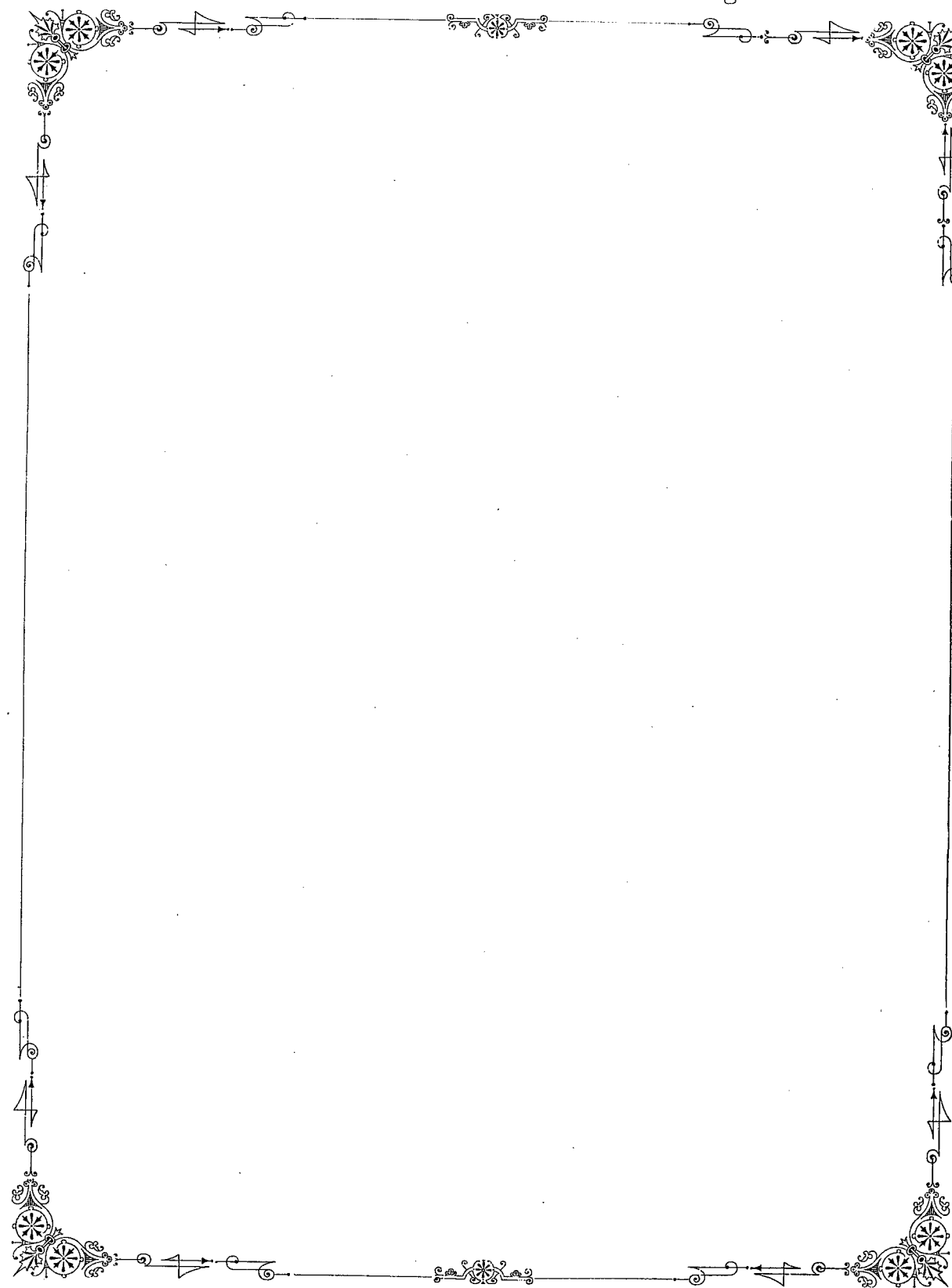
de Coldwater, Michigan, U. S. A.

1889.

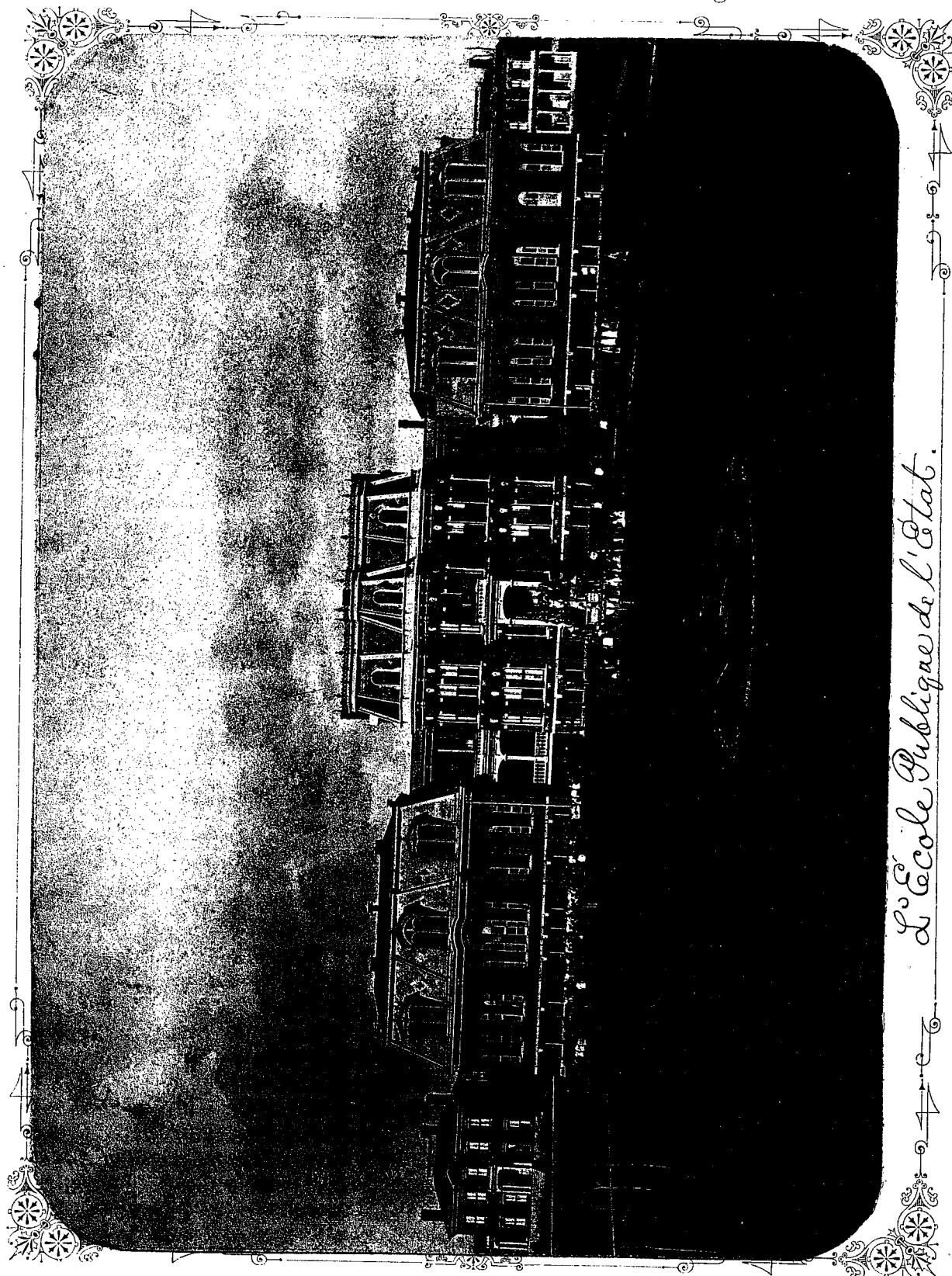
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L' Ecole Publique de l' Etat de Michigan.



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L' Ecole Publique de l' Etat de Michigan.

H. M.

Henri Martin le Historien.

Cher Monsieur

xxx Je suis très sensible à la sympathie que vous exprimez pour mon pays et vous en ai une reconnaissance personnelle. Je ne suis pas un membre bien actif de notre Société Générale des Prisons à laquelle vous vous intéressez; mais je la considère comme une fort utile.

Depuis le rétablissement de la république en France nous nous efforçons d'améliorer dans tous les sens, nos conditions sociales.

L'Amérique nous a donné à bien des égards des exemples à étudier.

Agriez, je vous prie mes sentiments les plus distingués
H. Martin

Paris 18 Juin '81

à M. Randall
à Baldwin
Mich.

M. Drouin de Lhuys
Ancien Ministre de Louis Philippe.
Membre de l' Institut.

1878

Il manquait un établissement où les enfants orphelins ou issus de parents coupables, mais égarés au mal pour leur compte pussent trouver un refuge et se préparer à gagner leur existence ou à conquérir l'abri de la famille que le sort leur avait refusé. L'institution de Caldwell a eu pour objet de combler cette lacune dans la série des fondations publiques destinées à élever la jeunesse. Cette maison diffère des autres, en ce qu'elle n'est ni un hospice à pensionnaires permanent, ni un pénitencier pour les jeunes délinquants. Les enfants qu'elle admet ne font que la traverser, et si parmi ceux que lui envoient les dépôts de mendicité, il s'en trouve qui aient dû à leur séjour dans ses dépôts ces impressions fâcheuses, elle compte sur le milieu sain et vivifiant dans lequel elle les développe pour effacer ces impressions et leur substituer l'enseignement du bien. Les enfants ou gés à suspicion ne sont d'ailleurs qu'en infime minorité, et la réglementation exclut absolument tous ceux d'un âge assez avancé pour avoir contracté des habitudes qui rendraient leur contact dangereux pour leurs compagnons.

Lue à l'Académie des sciences morales et politiques.

Dr. Mines à Stockholm.

"M. le Hon. E. D. Randall, ancien sénateur de Michigan, qui en 1871 alors qu'il représentait cet Etat, a élaboré la loi établissant l'Ecole Publique de l'Etat de Michigan, et qui depuis a rédigé tous les amendements à cette loi pour améliorer le système établi. Quoique très occupé comme Carquier, et a pendant plusieurs années consacré, généreusement une partie considérable de son temps aux intérêts de cette Ecole, pour laquelle il prouve un sentiment de paternité. Il fait partie du comité de direction (Board of Control) et il en a été le secrétaire et trésorier depuis sa fondation."

M. le Dr. E. C. Mines

1878.

L' Ecole Publique de l' Etat de Michigan.

Société Générale des Prisons

Paris, le 27 Janvier 1871.

Monsieur

J'ai l'honneur de vous informer
que sur la présentation de M. Fernand
Desportes et Pérenger vous avez été nommé
par le Conseil de direction, Membre
Correspondant de la Société Générale des
Prisons. Je vous transmetts les statuts et le
règlement de la Société en vous priant de vouloir
bien me ^{faire} savoir à quelle section vous desirez être
attaché

Veuillez agréer, Monsieur, l'expression de mes
sentiments très-distingués.

Le Secrétaire Générale
Fernand Desportes

à
Monsieur Randall
à Calcutta

L' Ecole Publique de l' Etat de Michigan.

Sénat.

Paris le 29 Avril 1883.

à M. L. D. Randall, sénateur etc

Monsieur:

Vos intéressantes communications à votre Europe
et en particulier celles que vous avez faites à mon pays
par l'entremise de la Société Générale des Prisons,
ont très vivement frappé mon attention pour que
j'ai pas négligé le devoir qui s'imposait à moi
de signaler au parlement français l'œuvre ad-
mirable dont l'Etat du Michigan vous est
redevable.

Vous voulez donc bien accepter l'hommage
qui j'ai l'honneur de vous faire, des trois Volumes
de Documents qui je viens de présenter au Sénat
comme Rapporteur et Secrétaire d'une de ses
Commissions. [No 451, 452 et 453. 25 Juillet 1882.
Sur la Protection de l'Enfance, etc]

Cet hommage est mon expression de ma haute
estime et de mes reconnaissances. Permettez-moi

L'Ecole Publique de l'Etat de Michigan.

d'ajouter que Je ne cesserais pas de suivre
avec attentif interet les œuvres qui s'accomplissent
en Amerique et en particulier dans l'Etat de
Michigan pour la Protection de l'enfance, et
s'il arrivait que vous eussiez quelque com-
munications, dignes à vos yeux, de être mises
à profit par nous, Je serais heureux et honoré
l'être assisté par vous à l'Ouvrage d'humanité
et vraie civilisation en la quelle vous vous
consacrez si fructueusement.

Veuillez agréer, Monsieur l'assurance
de mes sentiments de très haute considération

Theophile Roussel

rue Anne-des-Mathurins 64

L' Ecole Publique de l' Etat de Michigan.

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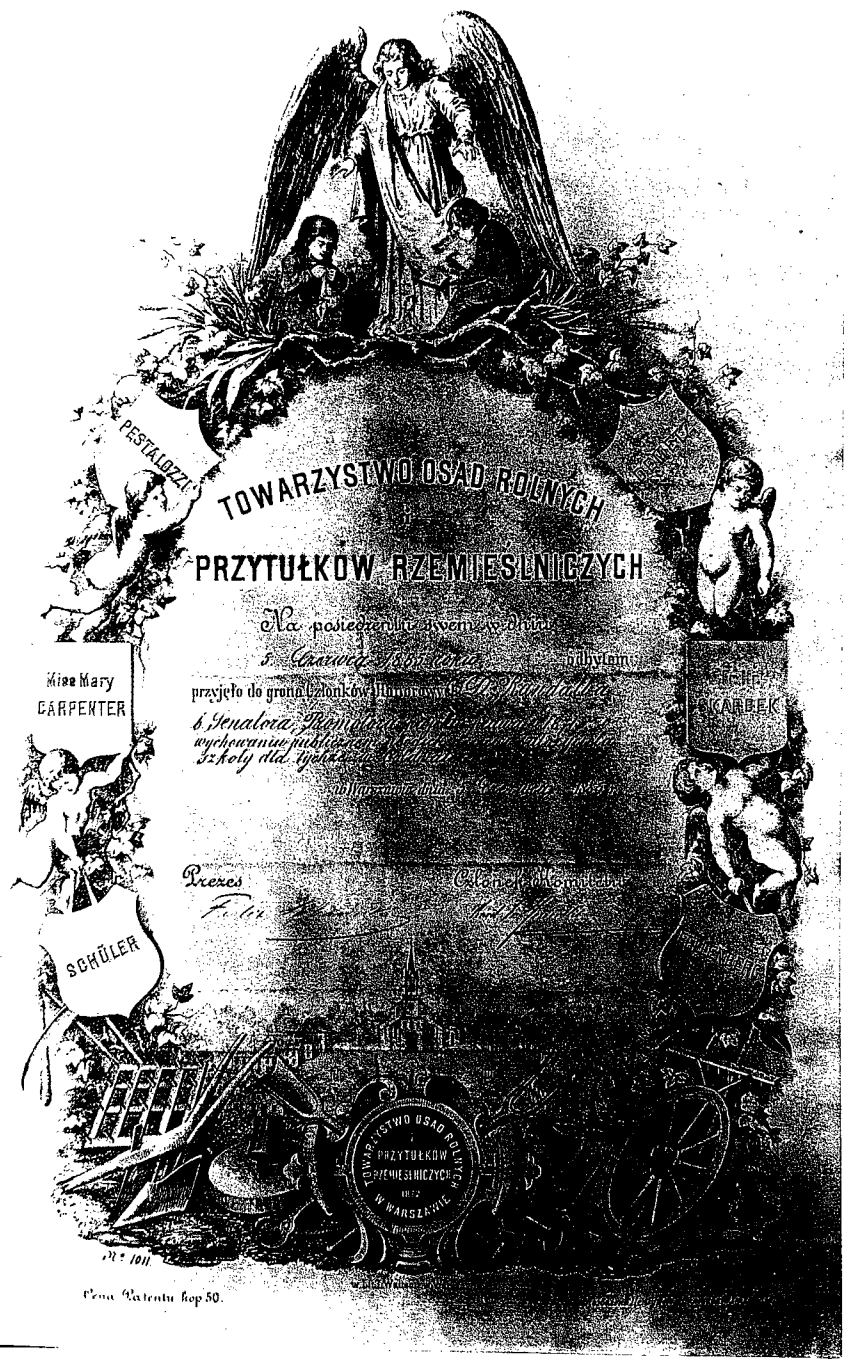
L' Ecole Publique de l' Etat de Michigan.

L' Ecole Publique de l' Etat de Michigan.

Varsovie 9 Juin 1887.

Cher Monsieur.

xxx Par le meme courrier que la presente
 au nom du comite de nos colonies agricoles je vous envoie
 le diplome de votre nomination a la qualite de membre
 honoraire de notre Societe de Protection pour l'Enfance
 abandonnee ou coupable. Son titre officiel est
 "Societe de Colonies Agricoles et asiles Industriels."
 Le comite considerant les grands services que
 vous avez rendus a cette cause, a voulu, sur la
 representation que je lui en ai faite, vous donner
 une preuve de sa profonde deference au moins
 par ce moyen qu'il avait en son pouvoir en
 vous plaçant en nombre des Demetz,
 Blanchard, Miss Mary Carpenter, qui il a
 admis a la meme distinction honorifique.
 Sur les ecusson entourant l'ange gardien qui
 protege de ses ailes un garçon et une fille



Vous trouverez les noms de ceux qui jadis
ont été les premiers à porter secours à
l'enfance malheureuse. L'inscription, que
vous concevez, est dans les termes suivants;
"Le Comité de la Société des Colonies Agri-
coles dans sa séance du 5 juin 1887 a reçu
comme membre d'honneur Mr. C. D. Randall,
ancien Sénateur, promoteur de la loi de 1871
sur l'éducation publique des enfants pauvres
et fondateur de l'école publique de Calumet".

J'ai l'espoir que cette marque de déférence
de la part d'une nation située de l'autre côté
du globe ne vous sera pas désagréable, et je suis
heureux cher Monsieur d'être le premier à vous
en informer.

Veuillez agréer cher Monsieur, l'assurance de mes
hautes considérations.

Warsaw, Poland A. de Molderhauer

Szkoly Publiczne dla ubogich dzieci w stanie Ameryki Północnej Michigan.

Tu pan Randall, domagający się wychowania dla
biednych dzieci, tu systemat jego magacy wychowania
to ułatwić i rozpowrozić, zasługuje na najwyż-
sze uznanie! Można w szczególności przy pro-
wadzeniu być imogo zdania, można się spierać
o to, lub owo, ale na zasadę, na myśl główną,
zgodzić się trzeba! Tak jest, smiale powtarzam,
wychowanie ubogiej młodzieży, jest tem cudownem,
które zażegnywa na pferu niej burze społeczne,
kłęski ogólny, szatańskie podszepty zgnębnych
teoryj (socjalizmu, komunizmu, nihilizmu
i.t.p.) etc. etc.

Cześć więc p. Randallowi, który pednosi w
swojej ojezyźnie i dla przykladu naszego i
innych, sztandar szlachetnej idei czesio tym
wszystkim, którzy pod nim ualezyo beda dla
dobra ludzkości!

Eu "Wiek" Molderhauer de Molderhauer
Juge au tribunal de Varsovie

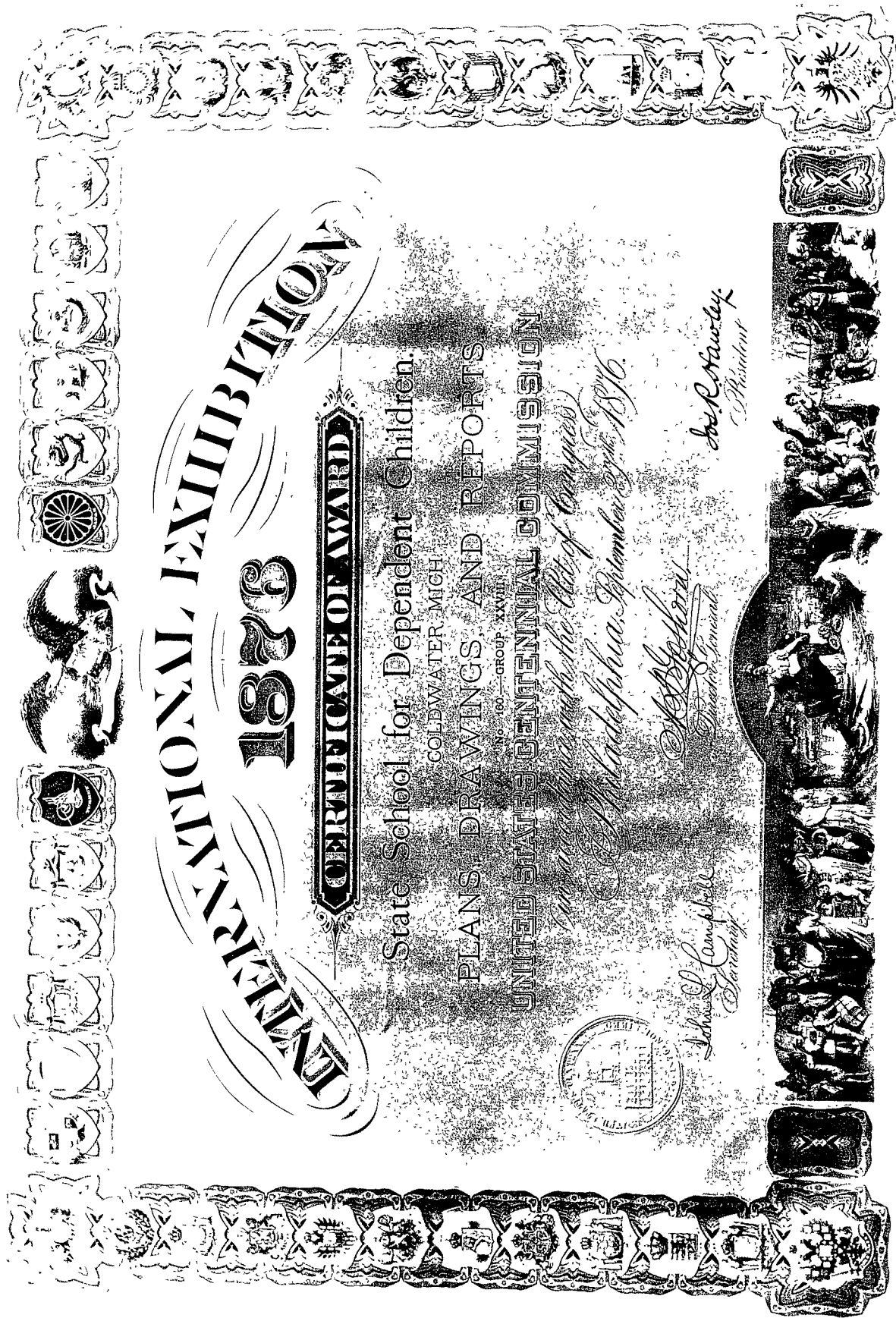
Dnia 113 Lipca 1880.

" Rząd powinien utrzymywać wychowywać i umi-
eszczać w porządnym rzadzie wszystkie
dzieci zanniedbane albo też powinien się
zapewnić iż rzecz ta należycie dotko nana
została przez prywatną dobroczynność, albo
przez połączone siły prywatne i rządowe."

Ar. 4.

Łoztonk Owie Honorowi Zaproszeni
(honoris Causa)

- | | |
|--|--|
| 1. Carpentier Marya w Anglii | 5. Rostafn'ski w Krakowie. |
| 2. Blanchard Józef w Francyi | 6. Ranelall (w Ameryce.) |
| 3. Bobrzyński Michał w Krakowie | 7. Spasowicz Włodzimierz
w Petersburgu. |
| 4. Dzieduszycki Wojciech hr.
w Jeżupolu w Galicyi. | 8. Jarnowski Stanisław
hr. w Krakowie. |
| 5. Frycz Wojciech ks. w
ogrodzińcu w pow. Olkuskim. | |
| Rocznik Towarzystwa Osad Polnych.
1887. | |



L'Exposition Centenaire de Philadelphie
de 1876.

Encore un témoignage que, je ne puis
m'empêcher de citer. C'est celui d'un Amis
de l'Exposition Centenaire de Philadelphie
de 1876. Pour me servir des paroles du Comité
le prix décerné à cette école seule entre
nous les établissements semblables, était :

“Pour l'Exposition de plans, dessins, Esqui-
sses historique et rapports démontrant l'avantage
qu'il y a à séparer les enfants que le crime
n'a point flétris d'avec ceux qu'on confie
plus naturellement aux établissements éduca-
tories; pour l'adaptation du système de
cattages ou familles séparées aux nécessités
de la ville. Ecole d'Etat Publique, pour
les preuves d'organisation réfléchie et de
travail sérieux qu'offre cette Établissement.”

National Educational Association.

In Session at

Washington D.C. Feb 20. 1880

Mr Hagar, of the Committee on Resolutions
submitted the following, which was adopted.

Resolved, That the welfare of the poor and neglected
children throughout the country calls for the
more serious attention of educators, statesmen
and philanthropists; and, therefore, that the
system of dealing with such children so
successfully established by the State of
Michigan, as set forth in the paper of
C. D. Randall (address before the Association
see Vol 2 of this Report) is worthy of the
most careful consideration; that this
department respectfully but most earnestly
urges upon the attention of Congress the
importance and necessity of providing with as
liberal hands for the educational wants of this District.

L'Ecole Publique de l'Etat de Michigan.



L'Ecole Publique de l'Etat de Michigan.

* M. M. Desportes et Lefebvre.

A défaut de cette solution qui n'est pas toujours réalisable, et au lieu et place de la famille naturelle, le but qui paraît devoir être poursuivi avec le plus de succès, c'est encore se rapprocher de la vie de famille, et de créer la famille artificielle, c'est-à-dire, de réunir les enfants par groupes de dix ou douze dans des maisons séparées par des personnes bien choisies, comme me cela existe, soit à Mettray, soit au Raunketlaus, près de Hambourg, dans des établissements créés par le docteur Vichem, ou bien encore, comme on le voit dans la remarquable institution fondée pour les enfants pauvres de l'Etat du Michigan, par le Sénateur Randall, l'auteur de la loi établissant l'Ecole Publique, au une série de cottages réunissent chacun une trentaine d'enfants, placés sous la direction d'une choisie avec soin, et dont les devoirs ressemblent à ceux d'une mère de famille.

* La Science Penitentiaire au Congrès de Stockholm, délégués du Conseil Supérieur des Prisons.

L' Ecole Publique de l' Etat de Michigan.

Exposition Universelle-de 1889.

a Paris,

Economie Sociale—Enfants Abandonnes

L' Ecole Publique de l' Etat
de Michigan.

Pour les Enfants Pauvres, Dependants.

Rapport,

Presente par C. D. Randall

de Coldwater, Michigan, U. S. A.

1889.

Rapport,

La France a tant fait dans ces dernières années, ses publicistes et ses législateurs ont tant travaillé à découvrir les causes et les remèdes de la misère et du crime, qu'il y a quelque témérité à venir entretenir des lecteurs français des efforts tentés dans le même but par le Michigan, État dont la création ne date que de 1836.

L'habileté, la perfection et la logique que les Français apportent à tous leurs travaux ne permettent pas de les surpasser et excitent notre respect et notre admiration. Et cependant lorsque je me rappelle que le Michigan est le premier gouvernement qui prit en main l'éducation et le placement des enfants abandonnés, je me sens fier de mon État, et je m'oserais assez pour parler de ce qu'il a fait même à des Français.

Il est aujourd'hui démontré, croyons-nous, que le système du Michigan est la fois humain, économique

Maximes.

C'est en consacrant un soin tout spécial à l'éducation de la jeune génération, en l'adonnant dans les voies de la religion et des vertus civiques que l'on assure le mieux pour l'avenir la sûreté publique et l'ordre social.

L'on ne peut assez souvent répéter que les plus sûrs moyens de restreindre ou de supprimer les causes de crime et de ses récidives, ce sont la bonne éducation de la jeunesse.

Caunt D'Oliversona

Stockholm 1885.

et efficace pour prévenir le crime et le paupérisme, et nous pensons que tous les gouvernements feraient bien de l'adopter dans le plus bref délai possible.

Mon admiration de la civilisation française s'augmente à mesure que j'étudie sa littérature et son histoire, et chaque jour je sens croître mes sympathies pour le génie de son peuple. J'attends les plus beaux résultats de ses investigations dans le domaine de la science sociale.

Mais, malgré mon admiration pour le caractère et les travaux français, je reviens encore avec un vif sentiment d'affection à mon jeune Etat du Michigan, pour parler de sa méthode d'éducation des enfants pauvres.

Le Michigan fut occupé pour la première fois en 1620 par des Français, qui trouvèrent la péninsule couverte d'épaisses forêts et habitée par des tribus indiennes. Il resta sous la domination de la France de 1622 à 1763. Son premier gouverneur français fut Samuel Champlain: le dernier M. de

Un Monogramme.

C'est l'éducation morale répandue dans tout le pays qui peut le plus efficacement prévenir le premier crime et par conséquent tous les autres.

Paris

Albert Degardins.

Vaudreuil de Cavignac. Les villes de Detroit et de Monroe renferment encore de nombreux descendants d'anciennes familles françaises. Aujourd'hui la population est principalement anglaise; elle est d'environ 2.000.000 âmes. Les habitants du Michigan sont intelligents, attachés au bien public, et soutiennent leurs institutions avec une judicieuse générosité.

Avant 1871, les enfants pauvres étaient dans le Michigan comme encore aujourd'hui dans la plupart des Etats, admis et soignés dans les maisons de pauvres de chaque comté, avec les hommes et les femmes qui s'y trouvaient le plus souvent au nombre de 25 à 30. Cet état de choses présentait les plus grands dangers car si, parmi ces indigents adultes, il y avait souvent au nombre de véritables pauvres de Dieu, que le malheur ou la vieillesse a plongés dans la misère, la plupart des habitants de ces maisons sont

Pensées,

La prévention vaut mieux que le traitement.
La tempérance, la chasteté, l'éducation et la
religion influent sur la prévention des crimes.

William Tallack

London.

gens réduits à l'impuissance de se suffire à eux-
mêmes par les excès d'une vie déréglée. Ces
dernières sont souvent animés de sentiments
bas grossiers, et pourraient presque être rangés
avec les criminels, d'autant mieux qu'un grand
nombre d'entre eux ont encouru des condamnations.
J'ajoute qu'on garde souvent avec eux les fous inoffen-
sifs et les idiots. L'État a bien fondé hôpitaux et tabeli-
ssements pour les aliénés, mais non pas pour les
faibles d'esprit.

Telle était la société à laquelle se trouvaient mêlés
de jeunes enfants, soit pendant le jour, soit les dortoirs
les arrangements intérieurs ne se prêtant pas à des
classifications. Le plus souvent, ces enfants n'avaient
pas de mère qui s'occupât d'eux, et quand la mère
était avec son enfant, il n'était que trop fréquent
qu'elle lui enseignât la paresse et lui inculquât
des habitudes criminelles. Dans un pareil milieu.

Maximes.

Il faut concentrer tous les efforts de la pensée sur la prévention des crimes, plutôt que sur la réforme des criminels.

Pour diminuer les crimes, il faut renchérir sur les moyens de prévention, moyens tout à fait négligés.

C. Pobedonostzeff.
St. Petersbourg.

la nature impressionnable de l'enfant s'imprégnait bien vite de l'enseignement du mal: la plupart allaient augmenter l'armée du paupérisme et du crime. Tel était sombre avenir réservé aux jeunes vagabonds et mendiants.

Le nouveau système du Michigan repose sur les idées fondamentales suivantes:

1° C'est le devoir comme l'intérêt de l'Etat de veiller à l'éducation des enfants pauvres et de les rendre à la vie familiale.

2° Les enfants doivent, si l'on veut les préserver, être entièrement séparés de ceux qui ont été condamnés pour crimes.

3° Le séjour dans l'établissement qui leur ^{est} ^{destiné} est dans le principe une nécessité, mais doit être considéré comme une préparation à la vie de famille, un moyen pour la rétablir, et non pas comme un équivalent qui doit la remplacer.

Une Pensée.

La Prévention. Ne la placera-t-il pas
au rang qui appartient à juste titre, à la
tête et la préface de toutes les questions
relatives à la réforme ou au châtiment
des détenus?

C. D. Randall

Coldwater Mich.

Le véritablement fondement sur lequel repose
notre civilisation chrétienne est l'éducation morale,
religieuse et intellectuelle de la jeunesse. Qu'il
soit attaqué ce fondement, et tout l'édifice, de la
base au sommet, est ébranlé chancelle et s'écroule.
C'est là une vérité reconnue comme évidente
dans tous les pays civilisés. C'est pourquoi dans
le nouveau monde, nous pourvoyons à la libre
éducation de tous par des impôts levés sur la propriété,
et non seulement nous créons des écoles, mais nous
obligeons les enfants à les suivre. La sûreté de
l'Etat dépend de l'éducation de l'enfance; aussi
cette éducation est-elle obligatoire aussi bien
pour l'enfant du plus riche propriétaire, que
pour celui du dernier des malheureux. Et au lieu
d'accroître ainsi les charges publiques, nous nous
proposons au contraire de les réduire. L'éducation
diminue en effet le paupérisme et le crime; elle

Monogramme.

Au premier rang de ces moyens de prévention
est l'école primaire. C'est notre ancre de
salut.

C. Pobedonostzoff

St.-Petersbourg

accroît le nombre des producteurs capables de se
suffire à eux-mêmes, elle restreint le nombre
des prisons et des institutions charitables, publiques
ou privées. Et ce n'est pas là songer chimérique
ou une vaine espérance. Les statistiques sont là
pour nous prouver que les mesures preventives,
et spécialement l'éducation des enfants pauvres,
ont considérablement diminué la criminalité et
le paupérisme dans ces pays et dans quelques-uns
de pays d'Europe où elles ont été le mieux appliquées.
L'Etat ne devrait d'impôt que pour un seul
objet, ce devrait être pour l'éducation des enfants
pauvres. Je voudrais qu'on en retranchât une dépense
quelconque, on n'importe laquelle, plutôt que de
négliger l'enfance; et cela non pas seulement
pour des considérations d'humanité, mais dans
l'intérêt et pour la sûreté de l'Etat. Sans doute les
charges de tout gouvernement sont toujours assez

Pensées.

Le Moyen le plus efficace de prévenir le vagabondage me paraît être de donner aux enfants pauvres une second famille; celle-ci de concert avec la première famille ou à défaut d'elle, préserverait ou guérirait les enfants pauvres des vices qui sont les sources ordinaires du vagabondage.

Alexandre Duverger.

Paris.

lourdes, mais il est facile de constater qu'elles sont le plus lourdes, là où l'enfance est le plus négligée. Dans le Michigan, nous n'avons une dette publique. La petite ville de Baldwin, où je demeure, n'a pas de dette. Les églises de cette ville n'ont pas de dettes. Nos plus beaux monuments sont nos écoles et nos églises. Nous espérons que, malgré l'accroissement de la population, nous empêcherons le progrès du paupérisme et la criminalité.

Ces principes rappelés, je donnerai un aperçu du plan de l'Ecole Publique de l'Etat du Michigan pour les enfants abandonnés.

L'on se souviendra qu'un discours élogieux a été prononcé en 1878 devant l'Institut français des Sciences morales et politiques, par le distingué et vénérable Drouin De L'Huy sur le l'Ecole Publique.

L'Ecole Publique de l'Etat fut établie par

Monogramme,
Sauvez l'enfant et il n'y aura plus
d'hommes à corriger ou à punir.

C. D. Randall
Caldwater Michigan.

la loi en 1871. Elle est située agréablement,
à peu de distance de la jolie ville de Caldwater.
L'établissement fut achevé et les premiers enfants
reçus en mai 1874. L'indigence et l'abandon sont
les seules conditions pour y être admis. Un enfant
ne peut y être placé s'il a été condamné pour crime,
pas plus qu'il ne serait admis dans nos écoles pri-
maires publiques; nulle faute ne doit pouvoir être
imputée à ses élèves. Les enfants doivent être en
bonne santé de corps et d'esprit, et être âgés de deux
à douze ans. Les enfants qui y sont admis sont ceux
qu'on envoyait précédemment dans les asiles de pauvres
ou dans des établissements privés analogues, ou
qui ont mené une vie vagabonde mais non
criminelle. Parmi eux se trouvent des représentants
de toutes les classes de la société. Un certain
nombre ont des parents qui sont pauvres,
d'autres qui ont perdu leurs parents par accident.

Pensées.

L'institution qui a été récemment établie, et qui à mon avis est l'œuvre la plus utile et la plus grandiose que l'Etat ait jamais faite est l'École Publique de l'Etat à Caldwater. Nous avons là une quantité d'enfants qui n'ont d'autre foyer ("home") que celui l'Etat leur fournit, dont le cœur est aussi pur et l'esprit aussi susceptible de développement que ceux dont le sort diffère complètement du leur. Ces enfants sont entourés de tous les soins de la famille, il ne leur manque que l'amour des parents et nous leur enseignons à devenir des hommes et des femmes de bien, de bons et d'utiles citoyens.

John J. Bagley

*L'ancien Gouverneur
Michigan.*



Gov. John J. Bagley

on qui sont orphelins. Il y en a aussi qui ont été arrêtés pour crime, mais qui sont acquittés parce que le juge a admis qu'ils avaient agi sans discernement. Ils sont envoyés par les inspecteurs de pauvres qui existent dans chaque comté. On les amène d'abord devant le juge (of Probate) du comté respectif, et en présence des parents (s'il y en a) cités à cet effet, et la cour de justice décide si l'enfant doit être pris à la charge de l'Ecole de l'Etat. Si la décision est affirmative, le juge fait délivrer une copie du procès-verbal de la séance, qui est envoyée avec l'enfant au directeur d'école. Avant son départ, l'enfant est soumis à l'examen du médecin du comté ou d'un autre médecin respectable, afin de s'assurer que l'enfant est en bonne santé, qu'il n'est pas atteint de maladie chronique, et qu'il n'a pas été exposé à une maladie contagieuse pendant quinze jours qui ont précédé.

Pensees sur l'Ecole Publique.

Après sortir de cette école ils sont recueillis dans les familles de bons fermiers, de marchands, de mécaniciens, d'avocats et de pasteurs des environs. Ils n'y sont pas reçus comme des apprentis sortant du workhouse, mais ils sont adoptés dans de bonnes familles et y jouissent de tous les bienfaits du toit paternelle. Quelle noble tâche pour l'Etat de s'efforcer de relever la population d'un pays, non par des moyens violents ou par la restriction des libertés, en l'enfermant dans des mailles de fer, mais avec douceur, en prenant soin des enfants des classes dégénérées, leur tenant lieu de père et de mère, et les plaçant sous le toit d'autres citoyens comme chez frères ou des sœurs!

John J. Bagley
Ancien Gouverneur de l'Etat.

est examiné. Après réception de l'enfant dans l'école, si l'on remarque en lui une maladie chronique quelconque, si l'on s'aperçoit qu'il est faible d'esprit ou qu'il a des tendances criminelles qui ne permettent pas de l'associer aux autres élèves, il peut être renvoyé dans son comté.

L'Établissement n'est un asile pour pour les malades ou les faibles d'esprit. C'est un "home" temporaire d'éducation, faisant partie du système d'éducation de l'Etat et n'a aucun rapport avec son système pénal.

Après leur réception les enfants sont vêtus, entretenus et élevés d'après la manière anglaise, astreints au travail autant que leur âge le permet, et initiés aux occupations domestiques et aux travaux de la ferme. Cet établissement est destiné à tous les enfants sans distinction de sexe, de nationalité ou de couleur. Mais dans nos États du Nord, les enfants

A Michigan Opinion.

I feel a very deep interest in the State Public School at Baldwin as one of the most deserving of our State Charities.

Detroit Michigan Henry P. Baldwin
Ancien Gouverneur de Michigan.

Mr. Baldwin was governor of Michigan when the law was enacted which established it and approved and signed the act.

de couleur sont rares. Nous rencontrons des Irlandais, des Polonais, des Allemands, des Italiens, des Français, des Suédois, des Norvégiens, des Anglais, des Ecossais, nous y trouvons des enfants de sang Franco-indien, de sang indien pur, des nègres, des mulâtres, etc, etc, tous pêle-mêle et s'assimilant dans une démocratie commune et parfaite. L'enfant américain prédomine naturellement. Ils ont tous les mêmes droits dans cette école, comme plus tard ils seront égaux sous les lois du gouvernement américain. On leur enseigne la morale et la religion (non sectaire), en un mot à devenir de bons et utiles citoyens.

Mais le principe fondamental admis dans cette institution, c'est qu'elle n'est qu'un "home" temporaire. En réalité, c'est un asile, où une main amie est tendue aux enfants nécessiteux, qui ont perdu une demeure paternelle, par suite des malheurs ou des fautes des parents, et qui y végètent.

L' Ecole Publique de l' Etat de Michigan.

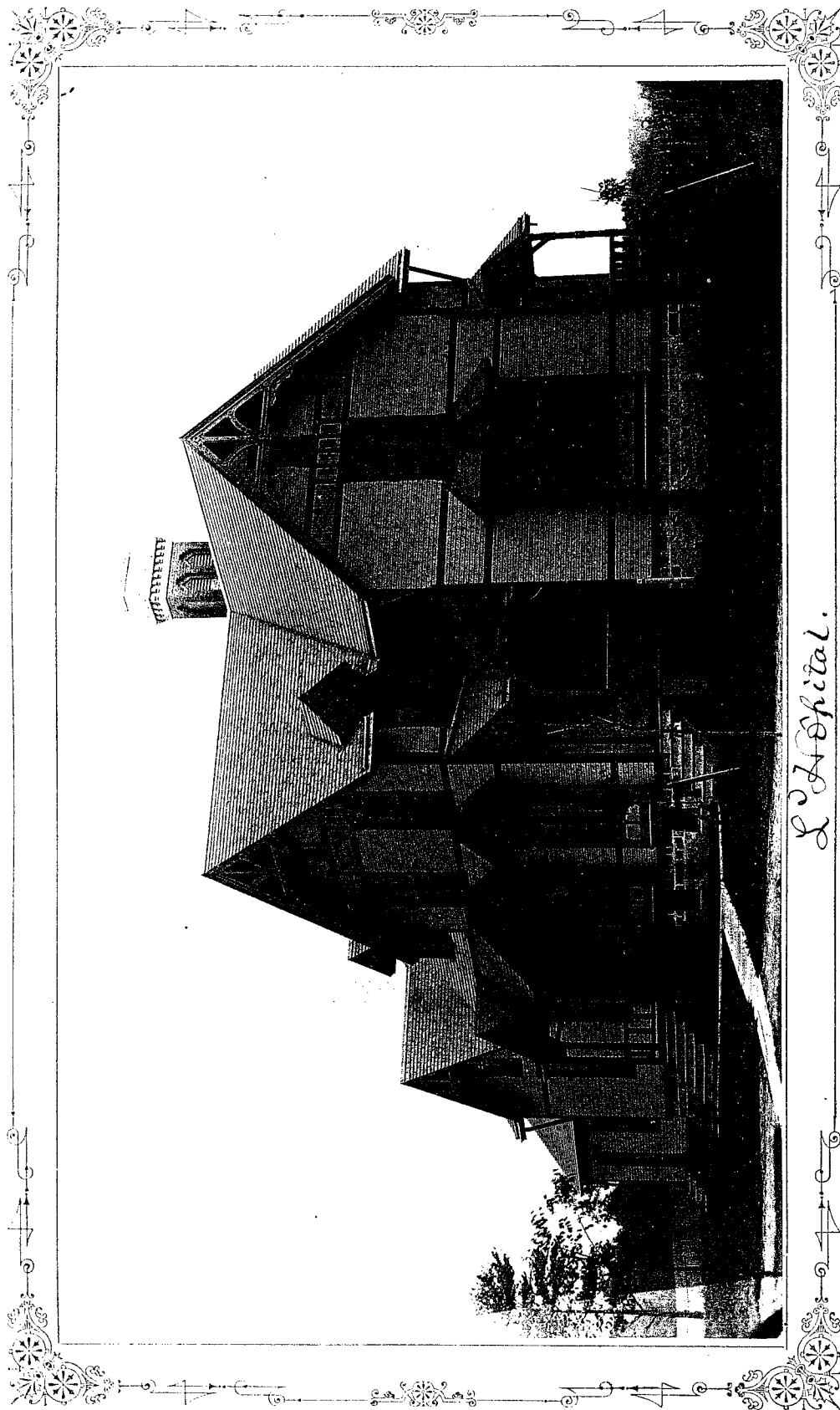
From the Michigan University.

*No institution in Michigan, unless possibly the
University, interests me so much as yours (the
State Public School). I am constantly talking
it up to my friends in Eastern States.*

James B. Angell

Ann Arbor Michigan

*President of the Michigan
University and late U.S. Minister
to China.*



L' Hôpital.

Jusqu'au moment où on aura trouvé pour eux une famille honorable, qui se chargera, pendant leur minorité de leur éducation.

Cette école comprend un bâtiment pour l'administration et ses bureaux, pour le logement du directeur en chef et de sa famille, des instituteurs, du sous-directeur et des employés. Il renferme dans les ailes des salles d'école et au centre la cuisine et les réfectoires.

Les enfants habitent des petits cottages disposés autour du bâtiment central, à l'instar d'un petit village; il y a environ trente élèves dans chacun des cottages sous la direction d'une ménagère.

Il y a neuf cottages; l'établissement peut par conséquent contenir 270 enfants, ce qui est plus que suffisant pour le moment actuel.

L'hôpital est un bâtiment en bois, récemment construit. Tous les autres bâtiments sont briques.

Lui à l'Académie des Sciences Morale
et politique en 1878.

Vous le voyez, Messieurs, l'Etat du Michigan,
qui ne compte qu'une quarantaine d'années
d'existence, aura eu le mérite de devancer
la vieille Europe dans l'inauguration d'une
ère nouvelle pour l'enfance indigente.

Drouin de L'Huy
Membre de l'Institut.

Paris.

Le bâtiment des machines à vapeur s'élève d'un
côté et contient un réservoir auquel l'eau arrive
par moyen d'une pompe, qui, en cas d'incendie,
peut également envoyer l'eau de la conduite maî-
trisse aux hydrants ou bouches à eau. A côté de
cette dernière maison, s'élève celle où le gaz d'éclair-
age est préparé avec du pétrole. Le gaz, qui est
excellent, revient à environ six ou sept centimes
par mille pieds cubes. Les gazomètres, d'une capacité
de 5000 pieds cubes, occupent un bâtiment attenant.

Il y a deux grands vergers avec arbres fruitiers,
et tout le domaine rural consiste en cent-trois hec-
tares de beaux jardins et de terrains labourables.

L'établissement est chauffé à la vapeur depuis le
bâtiment des machines et éclairé au gaz. Nous

avons vingt belles vaches de races du Holstein et
de Frise qui nous fournissent du lait en abondance.

Le jardin produit une grande quantité d'origan.

Syllabus du Dr Wines.

1^{er} Août 1877 à New York

Section V. L'Ecole publique. — " Bien que tel ne soit pas son premier but, l'école publique n'en constitue pas moins par son action et son effet, une institution éminemment préventive.

En effet, les statistiques réunies et publiées par le dernier Congrès pénitentiaire de Londres démontrent jusqu'à l'évidence que l'ignorance est la cause prochaine, sinon immédiate du crime. Des statistiques soigneusement composées, montrent que, dans l'Etat de New York, un tiers des crimes est commis par un cinquième de la population, en d'autres termes, que la criminalité des illettrés comparée à celle de ceux qui ont reçu d'instruction, est comme 16 à 1.

de betteraves, de cassis, de groseilles etc. Les enfants reçoivent du fruit avec libéralité. Le régime alimentaire des enfants est simple et conforme à l'hygiène. Ils reçoivent le même pain que les employés — la meilleure qualité étant considérée aussi comme la plus saine et la plus économique. Les enfants sont vêtus simplement et commodément et sont aussi heureux et aussi contents qu'il n'importe quels enfants au monde. Dans ce milieu agréable et gai, ils perdent, bien tôt, leur air triste et misérable d'enfants pauvres et deviennent joyeux et contents.

Mais il ne leur est permis de rester là toujours. Aussitôt que l'on a trouvé une bonne famille, on y place l'enfant pendant sa minorité, à la condition qu'il y soit traité comme un de ses membres — qu'on lui fasse fréquenter les écoles pendant au moins trois mois de l'année qu'on l'envoie à

Monogramme.

Nous commettrions toutefois une omission sans excuses, si nous n'ajoutions par un dernier exemple à ceux qui précèdent, en faisant connaître l'établissement, l'Ecole Publique de l'Etat de Michigan pour les Enfants assistés, ainsi que les rapides progrès accomplis cet Etat sous l'impulsion de ses meilleurs citoyens, en tête desquels se place, en cette œuvre, le Sénateur Randall, de Caldwate,

Théophile Roussel

Sénateur

Voir les nos 451, 452, 453 Sénat, Séance du 11 juillet 1882,

l'église et à l'école du dimanche.

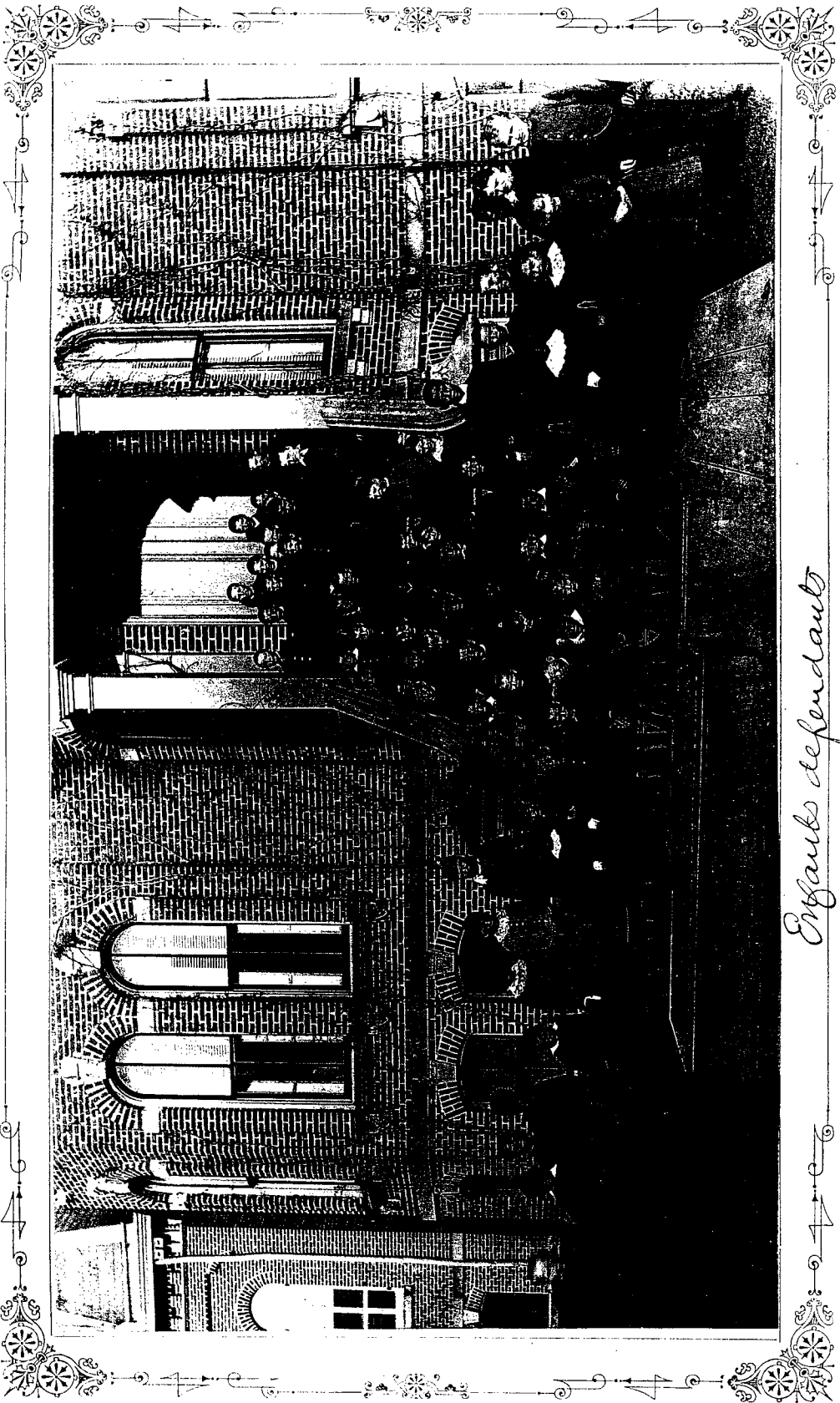
Dans chaque comté de l'Etat, il y a un Agent nommé par le gouverneur qui examine les conditions que présente la famille que s'offre pour recevoir l'enfant et qui décide s'il est convenable de l'y placer ou non. Cet agent doit, une fois par an, faire rapport au directeur de l'école sur l'Etat dans lequel s'trouve l'enfant placé, et la personne chez qui il placé doit également en rendre compte une fois par an. S'il arrive que l'enfant soit mal placé, on le reprend et on le place dans une autre famille, ou on le renvoie dans l'école, jusqu'à ce qu'une famille convenable puisse être trouvée. L'Agent de l'école visite également les enfants dans les familles qui les ont reçus et ces visites ont toujours des résultats favorables. Pendant leur minorité, l'Etat comme un tuteur fidèle, veille sur ces enfants qu'ils

Mary Carpenter.

Mademoiselle Mary Carpenter, philanthrope Anglaise
tant regrettée, qui a laissé des souvenirs si
beaux et si sacrés, dont la vie de travail et d'amour
pour les enfants des pauvres ne saura jamais
être oubliée, l'honneur de sa chaleureuse approbation.

Dans une lettre qu'elle m'a fait l'honneur
de m'adresser elle disait: "C'est avec un vif
plaisir que j'apprends que dans votre Etat,
le principe est établi que les enfants qui
n'ont pas de tuteurs naturels sont les filles de
l'Etat, et qu'ils doivent recevoir une éducation et
non pas être envoyés à la maison des pauvres x x x

C'est le principe que je me suis efforcée de
faire clair au Parlement depuis un quart de
siècle."



Enfants dependants

Soient malades ou en bonne santé, dans l'école ou dans une famille, et remplit les devoirs des parents. Cette institution est loinde ressembler à celles qui existent dans les Etats de l'Est, qui ont acquis une réputation inméritée, en prenant soin d'un grand nombre d'enfants de rue, les envoyant dans des "homes" de l'Ouest, et négligeant de continuer une surveillance assidue, de sorte que bientôt ils tournent mal et deviennent des sujets propres à être envoyés dans nos écoles de réforme et dans nos prisons. Le principe éducatif du Michigan est que chaque Etat ou gouvernement doit pourvoir à l'éducation de ses propres ressortissants, et que l'Etat de New York et celui de Massachusetts n'ont pas plus le droit d'envoyer leurs ressortissants à d'autres Etats que l'Europe n'en a d'envoyer les siens en Amérique. Chacun sait d'ailleurs que l'envoi de vagabonds

Pauvreté.

O chère et douce Pauvreté! Pardonne-moi d'avoir un instant voulu te fuir. Comme on eût fui l'indigence; établis-toi ici à jamais avec tes charmantes sœurs la Pitié, la Patience, la Sobriété et la Solitude; soyez mes reines et mes institutrices; apprenez-moi les austères devoirs de la vie; éloignez de ma demeure les infirmités de cœur et les vertiges qui suivent la prospérité; Pauvreté sainte! apprends-moi à supporter sans me plaindre, à partager sans hésitation, à chercher le but de l'existence plus haut que les plaisirs, plus loins que la puissance. Tu fortifies le corps, tu raffermis l'âme, et grâce à toi, cette vie laquelle l'opulent s'attache comme à rocher devient un esquif dont la mort peut dénouer le cable sans éveiller notre desespoir. Continue à me soutenir, Ô toi que le Christ a surnommé la Bienheureuse!

Emil Souvastre; Philosophie Sous les Toits

dans notre pays a souvent été le sujet d'exchange de notes diplomatique et de traité entre lui et certains gouvernements européens. Le Michigan n'envoie aucun de ses enfants hors de son territoire.

Le tableau suivant est extrait des rapports mensuels sur la marche et l'activité d'école depuis son ouverture. Nous plaçons les enfants à l'essai pendant soixante jours. La plus grande partie de ceux qui ont été renvoyés dans leur pays étaient atteints de maladies chroniques de faiblesse d'esprit ou avaient des tendances criminelles, et n'auraient jamais dû être envoyés dans notre école. Nombre d'entre eux cependant sont devenus capables de suffire à leur entretien et se conduisent d'une manière satisfaisante. Le mariage de la jeune fille met un terme au rôle de protecteur de l'Etat. Ceux qui sont adoptés

Pauvreté.

J'aime la Pauvreté parce que Jésus Christ
l'a aimée. J'aime les biens parce qu'ils
donnent moyen d'en assister les misérables.
Pascal.

légalement par des parents nourriciers ont
les mêmes droits que s'ils étaient les véritable
enfants de ceux qui les adoptent. Le nombre
de ceux qui n'ont pas donné de leurs nouvelles
pendant une année est attribué le plus souvent
au fait que les premières années les rapports
n'étaient envoyés qu'une fois par an. Sous le
système actuel les rapports étant communiqués
tous les six mois, le nombre de ceux dont on
ignore la conduite va se réduisant rapidement
et bientôt il n'y en aura plus que très peu.
Les rapports nous démontrent que presque
tous les enfants placés dans les familles ou
adoptés se conduisent bien, et dans nombre de
cas, il y a entre eux un attachement aussi
fort que celui qui unit des enfants à leurs parents
naturels. Nous possédons nombre d'exemples
d'enfants qui racontent eux-mêmes d'une manière

Pauvreté.

Poverty is that wonderful and terrible trial from which the feeble come out infamous, from which the strong come out sublime: the crucible into which destiny casts a man whenever she desires a scoundrel or a demigod.

Victor Hugo.

touchante comment ils ont été sauvés d'une ruine morale par les moyens éducatifs de l'école mais nous ne pouvons naturellement parler que de généralités. Nombre de jeune filles de familles très obscur sont maintenant de jeunes dames cultivées, aimées et respectées. Quelques-unes d'entre elles sont héritières de grandes propriétés. Nombre de jeunes garçons sont indépendants et suffisent à leur entretien.

Le Bulletin suivant démontre aussi clairement que le bilan d'une banque d'Etat, les changements qui se sont produits dans l'institution, année après année, et ce compte rendu ne sera pas examiné sans intérêt. Nous avons un rapport journalier, mais nous ne citons ici que le bulletin mensuel:

Concepcion Arenal!

Monsieur!

xxx Je connaissais vos travaux publiés dans le Bulletin de la Société Générale des Prisons, et j'ai reçu les "Circulars of Information" et dont je vous remercie bien. Si l'âge, la maladie et le malheur me permettent terminer un livre sur le Paupérisme, j' citerais comme modèle l'Etat de Michigan pour tout ce qui a trait aux enfants pauvres. Vous ne faites seulement une grande œuvre! Vous donnez aussi un grand exemple à tous les peuples, et que (Je l'espère) il ne sera pas perdu. A présent, les hautes intelligences, et les nobles cœurs, pensent et palpitent et travaillent pour la patrie de l'avenir, c'est à dire, pour tout le monde. Je profite cette occasion pour vous donner la sœur de ma sœur paternelle et haute considération Concepcion Arenal
 M. C. D. Randall,
 Gijón (Espagne) le 19 Août. 1884

Etat de situation en Dec. 1889.

Reçus depuis l'ouverture de l'Ecole		
en Mai 1874 - - - - -		2607
Étaient placés dans des familles		
le premier de ce mois - - -	883,	
De ceux-ci sont devenus capable		
de s'entretenir par leur travail pendant		
le mois - - - - -	38	
Placés dans des familles à l'essai		96
dont le domicile actuel est inconnu		5
Total de ceux sur lesquels on		1022
attend un rapport		
Restant dans l'institution à		
cette date	183	
Total des élèves - - - - -		1205
Renvoyés dans leur comté		313
décidés dans les familles ou		84
à l'Ecole depuis 1874		
Adoptés légalement		197,
ont Atteint l'âge de 21 ans		141
Filles mariées		39
De ceux-ci sont devenus capable		
de s'entretenir par leur travail		
depuis 1874		298
Renvoyés à leur parents		
depuis 1874		330
Total		2607
		2607

L' Ecole Publique de l' Etat de Michigan.

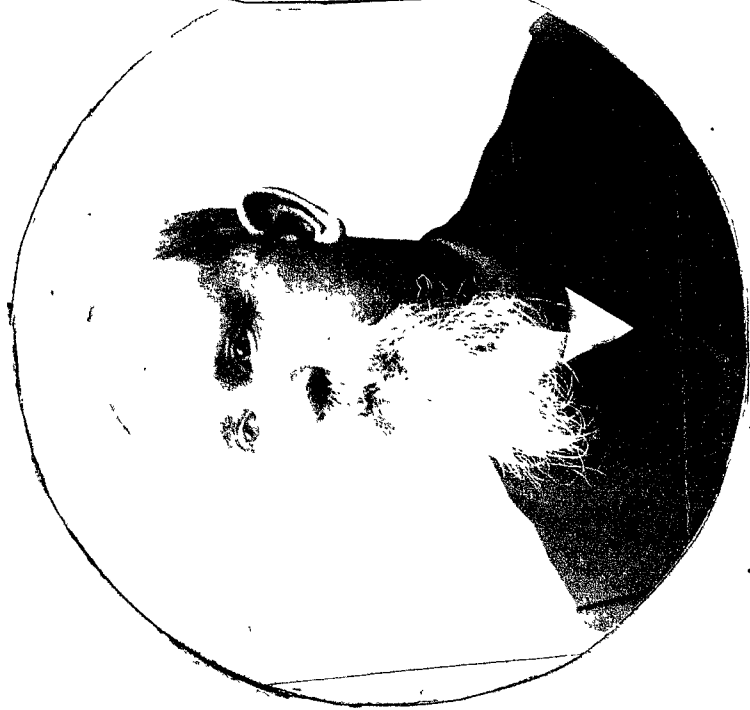
Pensée.

*L'abandon de la jeunesse est la vraie
cause de sa precoce perversité.*

1819

M. Bigot de Reamouren.

L' Ecole Publique de l' Etat de Michigan.



Isaac A. Fancher
Attorney at Law
Mount Pleasant, Mich.



C. D. Randall
President of the Southern Michigan
National Bank
Calumet, Mich.



H. J. Hollister
Cashier of the Old National Bank
Grand Rapids, Mich.

22
L' Ecole Publique de l' Etat de Michigan.

Cette Ecole est sous la direction d'un comité de contrôle (Board of Control) nommé par le gouverneur de l'Etat, confirmé par le Sénat. Il se compose de trois membres qui sont actuellement,

Isaac A. Fancher, Mount Pleasant Mich.

Harvey J. Hollister, Grand Rapids "

C. D. Randall, Calumet "

Le comité choisit et nomme le directeur de l'établissement et tous les autres fonctionnaires, qui occupent leur places aussi longtemps que cela convient au comité, celui-ci a également la compétence de fixer le salaire annuel des employés, trois fois avec l'approbation du gouverneur. Le comité est composé d'hommes d'affaires qui se renouvellent à l'institution une fois toutes les six semaines, tandis que le directeur ayant la mission de faire observer les règlements et de surveiller les

Bornat!

C'est un droit, en même temps qu'un devoir pour la nation de venir au secours de ces enfants, il ne faut pas que le malheur ou la faute de leurs parents leur ferme l'entrée de l'école et les prive de toute éducation morale.

Cet droit et ce devoir sont surtout un péril dans les pays où tous les citoyens, sans distinction sont admis, par le suffrage universel, à la vie publique. L'enfant mal élevé ne peut devenir qu'une cause de trouble dans société; or s'il, vagabond, il sera bientôt criminel: on ne pourra même pas lui demander un compte sévère de ses actes, si on l'a laissé de pourvoir de tout enseignement.

M. Victor Bornat

Sur l'Education, Adoption, et Conception des Enfants Pauvres, etc.

différents services, réside dans l'école même.

Le membre du comité nommé en dernier lieu, résidant en ville, exerce les fonctions de secrétaire-caissier; il est journellement en relation avec le directeur au moyen du téléphone ou à l'école.

L'auteur du présent rapport présente en fit passer en 1871 au Sénat du Michigan, dont il était membre, la loi en vertu de laquelle notre école publique fut créée, et depuis 1873 il a été membre résidant du comité, secrétaire et trésorier, consacrant beaucoup de temps et de travail à cette œuvre bien qu'il soit aussi très occupé dans les affaires de la banque.

En 1876, je disais, dans un mémoire présenté au Congrès national des frères à New York, deux ans après l'ouverture de cette école, mémoire sur lequel s'appuyait M. Brown de L'Huy lorsqu'il prononça le discours auquel j'ai fait allusion.

Charité Privée?

La loi ne peut pas, ne doit pas, laisser tout faire à la charité privée; une législature s'honore quand elle insère dans nos codes un nouveau moyen d'améliorer le sort des hommes.

M. Marbeau

à la Chambre des Députés en
1846.

"Une carrière présente toute une telle utilité qu'elle ne peut être appréciée même à sa juste valeur, est maintenant ouverte par notre école publique pour les enfants des pauvres, et elle grandira dans la faveur populaire et sera appréciée par les classes déshéritées pour lesquelles elle est destinée; c'est là femme conviction des hommes et des femmes les plus valables de notre patrie."

La longue expérience que nous avons acquise n'a fait qu'affermir cette conviction et nous a donné une confiance toujours plus grande dans les mérites de notre système éducatif.

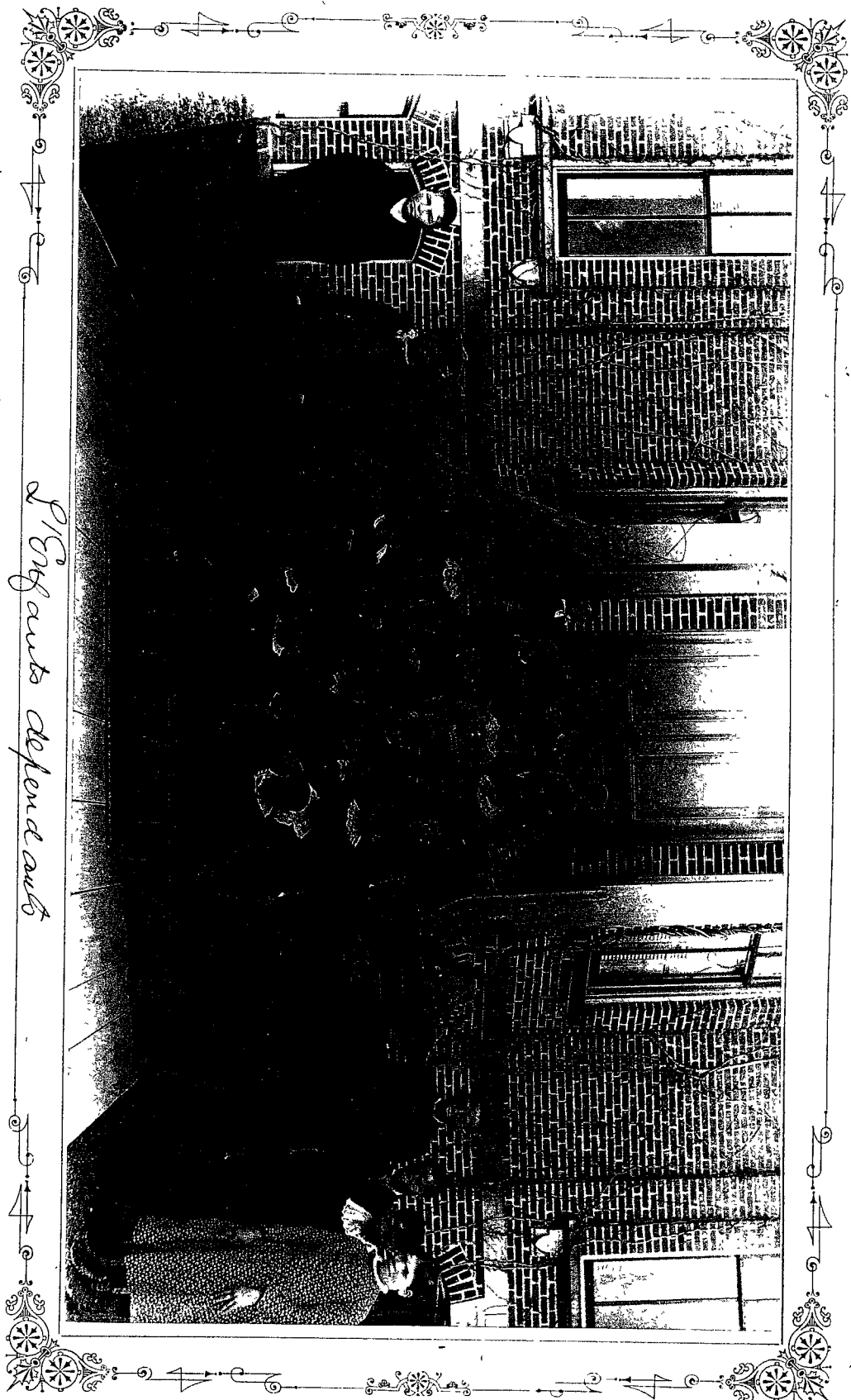
Nous sommes convaincus que les principes qui sont à la base de notre école publique sont justes, et que toute faute qui peut se produire provient principalement d'un manque de savoir-faire et de zèle dans l'administration et l'application des lois.

L'Ecole Publique de l'Etat de Michigan.

La Verité.

Tel enfant qui, bien élevé, deviendra bon père
de famille, sera, si on l'a abandonné au vagabondage,
un pensionnaire de l'hôpital ou de la prison.

M. Victor Bouvrat



L'Enfant dépendant

L'Ecole Publique de l'Etat de Michigan.

et des reglements.

Plus la loi sera exécutée sérieusement et consciencieusement, plus les résultats sont heureux et satisfaisants. Et avec le cours des années, aidés par les expériences du passé, nous espérons que nous perfectionnerons nos méthodes et nous sommes persuadés que nous arriverons à des résultats meilleurs et toujours plus complets. Le passé nous encourage et l'avenir nous sourit, de sorte que nous marchons en avant avec courage. Nous éprouvons un légitime sentiment d'orgueil en pensant que le Michigan est le premier des Etats qui ait entrepris une œuvre semblable, celle de créer et de maintenir un foyer ("home", d'Education où les enfants abandonnés (non criminels) font un séjour temporaire, de leur assurer les moyens d'existence et de veiller à leur bien-être pendant leur minorité. Au certain

Robinson Crusoe.

Les enfants de tout individu sont, à quelques égards, les enfants de l'Etat; il a droit de surveiller leur éducation; ce n'est pas une tâche des fatigues; elle est celle des Républiques célèbres par la liberté de leur gouvernement.

Daniel de Foë

L'auteur de Robinson Crusoe.

nombre d'Etats ont adopté notre système; Rhode Island, Minnesota et Wisconsin.

Les enfants sortant d'une école de l'Etat sont facilement placés tandis que s'ils sortaient d'un de pauvres on ne s'en soucierait pas du tout. L'on n'a pas de préjugés contre un enfant sortant d'une école de l'Etat. Le fait qu'il y a été admis ^{est} plutôt un certificat de moralité et une preuve qu'il n'est atteint d'aucune maladie chronique ou mentale. L'indigence seule est la cause qui a motivé son placement dans cette école. Ainsi nous voyons par expérience que des personnes de la classe riche et cultivée offrent pour recevoir des enfants dans le sein de leur famille. Ils ne sont placés que chez des personnes qui ont le moyen de les entretenir et de leur donner une bonne éducation.

Dans notre école publique, nous ne plaçons que

Sir Walter Grafton.

Il a très bien compris que le meilleur moyen
de diminuer la population des prisons et d'empêcher
le vagabondage et la mendicité des enfants.

des enfants abandonnés innocents et c'est pourquoy
cette institution fait partie de notre système
général d'éducation : elle est la première
phase de notre système scolaire du Michigan,
et là, grâce à son excellente organisation, un enfant
peut commencer son instruction et, s'il est studieux
et persévérant, il peut plus tard la compléter
dans notre grande université à Ann Arbor.

Je ne connais et n'ai ouï parler d'aucun
autre système supérieur à celui dont nous venons
de parler.

Il y a peu d'ant ces dernières années un mouvement
général en faveur de la protection que réclame
l'enfance malheureuse, et un sentiment de la
nécessité qu'il y a de les sauver de l'abandon
et du crime. En Angleterre, il y a eu Mary Carpenter
qui a laissé dans son pays des monuments imper-
issables de son œuvre. Il y a eu en France,

Enqurt Ordonne.
Par la Constituante.

Si c'est un devoir impérieux de secourir la
vieillesse, c'est un devoir encore plus impérieux
de ne pas négliger l'enfance.

M. Bourmat, le vicomte d'Haussonville, M. Brugan,
le sénateur Roussel, M. Desportes et d'autres. Les
honvraes continuent à citer encore une longue liste
d'ardents protecteurs des enfants pauvres, tra-
vaillant pour les mesures preventives, comme
moyen plus sûr, et bien plus économique que
la correction ou la punition.

Nous considérons les institutions comme des moyens
auxiliaires et non comme des homes permanent. Lur
Stago prolongé dans ces institutions a pour visent tot
de rendre l'enfant tout a fait dependant et ce
n'est pas notre intention de lui permettre d'y rester.

L'enfant doit aller dans le monde, etre mêlé
à son semblables, lutter dans le combat de la vie,
apprendre a supporter les épreuves et la jouir che
bonheur, éprouver la victoire comme la defaite
et de cette manière son caractère se développer.
il aequerra l'indépendance l'initiative le respect

Proposition d'Or.

Et, de plein droit, sous la protection
de l'autorité publique tout mineur de
l'un ou l'autre sexe qui se trouve
abandonné, délaissé ou maltraité,

ou,

Tout mineur non émancipé, de l'un
ou l'autre sexe, matériellement ou moral-
lement abandonné ou maltraité, est placé
sous la protection de l'autorité publique.

Art. 1^{er} de la Proposition du 27 Janvier 1881.

Rapport de M. Roussel, Sénateur
No 451. 1882

et le gouvernement de lui-même
Cependant, les expériences qui ont été faites prouvent
que cette œuvre est digne d'intérêt qu'on
lui porte, et que le "Système du Michigan" repose
sur des bases rationnelles.

En premier lieu, au point de vue économique,
il est établi que la moyenne de dépense, par enfant,
y compris les frais d'entretien et d'éducation,
ne dépasse pas 100 dollars, par année. Tandis que
cette moyenne est 120 dollars dans les maisons
de pauvres du comté.

Secondement, il est prouvé que les enfants sortant
de cette école trouvent plus facilement des familles
qui veulent les recevoir, que ceux qui, pendant
un certain temps, ont été élevés aux frais de l'Etat.

Dans une maison de pauvres du comté, trois
enfants sont restés, ensemble aux frais de l'institution
pendant 29 ans, tandis que dans notre école, ils
sont rapidement élevés et peuvent être placés

No. 451

Sénat, 1882

Il importe assurément d'améliorer l'éducation correctionnelle; mais c'est seulement en organisant un système d'éducation préventive qu'on peut influencer notablement sur le développement moral de notre jeune population et arrêter dans son sein ce flot montant de délits et de crimes dont l'opinion publique est alarmée.

Théophile Roussel
Sénateur.

au bout de quelque mois dans des familles qui se chargent à partir de ce moment, des frais qui incombent à l'Etat.

Troisièmement. Au point de vue humanitaire l'efficacité de ce système est susceptible de grandes contradictions. Mais, on ne peut nier que notre institutiv fait obtenir de très-beaux résultats, car il est évident que, grâce à leur admission dans notre établissement, nombre de ces enfants ont été sauvés du feu per-sonne et du crime. Et après tout, le point de vue humanitaire n'est-il pas le plus élevé non-seulement à cause de ses conséquences économiques, mais surtout à cause à cause de ses conséquences morales? La question d'humanité ne peut être séparée de la question économique, car c'est en élevant le niveau des conditions spéciales qu'on arrivera le plus sûrement au bien-être moral des peuples et des individus.

C. J. Randall,
Calumet Michigan U.S.A.

L' Ecole Publique de l' Etat de Michigan.

No. 451

Sénat, 1882

L'opinion dominante partout aujourd'hui
à échanger sur la nécessité de l'éducation
préventive et forcée, suivant l'expression
allemande (*Zwangs-Erziehung*) était exprimée
dans un rapport présenté au Congrès
Pénitentiaire de Stockholm, par M.
Randall, secrétaire et trésorier de l'Ecole
de Caldwate, Michigan.

Theophile Roussel
Sénateur.



*Wesley Sears
Superintendent*

Report of Superintendent.

BY Wesley Sears, Supt.

Officers of the Michigan State Public School.

The officers of the State Public School are the Superintendent, the State Agent, the Clerk, and the Matron. In another part of this report will be found specified in detail the duties of the State Agent and the Clerk. I purpose to speak briefly of the duties of the Superintendent and the matron, shall call attention to some peculiarities of our work and shall outline a day's work as performed at the Institution.

Superintendent.

The chief officer of the school is the Superintendent. His duties are defined by law and by the regulations established by the Board of Control. Under the general direction of the Board he has the constant and immediate oversight of all the departments of Institution work. He is held responsible for the punctual, exact, and faithful performance of duty on the part of all em-

ployes.

All correspondence is conducted under his direction and by his authority children may be placed in homes on indenture, may be transferred from one home to another, or returned to the school.

By authority of the Board of Control he purchases supplies, provides for the making of the clothing, prescribes the diet and the discipline, purchases appliances and apparatus for school-work and establishes the course of study. At each meeting of the Board he submits a written report of the work of the school and makes such recommendations concerning employes and the disposition of children as he may deem wise.

While the Superintendent may indenture children, he can not cancel those indentures, neither can he restore children to their parents, declare them self-supporting, nor return them to the counties from which they came-the authority in such cases being vested in the Board of Control.

So far as possible it is the design to conduct the

school on the family plan-the Superintendent being the head of the family-and all employes are expected to work in harmony with the management of the Institution and aid in carrying out the intent of the law governing it.

The Matron.

The matron's duties are defined by the regulations established by the Board of Control. She has charge of all domestic matters including the condition of the main building, cottages, hospital, school-house, and laundry. She supervises the cooking, dining, laundry, cottage, sewing, and supplies departments. All supplies are placed in charge of the matron who disburses them upon requisition of employes, the matron keeping an accurate account of the disposition of the same. She orders the kinds and amount of clothing necessary and condemns worn out clothing, giving other garments in exchange.

Children received are furnished their outfits for Institution use by the matron and when they go into homes she supplies them with such other clothing as may be

needed—every child taking to his home two full suits of clothes, one for every day and one for Sunday wear.

The duties of the matron are numerous and arduous. Her work brings her into intimate relations with the lady employes of the school and upon her tact and wisdom depends in large measure the efficiency of their work.

The work of the State Public School is unique. It was the first public Institution of its kind ever established which has necessitated the development of its own methods—the experience of other Institutions furnishing neither aid nor suggestions. With the exception of Rhode Island, Minnesota, and Wisconsin, wherein State Schools modeled after the Michigan system have lately been established, no other states are accomplishing a similar work.

The character of our work being unlike any other hitherto attempted has of necessity developed characteristic workers. Hence it is that the State Agency

connected with this school has no parallel among other Institutions. The work of the cottage manager also is the outgrowth of the cottage or family plan of constructing and conducting public Institutions. Here the cottage manager occupies a place analogous to that of the mother in the family, has responsibilities however extending to the care of from 20 to 30 children. She is more intimately associated with the children of her cottage than is any other employe and she wields a large influence over the children placed under her control. There is no more important position than that of cottage manager.

This school receives more than 300 children annually and during the same time more than 300 are placed in approved homes throughout our state. At the same time also not far from 200 children are at the Institution receiving its discipline and instruction. It will therefore be observed that, while the management of this school must carefully supervise nearly 1000 children

it has already placed in homes, it must also at the same time care for about 500 others annually.

This constant interchange of children, their reception, enrollment, discipline, and instruction while in the school, the judicious placing of so large a number, the satisfactory settlement of differences that will arise between guardians and children, the wise oversight of so many children scattered over so large a state, beside all the routine work which every Institution must perform—all this entails an amount of labor not readily comprehended by those who are familiar only with those Institutions whose inmates are received and retained for a definite period, and whose protection and watchful care cease when those inmates pass out into the great world.

A Day at the School.

At 5.30 o'clock A. M. in summer and at 6 o'clock in winter the rising bell rings. Scarcely does its last peal die away before every child is out of his bed and engaged in dressing. All employes whose duties begin so early in the morning are immediately at their posts

and the work of the day has begun in earnest. As soon as the children's toilet is completed the older boys go to the various departments of the school where detailed as workers—some to the barn to assist the farmers in their chores, some to the kitchen and dining rooms to aid in preparations for breakfast, others go to the laundry, the engine house, and still others remain at their cottages to assist the managers about the house work.

Employes working in the various departments of the school give such instruction to the children detailed to them as will teach the children to be industrious and helpful — two characteristics every child should possess.

Three-fourths of an hour after the rising bell the first breakfast bell rings. The children then gather in their respective cottages and complete their preparations for breakfast which is ready one hour after rising. At the stroke of the breakfast bell, cottage lines are formed and with military precision they march to the dining room in the main building where a meal of good substantial food has been spread. The cottage managers

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accompany their children to each meal, sit at the head of the tables and serve the food. When all is quiet and at a given signal every head is bowed and all join in saying grace. The children are not allowed to talk at the table and good table manners are always insisted upon.

While the children are eating, all the employes except the teachers and managers take their meals in an adjoining room. One-half hour is allotted to each meal at the expiration of which the children file back to their cottages in the same order as they came. The older children disperse to their various detailed duties and the younger go directly to the play grounds or engage in their games at the cottages.

Two hours after rising the children and employes have all completed their breakfast and from that time until 8.45 all at their morning tasks are busy, the domestic work in main building and cottages being quickly, systematically, and neatly done. The children are rendering such assistance as they are able. They are taught by precept and by example that labor brings its own reward and

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the truth of this maxim is established by the knowledge that experience brings.

At 8.45 A. M. the first school bell rings. This bell calls the children from their tasks and their play to their cottages where they are prepared for school and 9 o'clock finds them in their places ready for their school duties. Every child attends school five hours each day unless sick or too young to go. School hours extend from 9 to 11.30 A. M. and from 2 to 4.30 P. M.

The schools are regularly graded, all the work done is primary. Instruction is given by six skillful and experienced teachers who are supplied with the most improved appliances for school work. If not the best, certainly one of the best kindergartens in the state may be found at this Institution, where all the material necessary for successful kindergarten instruction is cheerfully furnished. At 11.30 the children return to their cottages and resume their work if any remains to be done or go to the play grounds.

Dinner is served from 12M. to 1 o'clock P. M.

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From 1 to 2 o'clock is a work hour and 2 o'clock finds the children again at school. During school hours the cottage managers are employed putting on the "finishing touches" to the house work, mending the children's clothing, or engaged in such other labor as their inclinations may dictate.

School closes at 4.30 P. M., supper is served at 5.30 after which the children enjoy a good play spell. Soon after supper in winter and before dusk in summer, after their prayers have been said, the younger children are put to bed - the older children enjoying their freedom upon the play ground or spending their evening in their cottage play rooms where the manager supervises their games, their reading, or their study. The hour before retiring is set apart for reading, study of the Sunday School lesson, review of the conduct of the day, gentle admonition, evening songs, and prayers. Such precepts are given as will aid the children to correct their faults and be of service to them in living better lives and lifting them to a higher plane of thinking and acting.

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With a kind "good night" they retire and at 8.30 P. M.

all are soundly sleeping the sleep of innocent childhood.

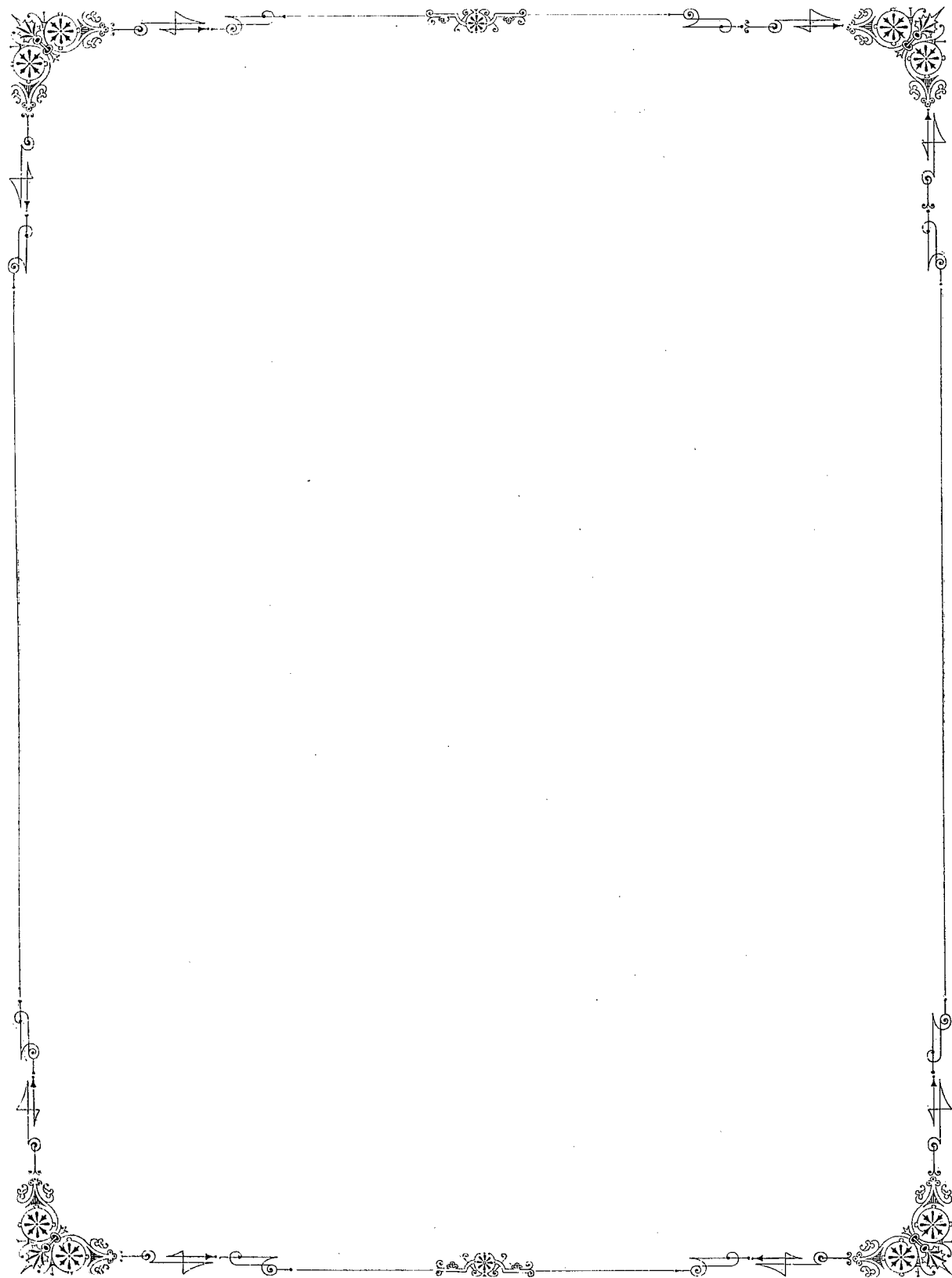
At ten o'clock P. M. taps are sounded for "lights out"

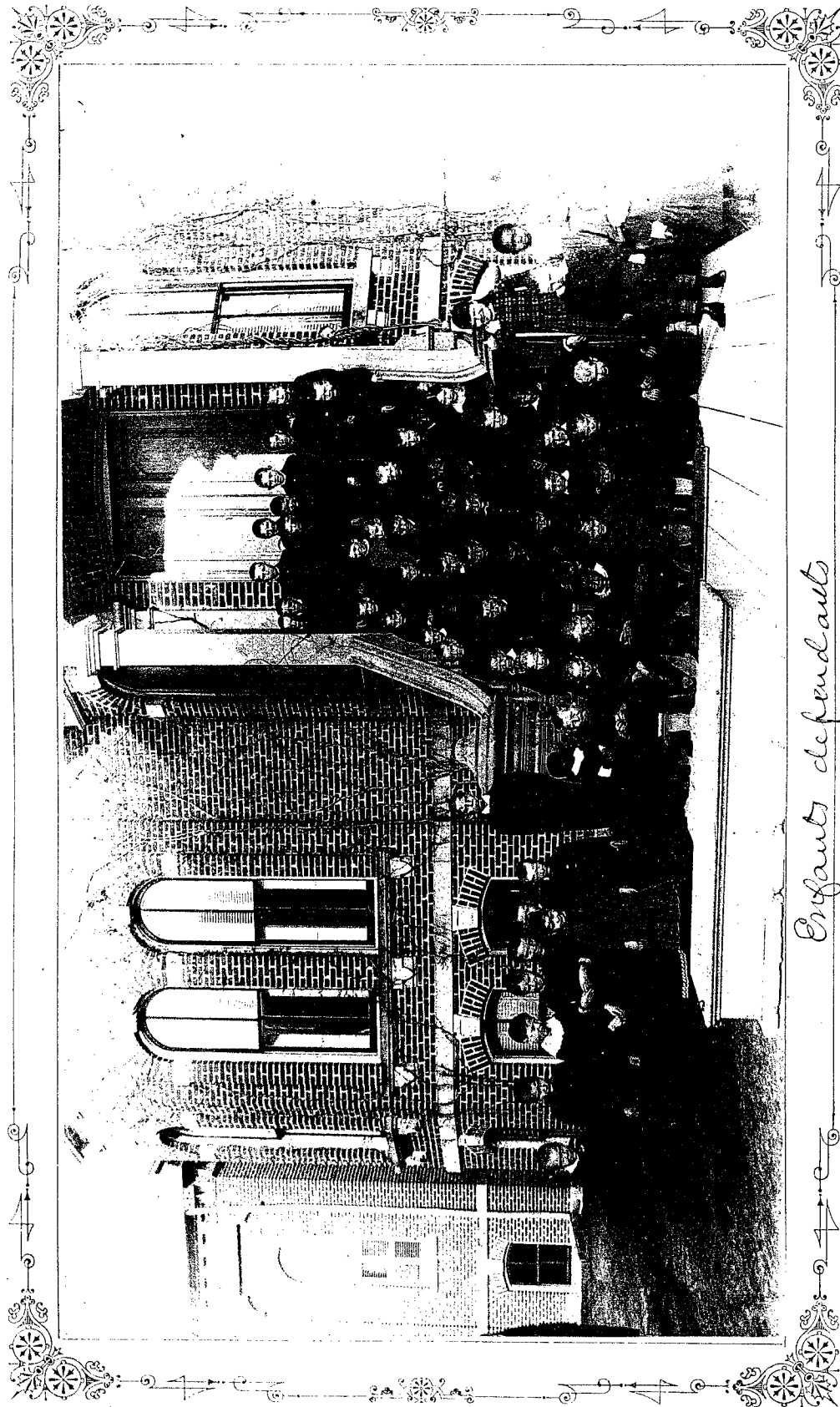
and all is quiet where a few hours before was intense activity.

On Sunday the older children that desire are permitted to go to church in the city. Chapel services are held from 10:30 to 12 M. and Sunday School from 3 to 4 P. M.

The day's work in the office has been done quietly though the time has been fully occupied. A large correspondence has received attention. Applications for children have been received and such instructions furnished applicants as desired. Children have been sent to homes on trial, others indentured, some have been received, enrolled and assigned to school and to cottage, some have been transferred from one home to another by correspondence with agents, complaints have been heard and prompt attention given to them. Orders have been issued to employes concerning their work and employes have been

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Enfants défendants

granted such courtesies as requested and in harmony with the Institution's regulations. The business of the office is large and only by constant activity can all its work be promptly and thoroughly done.

Two Pictures.

At three o'clock of an afternoon the door bell of the State Public School rings and a gentleman is shown into the office conducting two children.

Look on this picture:-

The children are poorly clad not to say ragged, their hair is unkempt, faces and hands need an introduction to soap and water, their bodies are pinched as if for food, both are in tears. The mother is dead and the father has deserted them. Friends have cast them off and, notwithstanding the heart of Michigan throbs in sympathy for these friendless ones, yet they pour out their sorrow in tears as they go among strangers.

They are sent to the Institution physician who makes a critical examination of their physical condition and who pronounces them healthy and intelligent. They

are then assigned to a cottage, given a full and thorough body bath, hair is clipped or carefully combed, and clean suits of clothes are put on. The following day they begin their school work and are detailed to do such physical labor about the school as may be necessary. Days lengthen to weeks and weeks to months. Comfortable well-to-do farmers make applications for children and our two late arrivals are chosen for the families. The day of their departure arrives.

Look on this picture:-

The children again appear at the office. They are dressed in suits that any child might envy - neatly fitting suits of gray woollen, not a shoddy piece of cloth in them, well made, substantial not expensive, neat not gaudy, faces and hands no longer soiled, no trace of tears, eyes sparkle with pleasurable anticipation, happiness is apparent in every word and motion. They are going home - to the good people who want them as their own. You are astonished at the metamorphosis accomplished in a few brief weeks. With a friendly pressure of

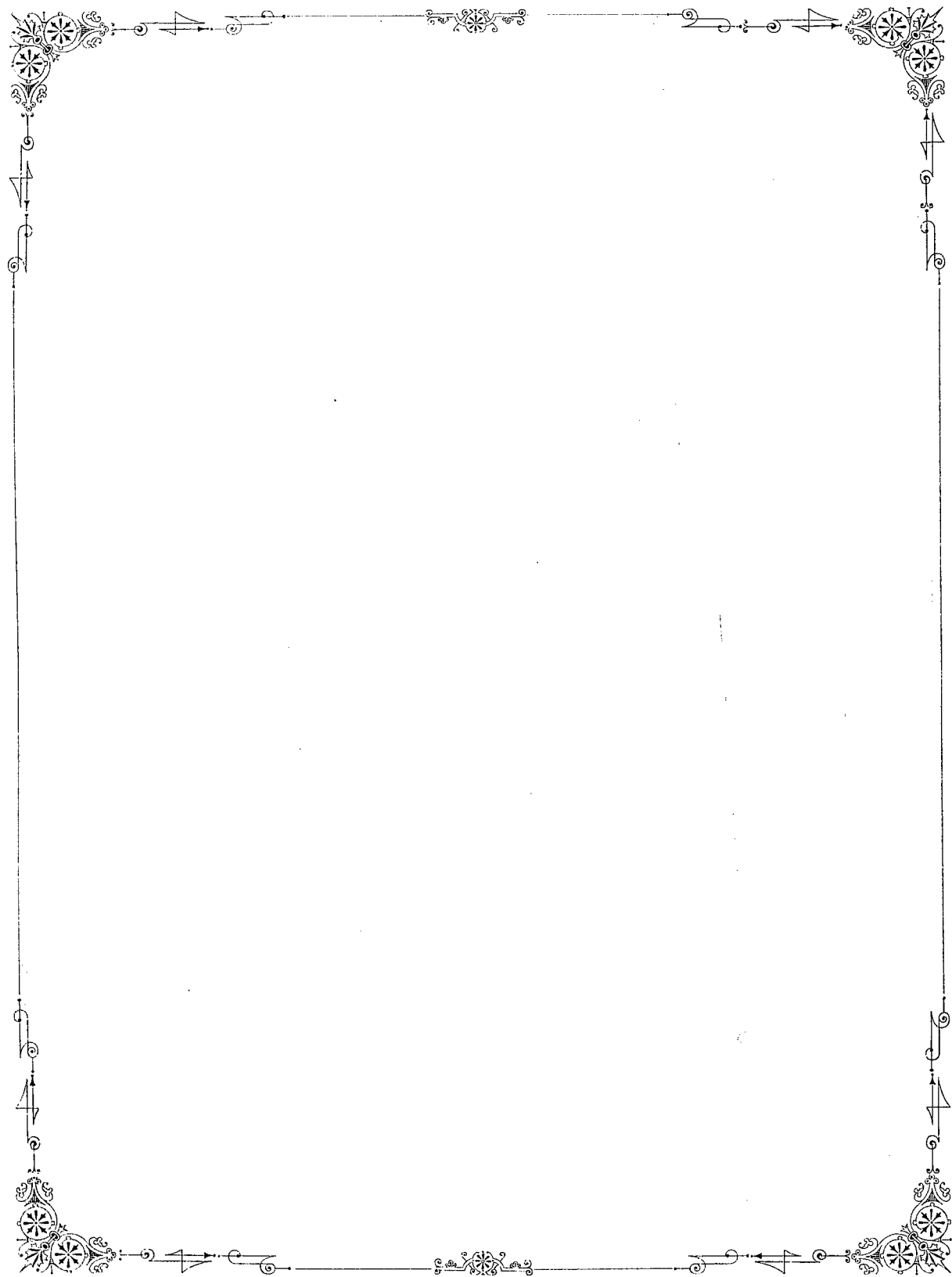
the hand, a kindly admonition, and a hearty "God bless you" they leave the Institution never to return.

After years find these two children grown to man's estate, filling honorable positions in society and in business.

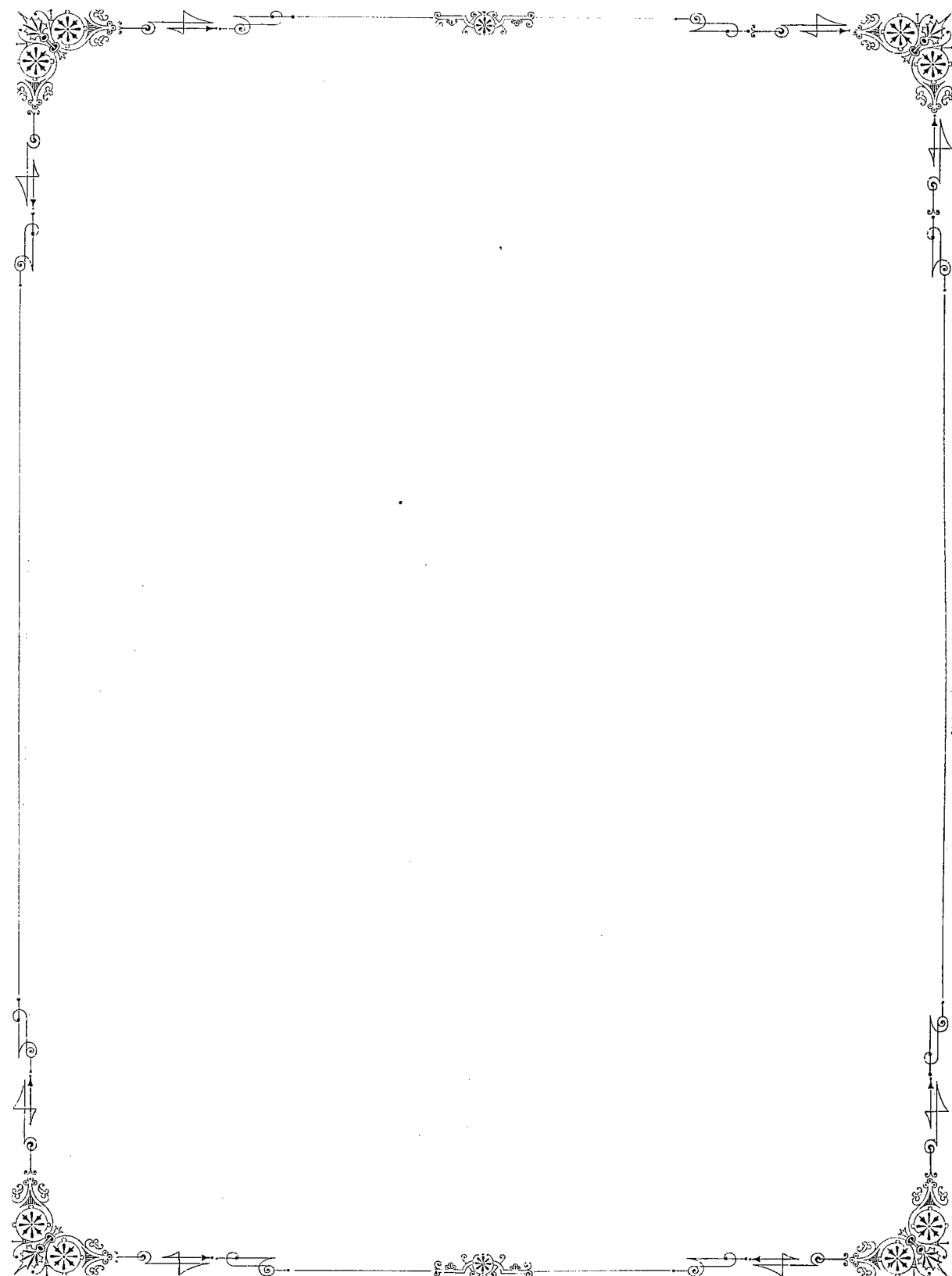
Do you say these pictures are overdrawn? Instances of greater interest are multiplying in our experience every day and many a boy and girl are now looking back over the years and blessing the day when a merciful State took them, gave them a temporary home at the school, and then placed them in homes where they have had a chance with the boys and girls who have never left the parental roof.

Such work the Michigan State Public School is doing not relying upon but making precedent. It is true that discouragements lie along the way, but salvation is surely brought to many who, but for the beneficent provision of a wise people would go down to eternal shame.

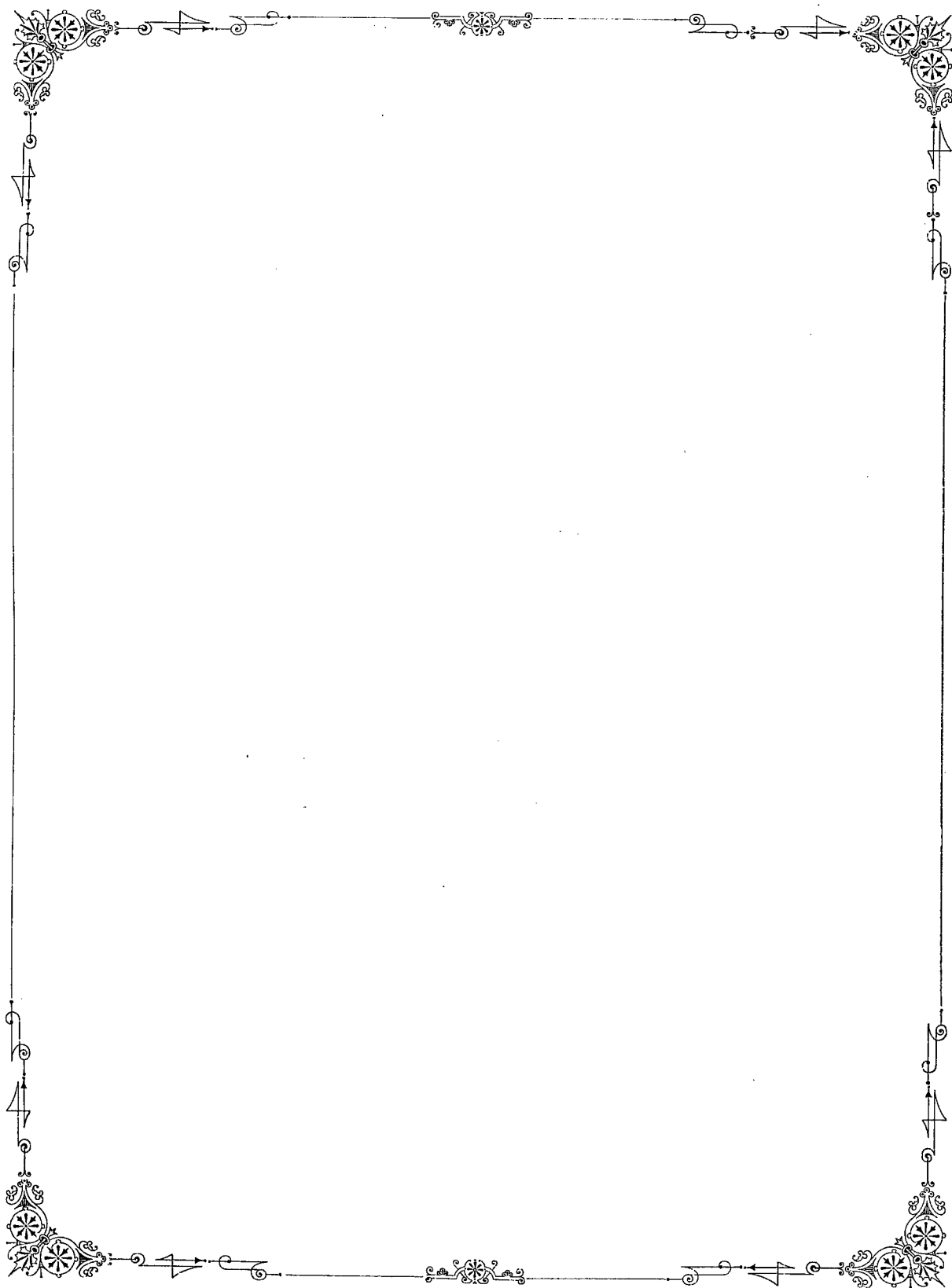
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The Clerk's Department of the
State Public School.

By Miss Ella F. Corwin, Clerk.

The clerk's work of the State Public School may be divided into three parts: first, work on the records; second, correspondence; third, miscellaneous work that each day brings forth.

Owing to the various forms of the work several sets of books are necessary.

First, those in which records are made when a child is received into the school.

Second, those in which we record the indenture of a child.

Third, those in which we record the fact that a child has ceased to be a ward of the school.

First,- Upon the reception of a child into the school, we first record his name in what is known as the Reception book, and in this book each child is given a num-



Miss Anderson, Miss Corwin, Miss J. Anderson, Miss Dr. Marx, Miss S.B. Gorman, Teacher, Physician, Teacher, Y. Kintygarlin

Un group d' Employes.

ber, which follows him throughout all the records. At the close of the year ending Dec 31, 1888, 2607 children had been received since the opening of the school and the last child received was numbered 2607. An abstract of facts regarding parents and child is also given in this book and by a few minutes' study one can ascertain how many children are of parents who were intemperate, or criminal, or how many are orphans or half-orphans, and the nationality, if given on the Order of admission.

Next comes our Children's History which now consists of 4 Volumes of nearly 800 pages each - we have used the last volume but one year. These books are 16 inches long, 11 inches wide, and 3 1-2 inches thick. Each child is given one page in the history, which page is numbered to correspond with the Reception Number given him in the Reception Book. Upon the page is recorded the full name, age, date of birth, date of admission, of the child together with any facts known of the history of parents or child. When the child leaves the

school and becomes indentured, the fact of the indenture is recorded on this page and the nature of all subsequent reports from guardian, agent, or county agent, together with any other matters of interest which may be learned in regard to the child. When the child ceases to be a ward of the school, that fact is recorded and no more entries are made upon the page. Following is a copy of page 92, Vol. 1, and the record of the 92nd. child received into the Institution. It may be taken as a fair sample of the history of our wards.

Date of admission, July 7, 1874.

Name, Mary E. C.

County, Wayne.

Born July 4, 1868. Father is dead. The mother is an inmate of the County Poor House, where Mary has been maintained one month. Indentured Jan. 30, 1875 to Isaac

A. Brown of Hudson, Mich. Aug. 19 1875, Reported doing nicely. Jan. 1876, Mary visited the school with her adopted mother with whom she seemed very happy and who treated her as an own child. Sept. '79, Doing well in

every respect. Aug. '80, Doing excellently; in school

9 months. Aug. '81, Report extra. Excellent home.

Aug. '82 Agent reports Mary a promising girl and doing unusually well. May '83. Guardian's report very good.

Sept. '83. Agent says this child has an excellent home and is well cared for in every respect. April, '84. Guardian's report good.

July '84. Agent reports that Mary has gone east with her guardian. He makes a very good report.

Feb. '85. Guardian's report fair. March '85.

State Agent makes a very good report. Mary is called Nellie Brown. The home is an unusually good one and

Mary is being brought up in the right way. April '86.

Good report from guardian. July '86. Agents report

good. Nov. '87. Co. Agent's report good. March '88.

Guardian's report excellent. April '88. State Agent's

report good. Dec. '88. Guardian's report good. Mary

is now teaching school.

Mary will be of age on the 4th of next July when she

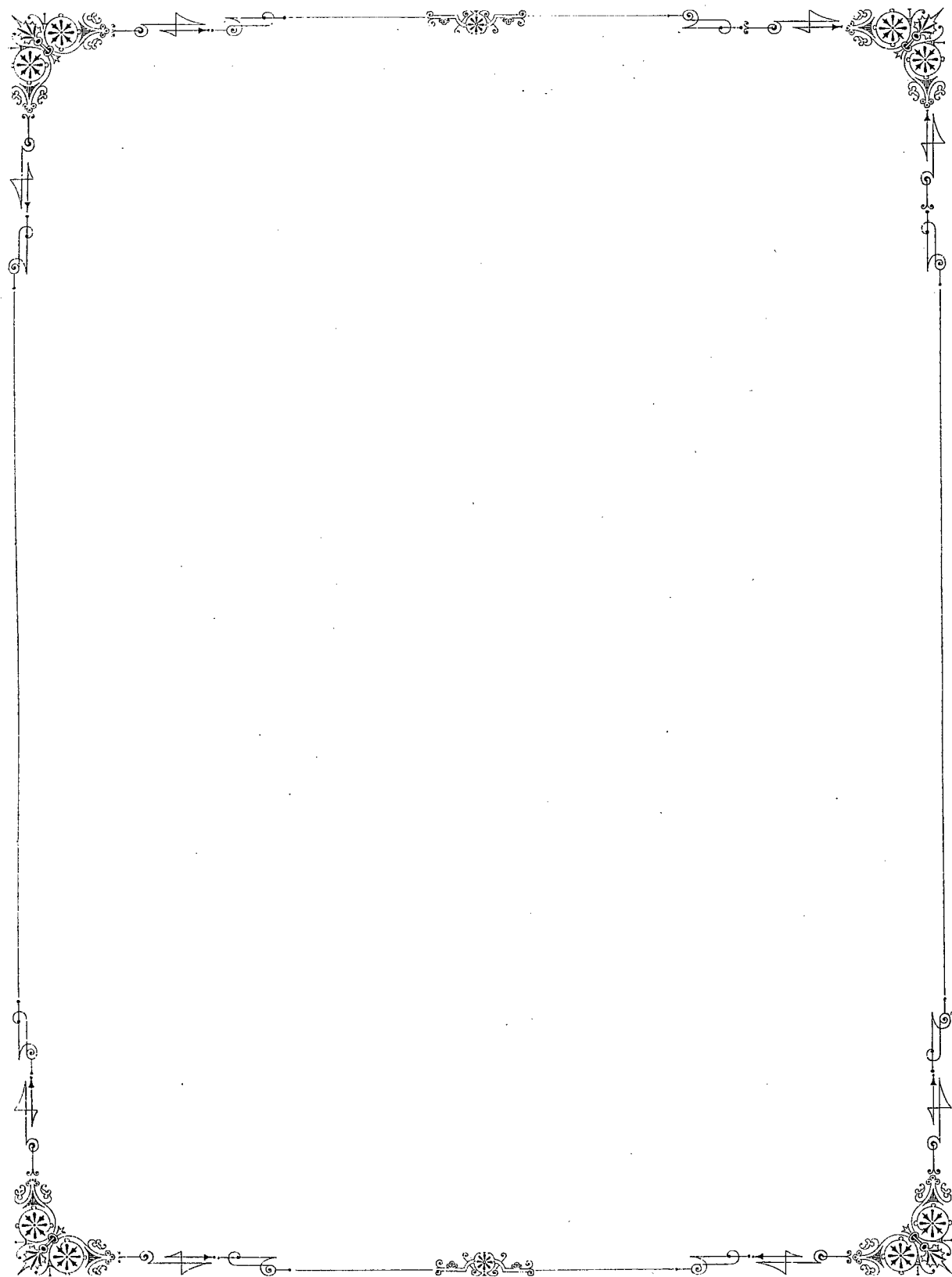
will no longer be a ward of this school.

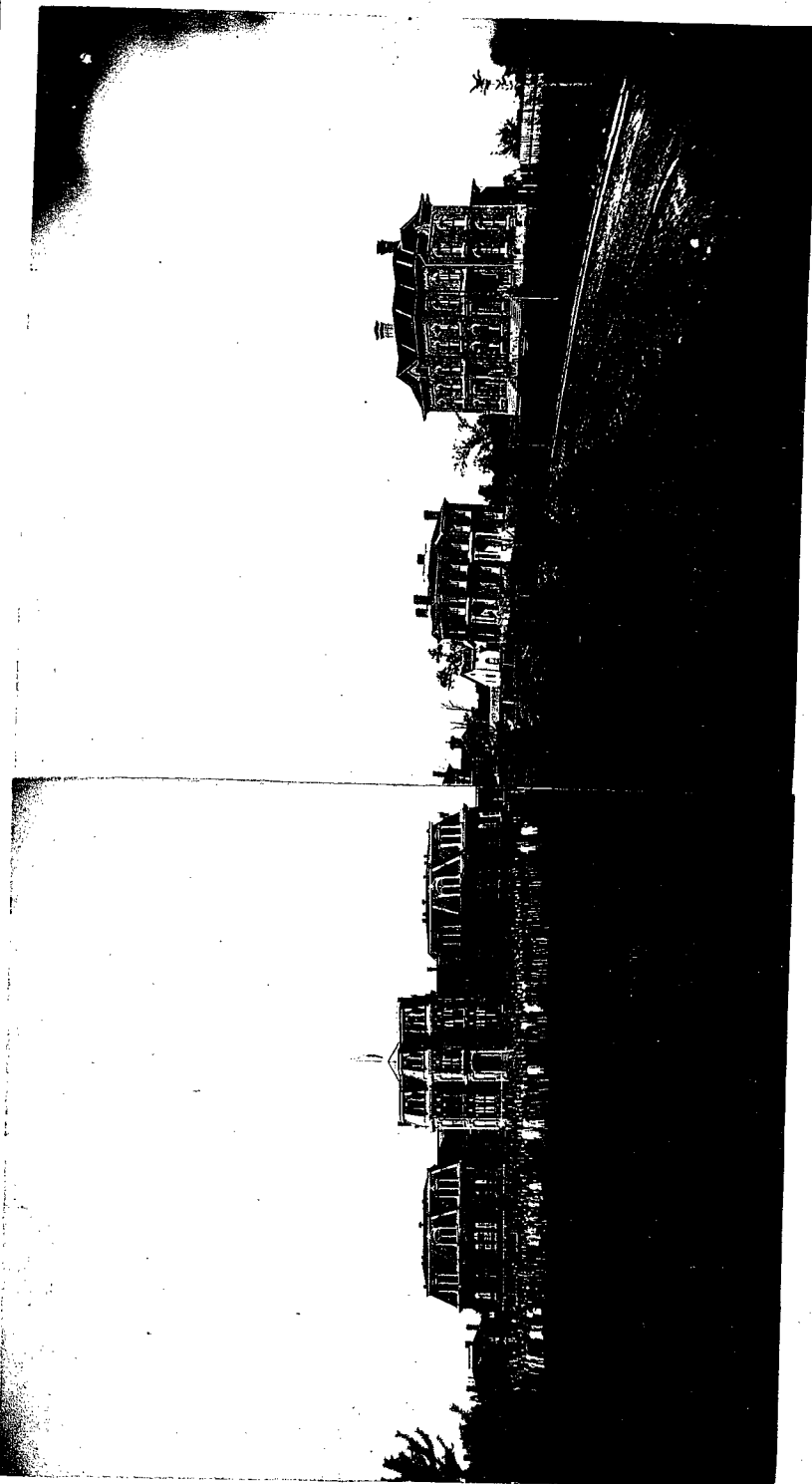
We also keep a record of the time at which each child will become of age and at the end of each month we examine the record and all who have become of age through the month are so recorded in the necessary books and papers placed in the proper file.

Second:- Indenture records.

I have already mentioned the fact that all indentures are recorded in the history. They are next recorded in the indenture book and in this book each child receives a new number known as the "Indenture Number". Simply the date of the indenture, names of child and guardian, post office address, and county are given. There were Dec. 31, 1888, 1995 children indentured. The great majority of these have been indentured but once, some twice, some three, four, five, six, and one, seven times. Each has but one indenture number however and our indenture book is so printed that all new indentures can be recorded without re-writing the number or name. We also record the indenture of the child in the County Record Book. Each of the 84 counties of the state has a space

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accorded to it and children have been placed in nearly all of them. Each county agent must keep a record corresponding to our record of children placed in his county and he is notified of any change in residence of guardian or child and is also notified if, for any reason, the child leaves or is transferred from the home.

We also record the time of the expiration of the indenture in a book provided for that purpose. This time corresponds to the time of reaching majority when the child is indentured until of age. Sometimes however children are only indentured until eighteen and are then, especially boys, almost invariably able to care for themselves, in which case they are formally declared self-supporting, which involves record of that fact in all books in which their names are found together with the entry of the names on a list of all children who have become self-supporting. We follow the same formula in recording the facts of any of our children ceasing to be wards.

One of our most important records is our system of daily reports in which is kept a record of the number of

children present, number on trial, number received, and
number placed out each day.

The following is a statement of one day's report.

Boys received,	2
----------------	---

" returned from homes,	0
------------------------	---

Total number of boys received,	2
--------------------------------	---

Boys placed in homes,	2
-----------------------	---

" returned to counties,	0
-------------------------	---

" died,	0
---------	---

" restored to parents,	0
------------------------	---

Total number of boys placed out,	2
----------------------------------	---

Boys in the institution,	163
--------------------------	-----

" in homes on trial,	49
----------------------	----

" belonging,	212
--------------	-----

Girls received,	0
-----------------	---

" returned from homes,	0
------------------------	---

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52.

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Total number girls received, 0

Girls placed in homes, 1

" returned to counties, 0

" died, 0

" restored to parents, 0

Total number of girls placed out, 1

Girls in the institution, 26

" in homes on trial, 45

" belonging, 71

Whole number in the institution, 189

" " on trial, 94

" " belonging, 283

This may be taken as an example of our daily statement.

Owing to our constantly receiving and placing children,

hardly any two days statements are alike.

At the close of each month a summary is made which

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53.

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consists of a statement of the disposition of all children received since the opening of the school. The following is the summary for the month ending, Dec. 31, 1888.

Received since the school opened in May, 1874,	2607
On indenture the first of the month,	883
" " become operative during the month,	38
" trial,	96
Not reported for over one year,	5
Total from whom reports are to be obtained,	1022
Remaining in the institution,	183
Total present wards of the school,	1205
Returned to counties,	313
Died in the school and in families since May, 1874,	84
Have become self-supporting,	298
Have been restored to parents,	330
" " adopted,	197
Have become of age,	141

Girls, married,

39

Totals,

2607 2807

The second division of the clerk's work consists of correspondence which is carried on under the direction of the Superintendent. It consists of answering applications for children, arranging for their transfer from this institution to the homes obtained for them, answering inquiries of parents and friends in regard to children, and other correspondence of a miscellaneous character. So large is the correspondence that each morning is almost entirely given up to it and the remainder of the work is accomplished in the afternoon. More children are placed in homes by means of correspondence than in any other way. Every letter that is received in the office is kept on file and can be easily referred to at any time. Every letter that is sent from the office is copied in a copying book, which is indexed

The third division of the work consists in making three

vouchers for each bill received for the current expenses of the institution and for special purposes, keeping necessary financial records, and attending to the details of the work necessary to keep child in his proper place in cottage, school, and work.

Of the three copies of each voucher made, one is sent to the Auditor General, one to the Treasurer, and the other is kept in the office of the school. The following is a sample voucher.

Michigan State Public School,

To Amos Stevens, Dr.,

To making 48 suits,	at \$1.25	\$60.00
" " 1 coat,	" .75	.75
" " 54 caps,	" .20	10.80
" " 1 pr. pants,		.50
" " 1 suit,		1.75
		<hr/>
		\$73.80

These vouchers must be presented to the Treasurer for payment and

are numbered by him when he pays them. This one was numbered 217 it being the 217th. paid since Jan. 1, 1888. Upon each voucher the Superintendent makes the following certificate:

To the Treasurer of the State Public School,

I certify that the disbursement represented by the within account is authorized, and that the items are correct.

Wesley Sears, Supt.

They must also be approved by the President of the Board of Control.

Filing.

As each child is received into the school he is assigned an envelope on which is stated his number, name, county sent from, and date of admission. In this envelope are kept all papers pertaining to the child; Probate Order, reports, important letters, &c.

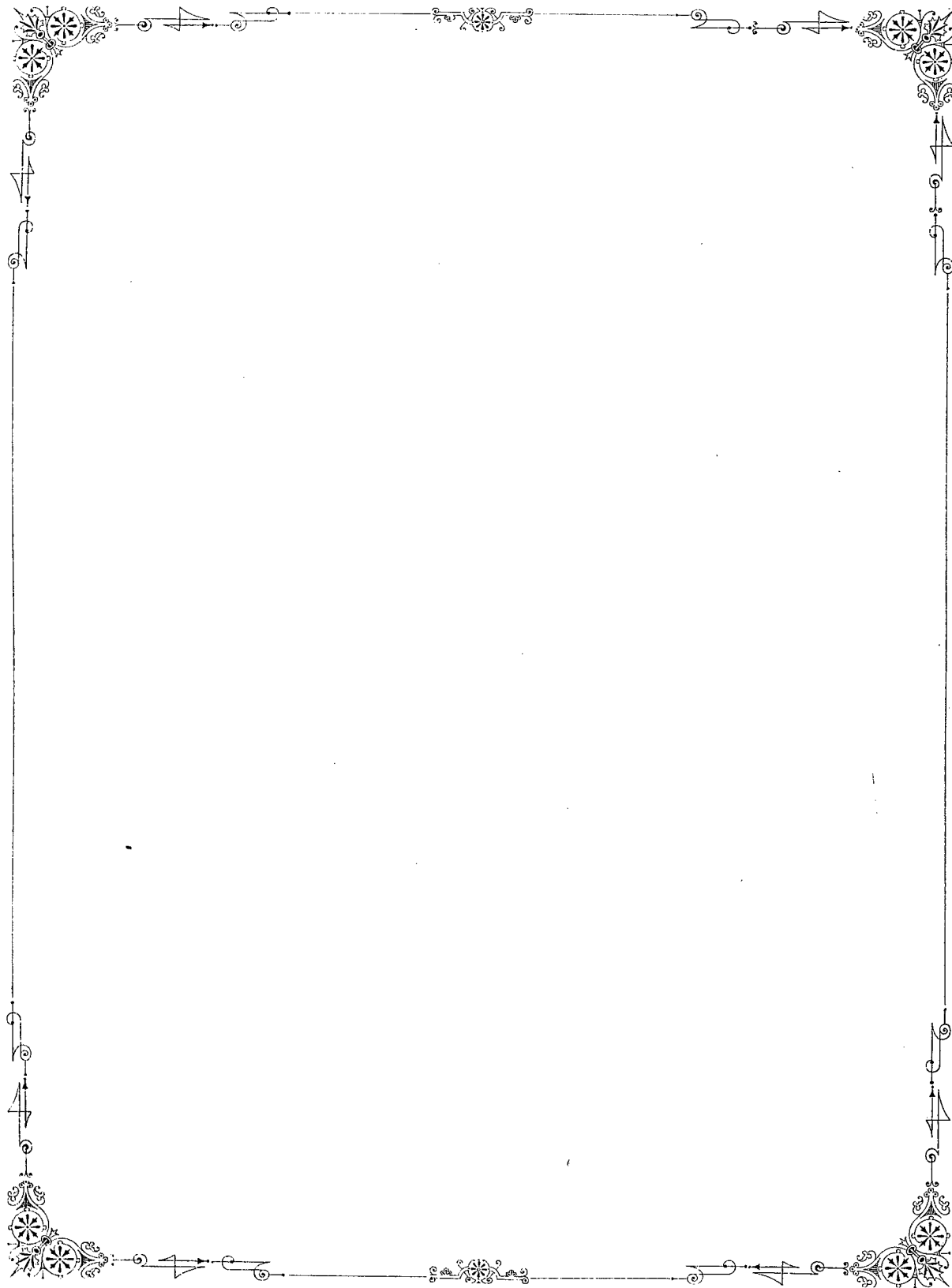
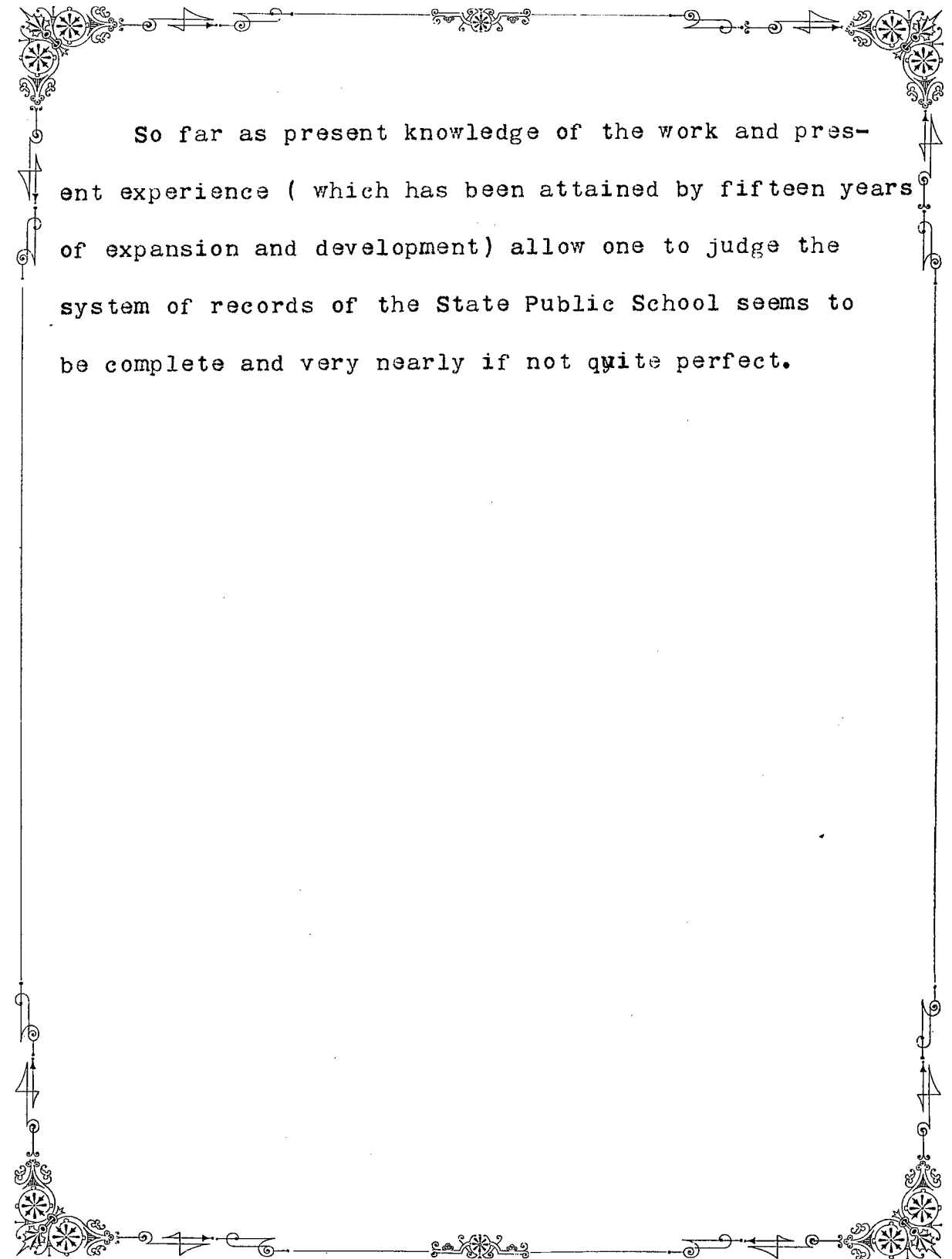
All of our records are kept in a fire-proof vault in which they are arranged as compactly as possible.

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This vault is six feet long, six, wide, and eleven feet high. Its walls are two feet thick, and it is closed by double iron doors, the outer door being much heavier than the inner, and is locked by a combination lock.

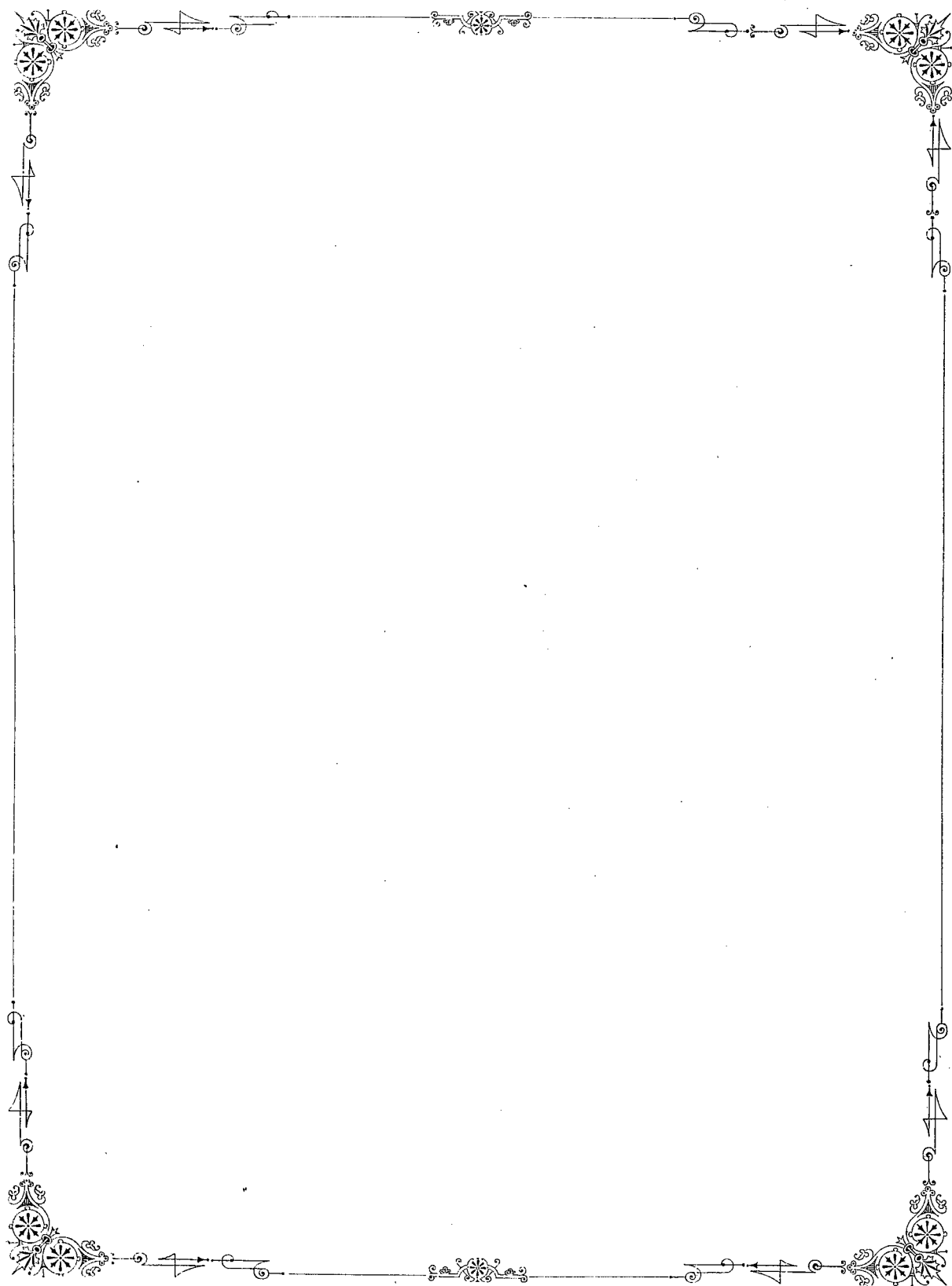
On one side are shelves for the books and numbered pigeon holes in which are kept vouchers and other miscellaneous papers. The other side of the vault is given up to pigeon holes which contain the file envelopes of the children. These are filed according to number, twenty-five in each pigeon hole.

To avoid trouble to the guardians of our children we do not allow any to examine the records except official visitors or by special order of the Supt. A number of children have had to be returned to the school because of the interference of parents or friends who had learned of their whereabouts and for that reason it seems best to give no information as to the whereabouts of children after they are placed in homes. All records pertaining to the children are carefully locked up whenever the clerk leaves the office.

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So far as present knowledge of the work and present experience (which has been attained by fifteen years of expansion and development) allow one to judge the system of records of the State Public School seems to be complete and very nearly if not quite perfect.

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L' Ecole de l' Etat

The Kindergarten
of the
Michigan State Public School.

By Miss Sarah B. Goodman,
Teacher of the Kindergarten Connecting Class.

In December, 1884, the Board of Control, on the recommendation of the Superintendent, decided to add a kindergarten to the departments of the school. Up to this time, it had been thought impracticable, but so many young children had been admitted, that it seemed now almost a necessity.

Accordingly, a pleasant sunny room was fitted up with tables, chairs, and a supply of material, and the kindergarten was opened with about thirty children, from three to eight years of age. At first only one teacher was employed, with two of the older boys as assistants, but the class prospered, and it was finally decided to increase the number of children and employ a young lady.

as assistant. This was accordingly done. About this time, the kindergarten was removed, with the other school rooms, from the main building to the largest cottage, which had been fitted up especially for school purposes, four large rooms, two above and two below, accommodating the different schools with much better school rooms than the main building had afforded.

The departments of the school are all primary, as the average age of the children is only about seven years. The two rooms on the second floor were given up to the more advanced grades, while below were the first primary grade and the kindergarten. The new room was about 46 by 26 1-2 feet with a large recess at one side, affording room for a capacious circle painted on the floor, which serves for games, marches, and the various evolutions which are so much to the advantage of a kindergarten. At each side were placed tables, three on one side, and two on the other, which accommodate fifty chairs. Thus fifty little ones began what was to them an intense delight. It was thought best to have two

short sessions, morning and afternoon, rather than one long one in the morning, and the children could scarcely wait through the intermission, so delighted were they with the new play-school. Visitors often made the remark that if the kindergarten did no other good, it was worth all it had cost to give such delight to the little ones, so many of whom had known so little of pleasure in their short lives.

The average age of the children continued to grow less, and so many little ones came in, and the influence of the system seemed so beneficent that in Nov. 1887, an addition to the school house was built affording two new rooms, pleasanter, in some respects, than the old ones. One of these rooms was held in reserve for a possible time when the school may be larger than now and in the other was opened an advanced department of the kindergarten, as a sort of connecting class between the kindergarten proper and the first primary grade.

The new department accommodates thirty-two and relieves somewhat the first kindergarten which was crowded.

The new room is seated, for half its width, with desks like a school room - the other half being filled by four small kindergarten tables, which accommodate a class of sixteen - a large sand table, which affords great pleasure and a piano, which of course is indispensable. The floor, in place of a circle, for which there was not room, is provided with lines making various convolutions which form, when followed by the busy little feet, a pretty march.

It frequently happens that children are received from seven to nine years of age, too old for the kindergarten, which is now composed of little ones from three to six years old, but who need the exact discipline to be found in the kindergarten occupations. These are placed in the "connecting class" and gradually worked up from sewing, weaving, and perforating to the beginnings of reading, writing, and number work.

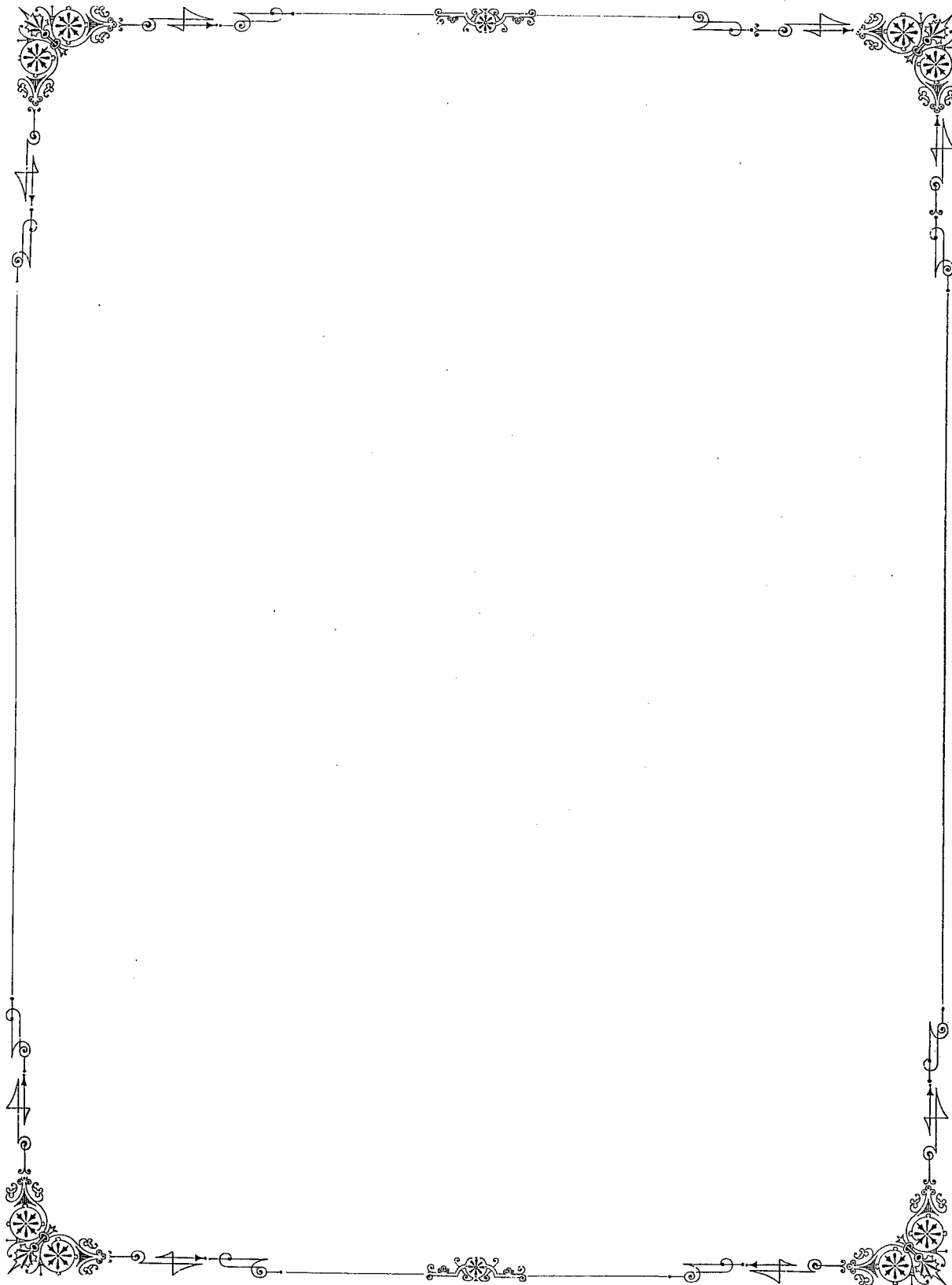
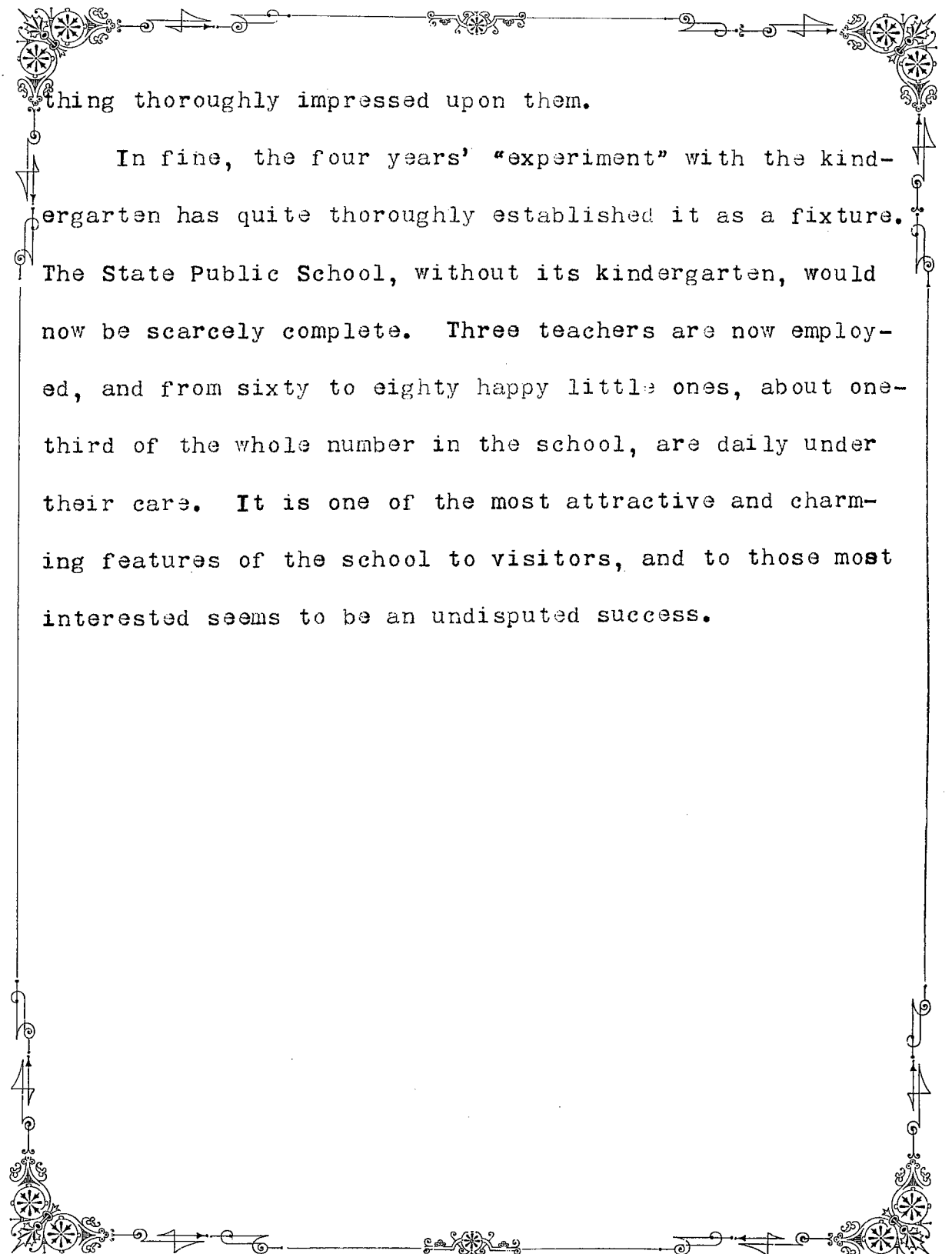
To those who have carefully watched the children who have passed through the two departments, the result has been very satisfactory. The brightest ones of course

soon go to homes and do not stay to complete the course and the ones who are left are mostly feeble in body or mind or so disagreeable in appearance or character as to prevent their being selected by persons who come for children. The result is a class of children not so pleasant perhaps to work with or so satisfactory to the teachers, but material well calculated to test the system and prove its worth. A number of the children, whom the most charitable judgment could but pronounce barely above the line of feeble-mindedness, have so far improved under the training as to show more intelligence than was ever looked for from them, and are in a fair way to be placed in homes and do well, while those who were already possessed of bright wits and keen minds have developed much faster and in spite of early neglect have become lovable and charming children, who might be taken into any one's family without doing it discredit.

The ordinary course of work is the same as in most kindergartens which is now becoming so well known as to need no explanation here. The various occupations of

building, sewing, and weaving, the study of form, color, number, &c., the circle-games and marches, are all provided for and carried out. In the advanced department, the kindergarten occupations are still carried on, with somewhat more elaborate plans of work, as the children are older and better able to execute their ideas. The work is gradually brought up to the beginnings of reading, writing, and counting, and making figures. The children accept it all with pleasure, hardly knowing the difference between these and other "games", although they now speak proudly of their "work", and carry to their cottage homes the little slips of paper with their first attempts at writing with as much pride and satisfaction as they do their pretty weaving-mats or sewing-cards

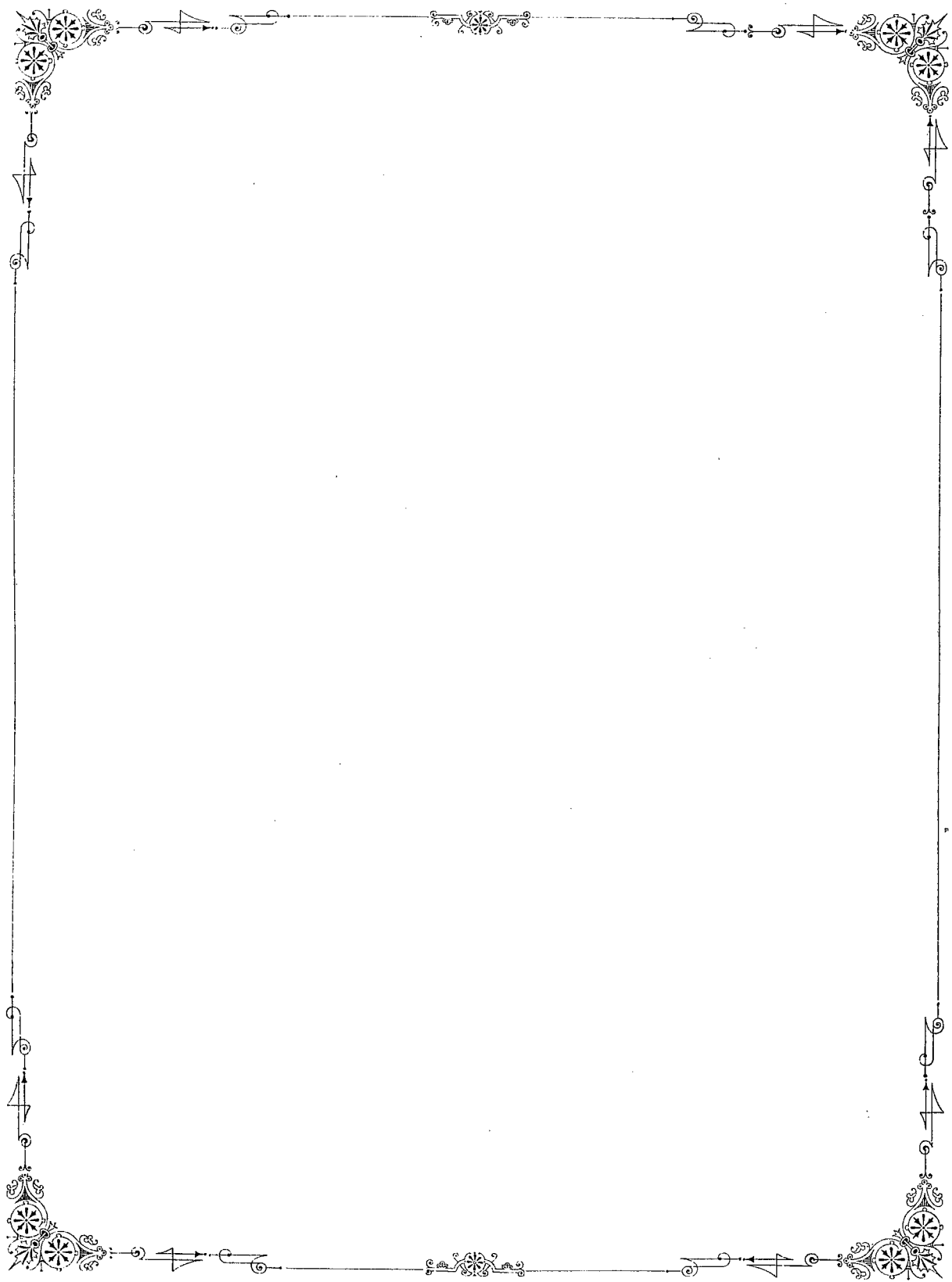
The value of the teachings in regard to morality, truthfulness, regard for others, honesty, temperance, and the like, can scarcely be over-estimated. In songs and games, in play and work, in every occupation, it is sought to impress these ideas and to crowd out from the little minds the evil that too often seems the one

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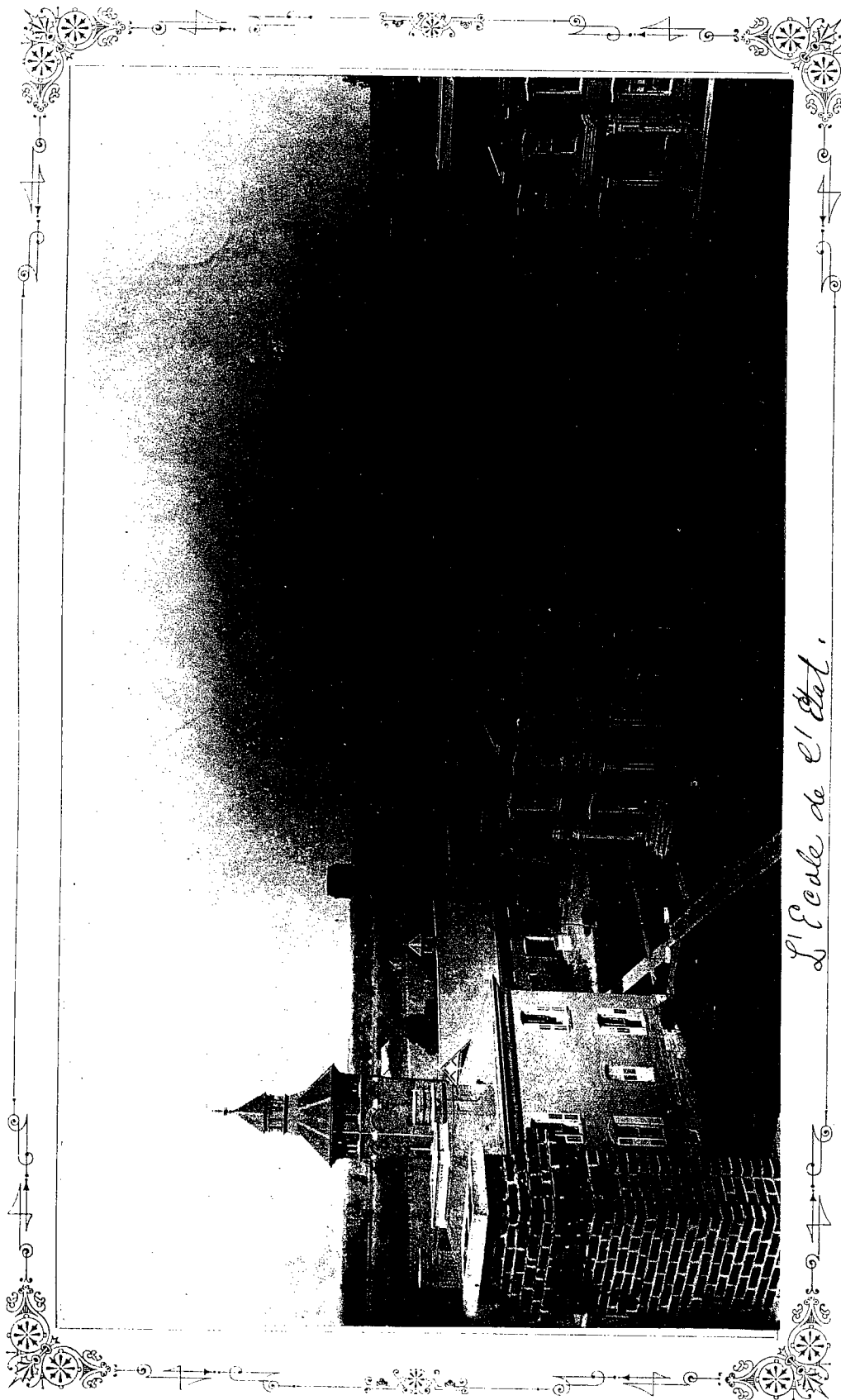
thing thoroughly impressed upon them.

In fine, the four years' "experiment" with the kindergarten has quite thoroughly established it as a fixture. The State Public School, without its kindergarten, would now be scarcely complete. Three teachers are now employed, and from sixty to eighty happy little ones, about one-third of the whole number in the school, are daily under their care. It is one of the most attractive and charming features of the school to visitors, and to those most interested seems to be an undisputed success.

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L' Ecole Publique de l' Etat de Michigan.



L' Ecole de l' Etat.

L' Ecole Publique de l' Etat de Michigan.

Kittie Bagley.

Gov. and Mrs John J Bagley had an interesting little daughter about four years of age who died sixteen or eighteen years ago. The parents were wealthy and lived in a beautiful house in the city of Detroit. They thought they would build a beautiful monument over memory in the City Cemetery and considered plans for that purpose. But after all the idea was not satisfactory. They then conceived the project of building for a yet more beautiful and more enduring monument in the hearts of others - more lasting than marble.

L' Ecole Publique de l' Etat de Michigan.

or granite. They donated one thousand
dollars for a perpetual fund. The placed
with the Board of Control. The invested
on interest and the interest each year
due expended on Christmas presents
for the children. This money is invested
on mortgage drawing seven per cent and
each Christmas is made more happy
each year with the presents bought
with the revenue derived from this fund.

W. D. Randall
May 10

IN MEMORY OF



KITTIE BAGLEY

CHRISTMAS, 1888

State Public School,
COLDWATER, MICHIGAN.

NOTE. In 1880, EX-GOV. and MRS. BAGLEY established
a fund in trust with the BOARD OF CONTROL OF THE
STATE PUBLIC SCHOOL, in memory of their daughter
KITTIE; the interest each Christmas to be expended for
the individual benefit of the children of this School.



Wm. B. Stricker State Agent

The State Agency.

The State Agency is one of the most important of the Departments of the State Public School. Upon its efficiency largely depends the success of the work. Its duty is to care for the majority of the children that are at any time wards of the School. About one-sixth of the whole number of children being cared for by the State are in the Institution. The others are scattered through the State in the homes of people who have taken them on contracts which provide for their proper care, as members of the family, during minority.

The State Agency has for its work the finding of homes for the children and placing them therein on written contracts. It also has under its care the supervision of them in their homes, for the purpose of securing their proper care and the complete fulfillment of the contracts.

The supervision consists in securing reports of the child's condition by correspondence with the contractor, and by visits to the home by the State Agent and by the Agent of the State Board of Corrections and Charities, resident in the county where the child is placed.

The Superintendent has the general direction of the work of the Agency.

while its details are under the immediate care of the State Agent.

Suitable homes are found by correspondence from the School, by personal canvass of the State Agent while engaged in visiting and when sent out purposely to find homes, and by the Agents of the State Board of Corrections and Charities, one of ^{whom} resides in each county of the State. All homes are approved by the Agent for the county in which they are situated. The State Agent approves homes in the counties where there may be no County Agent to act.

Of the two duties — the placing of the children and their subsequent supervision — the first is the more

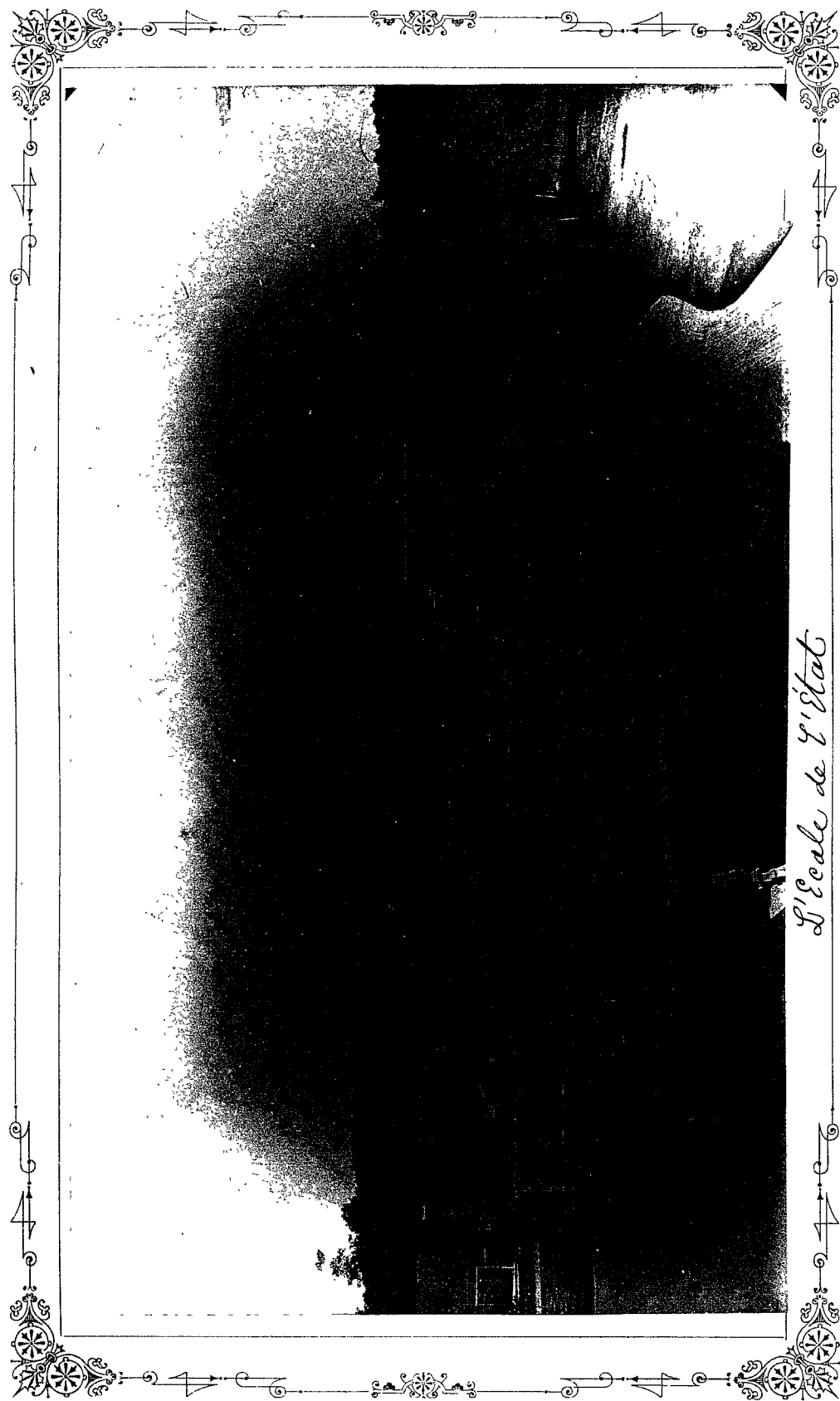
important, for, if a child is properly placed, the supervision is comparatively easy. But, if there is carelessness in placing, the supervision is a matter of much moment.

For the selection of a home suitable for a certain child, a knowledge of human nature, quick perception, and a thorough acquaintance with the child are necessary. The Agent must remember that the home in which he places the child will be largely responsible for the kind of life he will lead after he reaches his majority and leaves his home to battle with the world alone. Because of this, his responsibility is

great and he should use all due diligence to secure the home that will train the child to live an upright and useful life. He should know the mental and physical ability and the natural tastes of the child and endeavor to find the home where these things will be considered. He must study the applicant and learn his purpose in getting a child, whether it is for the work he can do, or for the sake of having the child. The first cares not what becomes of the ward after he has gotten all the benefit from him that he can. The other cares for the welfare of the child from the school as he would for that of an own child. The first looks upon

the child as an investment and is disappointed, if it proves a bad one. The second sees in the child the making of a useful citizen and uses every means in his power to develop him. The first gives as little and gets as much as he can. The second gives much and thinks little of financial returns, being fully satisfied, if he succeeds in training him to be a man of thoroughly rounded character.

That the Agent may become fully acquainted with the home, he must go there and study the occupants in their home life. He must know the wife as well as the husband. He must familiarize himself with



L' Ecole de l' Etat

the financial condition, the thrift, ability and aims of both. If there are already some children in the family he should notice the method of government. If it is firm and kind, it is suitable. If it is half-meant and cross, that alone ought to decide the Agent against the home. If there are no children, the ability to govern must be determined mainly by their treatment of each other. But, careful and experienced as a stranger may be, his knowledge of the home after a visit of a few hours must be crude, and he needs to seek further information from friends and neighbors. This is a delicate part of the proceedings. Care must be taken not to

give offence, insinuations must be avoided, opinions must be sacredly confidential, the truth must be sought. The habits, financial and social standing, and family life must be fully discussed. After getting all the information he can and after carefully considering the case, if the Agent is in doubt about the propriety of placing a child in the home, he should give the child the benefit of the doubt and disapprove.

After approval, a child corresponding in nature with the home should be selected. Extremes should not be placed together.

The ideal home contains husband and wife, from twenty-five to forty-five

years of age, who have never been blessed with children, or have lost one and desire another to take its place, or who desire a companion for a child they already have. Such people wish the child for the child's sake and not for the help it can give. They will, as a rule, care for it properly. They are energetic, strong and healthy, and have a comfortable home. The buildings and grounds are in good condition and indicate thrift. The house is tidy and made pleasant with flowers and tasteful pictures, and is filled with an air of comfort and contentment. The people are fond of children and are happily endowed with the ability to control

them. They have a good education and have an abundance of literature in their home. A good school is easily accessible and they believe in giving the child the best of educational advantages. They are temperate and honest, and stand high in the esteem of their neighbors. They believe in the civilizing influence of the Christian religion and are regular attendants at some church.

In such a home a capable child may be placed with reasonable expectation that it will do well. Such a home will usually be permanent and will always be a great blessing to the child.

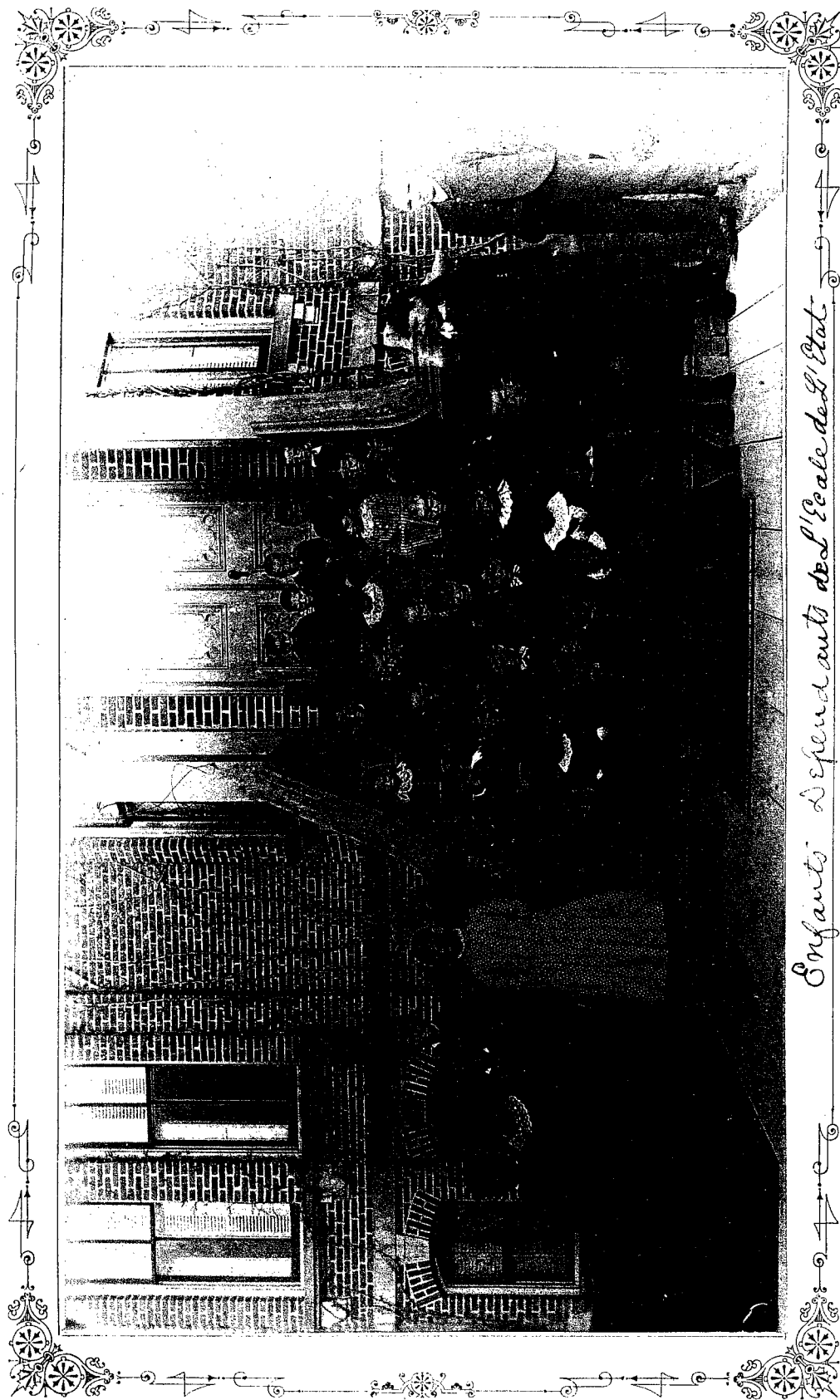
To this length have I treated the

first part of the Agency's work, because I consider it the more important. But, as important as the first division may be, as our work is at present organized, I find the second equally important.

In the performance of my individual work, I am required to call at least once during the year at the home of each indentured child, and learn fully his condition and treatment, and report the facts ascertained to the Superintendent and Board of Control.

There are, on the average, one thousand of these homes to visit each year. Fully three-fourths of them are in the country, all the way from one to forty miles from a railway station.

I go, usually, to the county seat of the county in which I purpose to visit the children and secure a team to convey me to their homes. The time required for making the visits in any county depends upon the number of children in the county, their distance from each other, and the difficulty encountered in the settlement of unsatisfactory cases. I spend in each home whatever time seems necessary, wholly depending on the character of the home and the child. In some cases I have staid a whole day, in others a half hour. When no complaint has been made and the home has every appearance of being satisfactory and the child



Enfants' Dependants de L'Ecole de l'Etat.

is young, but little time is required. But, when a complaint of ill-treatment has been made, the truth must be obtained at the expense of whatever time there may be a necessity. Then neighbors must be consulted,—and they are often the most unwilling of witnesses,—the people studied, the child examined, in short as much care must be taken in collecting and sifting evidence as a skillful lawyer uses in the conduct of a difficult case. When examining such a complaint, I hold the child's welfare of prime importance, and, while I always endeavor to be just to all concerned, I do whatever I think is right for the child, regardless of the

wishes of the guardians. If I doubt the propriety of leaving the child in the home, I either remove it at once, or visit it again soon for further study of the case. If I am satisfied the child is really abused, I remove it at once. If I find that the contract is not being fulfilled, I call the contractor's attention to his delinquencies and insist on the fulfillment of all the provisions.

When I enter a home I take notice of the general condition of things, the appearance and actions of the people and the child, and, in the course of the conversation, I question the guardians about his general health, deportment, and school progress, at

ways trying to avoid arousing any unpleasant feelings by provoking the complaining mood. I talk with the child on subjects with which I think he is familiar, constantly endeavoring to learn, without asking direct questions, whether he is contented or not, and to discover his real condition. If I think it necessary, and the child is of suitable age, I take him by himself and question him closely. When I can get at the truth in no other way, I go to neighbors, as before intimated, and gain from them whatever information I can. Ordinarily, however, I have little occasion to converse with anyone outside the family.

My visits are the occasions for the settlement of difficulties encountered in the management of the child. Often the trouble lies wholly with the guardians. When such is the case, I try to point out the fault and suggest means of correction. At times the trouble arises through the officiousness of neighbors. Then they must be visited and requested to cease their interference. If the child is at fault, I try by reason and persuasion to change his course, and suggest to the guardian the best means known to me for the child's correction.

Every day, if possible, I mail to the Superintendent reports of the condition of the children visited by me.

The State Public School, Coldwater, Mich.

Special Report of the Agent of the School to the Board of Control for the year ending....., 188 .

[illegible]

REMARKS:

NOTE.—Give names of County Agents and Superintendents of Poor seen, and state their interest in this work. State if the Poor House was visited, and if any children admissible to this School were found there. Give any other important facts relating to the children.

Agent State Public School.

Blank A.

....., MICH.,, 18....

MR. WESLEY SEARS,

SUPT. STATE PUBLIC SCHOOL, COLDWATER, MICH.

DEAR SIR:—I herewith send you my report of.....

.....placed with.....

.....who resides on.....in the.....

of.....County of.....

State of.....nearest railroad station is

.....and.....P. O. address is.....

1. Its physical condition is.....
2. It is making.....progress in school.
3. It has attended school.....months.
4. It does.....attend Church and Sunday School.
5. It is.....obedient.
6. It is.....industrious.
7. Its occupation is.....
8. Its moral condition is.....
9.do.....like the child.
10. It is.....contented.
11. It studies.....

12. It is.....

13. The home is.....

14. The people are.....

15. I recommend.....

REMARKS:.....

Yours truly,AGENT.

during the previous day. These reports see Blank A—give as nearly as can be done by words a description of the state of the child, and such recommendations thereto as seem best. If these recommendations relate to acts within the jurisdiction of the Superintendent, he acts upon them at once. If they must be acted upon by the Board of Control, he embodies them in his next report to that body. Once a week I send a special report—see Blank B.—to each member of the Board, and at every regular meeting I present a report of the entire amount of work done since their last meeting. This is similar to my weekly reports, except

that I add besides the summary a detailed statement giving the name and condition of every child visited.

It is expected that I shall spend at least three-fourths of my time in visiting children. The remainder I occupy at the School attending to correspondence relative to the wards, and such other business as the Superintendent requires of me. I also consult with him as to the extent and location of my various trips, and give him an oral description of the condition of the homes and children.

During my first year of experience as State Agent, when the entire work was new to me, I visited 615 children

at a total cost, including salary for the entire year, of \$1,794.22, or \$2.92 per capita. Or, adding salary for the time actually occupied in visits, the total cost was \$1,294.26 and the per capita \$2.02.

A description of my work must, of necessity, be very imperfect, but I think the foregoing will give the reader some idea of it. All will realize its importance, but few will realize its extent till they know that these one thousand homes are scattered over an area of 56,451 square miles, and are reached by about 10,000 miles of railway travel and an almost equal amount by carriage, each year.

I will close my report with as accurate an account as I can give of what the State Public School has done for one of its wards. And, what is true of this young lady, is true of many others of the ^{past} wards of the School, few having developed into artists, but many into honored and loved young men and women.

In the city of ----- lives a man who for many years has held a responsible position on a railroad. Not having any children, his wife made application to the School for a girl to be company for her when her husband was obliged to be away from home. Recognizing that a girl, placed in such a home, would

receive many advantages, a bright, pretty one was selected and indentured to them. This was eleven years ago. When I visited the home in January, 1888, I found this girl a young lady, nearly 18 years of age, just finishing her school work with a full course in a business college.

My introduction to her was when she came in from the morning session of her class, and, in the course of the conversation which followed, I found her sprightly and sensible and wholly wrapped up in her foster-parents. Besides doing her regular school work, she had become a competent housekeeper

and relieved her foster-mother of many cares. She had also taken lessons in music and drawing and was skillful in both, especially the latter. I was shown into the parlor, a tastefully arranged and nicely furnished room, beautifully adorned with numerous paintings and drawings in oil, water color, and pastel. Every picture and fancy piece was the work of this young lady. She possessed a talent and her guardians had wisely fostered it. Every object in and about the house showed the imprint of a refined nature. The home life seemed perfect, each member of the family studying to contribute to the comfort of the others.

Such is one of the real homes of the State and such is the condition of one of its children, left to the mercy of a cold world by a criminal father and an abandoned mother. She is loved by her foster-parents as an own child, is a favorite with the young people of her acquaintance and is worthy of it all. She regards the School as a dear friend and is thankful to our beloved State for shielding her from a prospective wretched fate.

Respectfully,
Wm. B. Street,
State Agent.

L' Ecole Publique de l' Etat de Michigan.

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THE STATE PUBLIC SCHOOL

FOR DEPENDENT CHILDREN.

ADVANCE SHEET FROM S. B. McCracken's FORTHCOMING WORK, "MICHIGAN AND THE
CENTENNIAL."

The State Public School, at Coldwater, exhibited a quarto volume containing a lithographic view of the buildings; ten photographic views, exteriors and interiors; plan of cottages; plan of grounds; outline plan of all the buildings; annual reports of the boards of control for 1874-5; and a well written manuscript entitled, "The Michigan State Public School for Dependent Children, Its Plans, Aims and History," prepared at the request of the State Board of Centennial Managers for the Centennial Exhibition, by Hon. C. D. Randall, of Coldwater, and of which the sketch which follows is an abridgment. Mr. Randall was the author, in the Michigan Senate of 1871, of the law establishing the State Public School, is Secretary, Treasurer and a member of the Board of Control of that institution, and Vice-President of the National Prison Reform Congress. There was also exhibited a manuscript entitled, "An Account of the Operations of the State Public School since its Organization, together with Class Examinations, Blanks, etc.," by Lyman P. Alden, Superintendent. A medal and diploma was deservedly awarded for the collective exhibit, giving, as it does, a complete and comprehensive view of this noble charitable institution.

HISTORICAL AND DESCRIPTIVE SKETCH.

The Michigan State Public School for Dependent Children has a twofold character: First, It is a temporary educational home for the children of the poor, to which poverty alone grants admission. Second, It is a merciful agency to restore a child that has lost its natural home to a family home and to society. In its character first named, it is a branch of the educational department of the State—purely a school—making all its reports to the Superintendent of Public Instruction.

By means of this school, the Michigan educational system is so far perfected that all healthy, dependent children of sound mind may be educated, beginning in this as dependents and completing the course in our University, the entire system being based on free education. By the two characteristics named, this is the only government institution of the kind existing in any country. It is established and maintained entirely by the State for dependent children, who, without it, would have no home excepting such as private charity or the county poor-house might provide.

There were two motives leading to its establishment, and they were: First, to benefit these children. Second, to benefit the State. The children are to be benefited by removing them from the streets and county-houses to good homes where they would be under moral and educational influences. The State to be benefited by preventing the increase of pauperism and crime, by cutting off their most fruitful sources, thus purifying society and reducing the burden of taxation.

It is not, however, penal or reformatory. No taint of crime, by reason of the manner of its admission, attaches to any inmate, any more than it does to those in our district schools. No ministers of offended law bring children to its doors. In all other government institutions in this country and in Europe for children, crime, on sentence or suspension of sentence, gives admission to all or part of their inmates. But this school has no connection whatever with our penal system. Of course, its influences are preventive, but only in the same manner as are our churches and public schools. Dependency, with physical and mental health and proper age, alone admits. The plan is original with Michigan, and as its operations have attracted so much attention from legislators and scholars in social science at home and abroad, the writer has been requested to make this statement of its plan and aims, and of the causes leading to its establishment, for the purpose of showing the policy of governments maintaining such schools. The facts here given are mainly founded on the public records of this State, and where they are not, then on the personal recollections of the writer, who was connected with the project at its origin in the Michigan Senate, and has been most of the time since then in an official capacity.

This institution is a very natural development of our modern Christian civilization, that operates to unite the humanities and economies. It is the direct outgrowth of a sentiment in society that has been increasing for many years in favor of dependent children, which asked of governments, rather than of private charity, the amelioration of their condition. This sentiment has been mainly developed by the discussions of problems in social science by national and international conventions, associations, prison reform congresses, etc., held in this country and in Europe for the purpose of perfecting systems of prison discipline, and to recommend measures for the better prevention of pauperism and crime. The addresses and papers of those taking part in these discussions have been published and widely circulated, read with interest, and have exerted a powerful influence in all civilized nations, to carry on and perfect the work began by John Howard alone in the last century. These influences have already established a more reformatory treatment of prisoners, and have provided correctional homes for criminal and vagrant children. In this State they have given us a house of correction, an intermediate prison, a reform school and a rebuilt State prison, under improved management. At the same time, our jails have nearly been vacated as places of punishment, and our county poor-houses are on the average much better adapted to their purposes. But more than this, these influences have in this State inaugurated the preventive system embodied in the State Public School, of which our present chief executive said in a late message, it "will accomplish as much if not more real good than any yet founded by the State."

The influences named had early practical effect upon the minds of public men of this State which led to official enquiry. The first official action in this regard, suggesting the propriety and necessity of investigation in matters pertaining to pauperism and crime, was by Gov. H. P. Baldwin, who, in the fall of 1868, before assuming the duties of the office to which he had been

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elected, visited several of the State institutions and some of the county jails and poor-houses, and became convinced of the necessity of improvement in the general management, and a revision of our laws relative to them. He, therefore, in his inaugural message, recommended a revision and the appointment of a commission to examine and consider the whole subject connected with our punitive and reformatory institutions, and to report on or before the meeting of the next Legislature. In accordance with this recommendation, a joint resolution authorized (Laws of 1869, page 442) and the Governor appointed the commission during that session. The appointees were, Dr. S. S. Cutter of Coldwater, Hon. C. I. Walker of Detroit, and Hon. F. H. Rankin of Flint, gentlemen eminently qualified for the peculiar and difficult work allotted them. They spent several months in their investigations, visiting many of our county and our State institutions, and extending their researches into other States by visiting their public institutions. Their report to the Legislature of 1871 was able and exhaustive, covering most of the questions in social reform attracting public attention, showing careful research, and containing many valuable recommendations. In submitting this report, Gov. Baldwin, in his message in January, 1871, called especial attention to the facts and recommendations therein relative to dependent children, in and out of the county poor-houses, and asked for legislation for their relief. This report gave the number of these children under sixteen years of age, and gave a vivid account of their lamentable condition in the county poor-houses. It showed very plainly there was not, nor could there be, in such asylums, any separation or classification of inmates, so that from necessity the children were kept in close contact with the adult inmates of both sexes, who were often the physical, mental and moral wrecks of their own excesses. They also had to associate daily, in crowded rooms, with the diseased, insane and idiotic. In such a school of ignorance and vice as this, which the average county poor-house afforded (and they are no worse in this than in other States) with all these evil influences about them, the prospects for the young were gloomy indeed. And these influences operated strongly to attach the child permanently to the pauper and criminal class in which he was reared; the system thus working most effectually to propagate and perpetuate, from one generation to another, a dependent and criminal class of very low mental and physical type, the ratio of increase therein being disproportionate to the increase of population. Few could be saved to a better life in such surroundings, and hence, in order to save them and to protect society, they must be removed to a better home, where they should have moral and educational training. This, in outline, was the scheme which for many years had been recommended by writers in social science, boards of State charities, etc., and was endorsed by our special commission in its report. The recommendation of this commission that the State should assume control of, educate and provide for its dependent children, was the first official one made in this State. The facts and arguments, so well and forcibly stated in this report, brought the whole matter before the people and the Legislature, making the necessity of State intervention and remedy quite apparent, and was the moving cause of favorable action thereon at that time. This preceding legislative action by special investigation has always been a peculiar feature of Michigan legislation. Judge Campbell, in his admirable and scholarly Political History of Michigan, lately published, in speaking of the establishment of our asylum at Kalamazoo, says: "Chancellor Walworth visited personally all the institutions of that kind in the United States. Dr. Pitcher and Dr. Bela Hubbard had made a study of the treatment of insanity and were well informed of the condition of the principal asylums."

The commissioners suggested three plans of relief, seeming to prefer them in the order named, as follows: First, Establish a State agency by which dependent children could be removed from the county poor-houses and placed directly in families. Second, Remove them from the county poor-houses to private orphan asylums, the expense of their support therein to be paid by the State. If neither of these plans proved practicable, then: Third, Establish a State primary school "after the plan of that in Monson, Mass." Preference and prominence was given the plan

second named, in the following language: "It would be well for the State to encourage the establishment of private orphan asylums, by placing therein as many of these children as the officers of these institutions are willing to receive, and allowing them an amount for their maintenance which would equal the expense of keeping them in the alms-house." Neither of these plans was fully adopted, the Legislature proving the more radical, and established an institution, though in some respects like the Massachusetts one, yet being a school and not a penal establishment—it was new, and as an educational, preventive scheme, far in advance of any before proposed. When the Legislature of 1871 convened, it was soon generally understood that the matters treated by the special commission would furnish some of the most important work of the session. It was early decided there should be a joint committee of the Senate and House, composed of the committees on the Reform School and State Prison in the Senate, and the like committees in the House, forming a body of sixteen members. By request of the chairman of the special commission the writer accepted the chairmanship of the Senate committee on the Reform School, which would make him chairman of the joint committee. The joint committee also elected him chairman. During the usual vacation of a few days, the joint committee visited our State charitable, penal and reformatory institutions, and on its return held several meetings, discussing freely what recommendations should be made. After a full discussion, the committee instructed the chairman to report as he did February 15th, 1871. (See the Senate journal of that date.) This report largely adopted the views and conclusions of the special commission in regard to needed improvements in our penal and reformatory institutions, and also in regard to proposed aid for dependent children. The following language was then used in this report, which was the first appearance of the subject in that or in any other previous Legislature: "Your committee also recommend that among the institutions of this State there be established, at an early day, a State Public School, after the plan of that in Massachusetts, for the maintenance and education of indigent children. This class is now generally kept in our poor-houses, which are unfit places in which to rear and educate boys and girls, and whence it cannot be expected they will go bettered in mind and morals. It would be a noble work for the State to do, and it is to be hoped that it will soon take them in its fostering care." When this report was drawn the writer was not aware that the Massachusetts institution recommended was partially penal and reformatory. Two days after the submission of this report, a petition was presented to the Senate, signed by a large number of the citizens of Adrian; also a memorial signed by the officers of the Michigan Orphan Asylum, a very worthy private charity of that city, both of which requested the Legislature to appropriate money in aid of that institution. The petition stated, * * * * "we earnestly endorse the recommendation of said commissioners, and believe it would be wise for the State to encourage the establishment of orphan asylums by placing therein as many of these children as the officers of such institutions are willing to receive, and allowing them an amount for their maintenance." Both petition and memorial endorse especially this recommendation of the commission, and ask the Legislature, "that you afford such association such aid as shall seem meet and proper upon an investigation of its merits." These papers are printed in full in the Senate journal of that date. They were referred to the joint committee, where they received due consideration. No formal report was made thereon, but the chairman replied informally to the friends of that asylum that his committee considered the aiding of private institutions out of public funds as of doubtful propriety. That our State constitution had virtually prohibited the extension of such aid by providing that public funds should not be used for private benefit but by a two-thirds vote of the Legislature. Besides this, the granting of such aid would tend to involve our State in the same political embarrassments it had others, where aid had been extended to sectarian schools and asylums. That this sectarian aid savored too much of the union of church and State, and was against the settled policy of our government. The friends of this asylum did not further press their claim, and when the project of the State Public School was brought forward they gave it, as did others, their cordial support.

The asylum named was organized in 1865 and reorganized in 1868. It has done a good work.

having by private charity alone provided some 300 dependent children with good homes. Since the opening of the State Public School it has kept up its organization only to supervise those who were indentured. There are, and have existed for a long time, several important and worthy private charities in this State that have contributed very much to educate the public mind and prepare it for favoring those of a broader character founded on State support. The most prominent among these is the Ladies' Protestant Orphan Asylum of Detroit. This was organized in June, 1836, by some of the most prominent ladies of that city. It has during its life of forty years placed in good homes about 1,500 dependent children, and still continues its labors of love, having on the average about thirty children in its care. To use its own language: "The object of the association is to provide a temporary home for dependent children until a family home is found." This in outline is the same as the State Public School, and as much as any other foreshadowed it. Detroit has other very worthy and long-established children's homes. St. Vincent Orphan Asylum, which was established twenty-seven years ago; St. Anthony's Male Orphan Asylum, incorporated in 1867; Woman's Hospital and Foundlings' Home, established in 1868; Home of the Friendless, established in 1861; House of Providence, in 1869; and the Industrial School, which has been in operation nineteen years. Grand Rapids is entitled to great credit for its Union Benevolent Association and its St. Mark's Home. All these institutions are doing noble work, and are often the pioneers of our State institutions.

The special commission, though presenting very convincing testimony and strong arguments, accompanied them with no bill as the embodiment of their scheme in regard to legislation for the benefit of the class of children referred to. In other countries commissions generally present the bill in their report. But in this country the drafting of laws is usually left to a body of men, none of whom have identified themselves with the project, and most of whom are inexperienced in legislation. The joint committee, in its first report, though presenting other bills at that time, presented none for the benefit of dependent children. But subsequently in the session the writer, after giving the subject as careful a study as he could in the haste of our short sessions, became more strongly impressed that it was time the State should assume control of these children. The first fifty days of the session, after which no bills could be introduced, were rapidly drawing to a close, and without the aid of precedents, for none existed for the institution desired, he prepared such a plan as to him seemed nearest right as an educational preventive project based on our common school system, having no regard to our penal or reformatory systems. Reports of commissions of various states, especially in Ohio and Massachusetts, furnished useful suggestions, but none the basis for the organic law of the proposed school, for they all treated of institutions of a mixed character, partly penal or reformatory, none having treated of an institution purely preventive, beginning with children before they had become criminal. Michigan already had a Reform School, so there was no good reason for establishing one of a mixed character. Governments, through all the ages, had never treated the dependent children question correctly. The poor-house, the work-house, the industrial schools, have always, especially in England, received the innocent and criminal alike, and put them under the same treatment, with the same associations. Under this regime dependent children became criminals, and the governments not as a remedy but as a necessity, erected large and expensive reformatories and prisons, to reform or punish those whom earlier preventive treatment, in all probability, would have saved to a better fate. It was believed when the question of the plan of the school was considered, that while reformatories were necessary and useful, yet with the dependent children prevention was much more just and economical, and had in itself far more the elements of safety. As education was conceded to be the best preventive of pauperism and crime, especially when assisted by moral and religious training, in drafting the plan of the proposed school it was the aim of the writer to construct the scheme directly on the educational basis of our common school system, com-

binning temporary support of the younger dependent children in a home under the supervision of the State during minority. So, on that plan was the bill drawn, disconnected entirely with our penal system, so that no taint of crime on sentence, or suspension thereof, should attach to any inmates; so that none in after life should ever have cause to blush that he had been a ward of the State in a school where the house had been built and the school maintained by the same system of taxation that supports the common schools of the State.

That the plan thus drawn was a perfect presentation of the proposed scheme is not claimed. It was only intended to outline the project, and at the same time it was framed so as to grant to the board of control of the school full discretionary powers to amplify it by proper regulations not inconsistent with the law. The act, however, with the amendments of 1873 and 1875, drawn by the writer, has so far perfected it, that it appears to operate with no disturbing effect upon the poor-law system of the State, and beneficially in the directions desired.

The law thus drawn on the plan named, originating from the influences and sources stated, was on the 22d day of February, 1871, the last day of the session for introducing bills, presented in the Senate and referred to the joint committee. (See Senate Journal of that date.) On the 3d day of March, after a full discussion of the bill, by the unanimous instruction of his committee, the chairman returned the bill to the Senate with the recommendation for its passage, accompanying the bill with a written report setting forth the reasons in favor of establishing the new State charity. The following extract is given from this report, as the language outlines the bill, and states what has been so far the settled policy of the school:

"Your committee earnestly and unanimously recommend the passage of the accompanying bill by which the State will become the guardian of these children, and taking them as wards into its control, will provide for them suitable homes in good families, and until that can be done will maintain and educate them in a State Public School. * * * That the children, and any one interested in their behalf, should only recognize the proposed establishment as a temporary home while the child is on its way to its natural place in the family."

This measure soon found in the Legislature many friends and no active opponents. While it was under consideration the following gentlemen visited Lansing, and in public addresses favored it, viz: Z. R. Brockway, Esq.; Hon. C. I. Walker; Rev. E. C. Wines, D. D., LL. D., the noted philanthropist of international reputation; Rev. Dr. Mahan, President of Adrian College; and Rev. Dr. Gillespie, now Bishop of the Protestant Episcopal diocese of Western Michigan. No address was made in either house in opposition to the bill. The scheme in the main had been recommended by the special commission, by the joint committee, and the press. On its final passage in the Senate there were 23 ayes and 4 noes. In the House there were 73 ayes and 10 noes. It received the signature of Gov. Baldwin April 17th, and became the first government institution ever established exclusively for the children of the poor to which poverty alone gives admission. The Hon. C. I. Walker, of Detroit, who was one of the most efficient members of the special commission, and who on the establishment of the permanent State Board of Charities and Corrections was made a member of that Board and its President, was in 1873 appointed by Gov. Bagley his deputy to attend the National Prison Reform Congress, held in Baltimore. In his address to that body he correctly says of the Michigan State Public School:

"This grand public charity is an outgrowth resulting from the investigation made by the special commissioners appointed in 1869 to examine the State penal and reformatory institutions, and county poor houses and jails. They urged the establishment of a State Primary School. * * * The establishment of this institution seems to us a step eminently taken in the right direction." The Judge has always taken a warm and intelligent interest in this School since he so strongly recommended it in his admirable report.

Judge Campbell, in his excellent history of Michigan, referred to before, gives place to the following history and encomiums:

"A most valuable and humane scheme was adopted in 1871, under the recommendation of Gov. Baldwin, whereby much wiser provision is made for the prevention of juvenile depravity. A law was then passed to establish a State public school for dependent children. This is fixed at Coldwater, and the plan has been well devised and carefully put in execution under the personal care of Governors Baldwin and Bagley, and is apparently judicious and well adapted to promote the welfare of the young persons who are thus snatched from vicious surroundings."

This paper having given an outline of the plan and aims in the history of the project, a full abstract of the law is unnecessary. For the law in full reference is made to acts No. 172 of 1871, No. 144 of 1873, and No. 58 of 1875. Also to the report of the special commission, in volume 2 of joint documents of 1870, and reports of the joint committee in the Senate journal of 1871, pages 462 and 784.

The organic law of the school appropriated \$30,000, and the citizens of Coldwater donated the site and \$25,000 to secure the location in that city, where the commissioner located it by reason of such donation and the suitableness of the place. A further appropriation was made in 1873, and the buildings were completed and opened in May, 1874. The capacity was increased by legislative aid in 1875, so as to accommodate, as it now does, 250 children.

The buildings are on the congregate and cottage plans combined, there being the main building and wings, in which are the Superintendent's residence and office, dormitories for the matron, teachers, and other employes, the school-room in the wings, the dining room and kitchen in the rear projection, and the store-rooms, work-rooms, shoe-shop, sewing-room, laundry, engine and boiler-room etc., in the basement, which extends under all the main building and wings. In the rear of the main building, and connected with the same by a covered passage-way, are the eight cottages for about thirty children each, who are in charge of a lady cottage-manager in each, whose duties are similar to those of a mother with a smaller family. The capacity of the school can be increased by the addition of cottages only. The children are taught the common English branches, as in our district schools. So far as their age will permit, they are taught how to work—the boys on the farm of 41 acres, in the garden, in the shoe-shop, and to make their own clothing. The girls assist in making their clothing, do house-work, etc. Special effort is made to cultivate in the children industrious habits. Life in this institution, with a good school, moral and religious (not sectarian) training, wholesome food, comfortable clothing, kind treatment with good discipline, soon produces excellent effects upon these children. The "poor-house look," so apparent in many when first admitted, with the tendency and almost longing for the old vagrant life with some, soon passes away, and their cheerful, healthy appearance, their proficiency in their work and in their school, make them compare very favorably with the same number of children attending our district schools. Their moral culture has proper attention, as required by law, both in cottages and school-rooms, and religious services are held for the children each Sunday in the chapel, conducted by the Superintendent, and assisted by ladies and gentlemen from the city, representing various religious denominations. The older boys, often fifty at one time, in charge of some teacher or manager, attend service in some one of the city churches.

The children entitled to admission are those of sound mind and sound body, under sixteen years of age that are dependent on the public. Until the buildings have a capacity for all such in the State, the admissions to the school are divided pro rata among the counties in proportion to the number in each that are admissible. They are sent here by the superintendents of the poor, on the decision of the judge of probate of the county where they belong. On the child being brought before the judge, with the certificate of the superintendents of the poor, that in their opinion the child is dependent, he hears the testimony as to its alleged dependence, and if he considers it dependent, the child is sent here with a copy of the decision and an abstract of the evidence, which paper forms the basis of the child's history, which is kept upon the records of the institution. The law requires the board of control to place their children in good family homes as soon as practicable.

The board has power to appoint an agent of the school, to have charge of this work. There is also an agent in each principal county, appointed by the Governor, charged with the duty of finding good homes and supervising the children after indenture. All such indentures contain a clause reserving the right in the board to cancel the same and retake the child when its good requires it. No child can be indentured unless the State agent, and the agent of the school (who is now the superintendent), decides the proposed home a proper one. The whole career of the child during minority, is carefully watched over, and all of its interests zealously protected by the State as by an own parent.

The institution is in charge of a board of control appointed by the Governor, and confirmed by the Senate, for a term of six years each. At this date, this board consists of Charles E. Mickley, of Adrian, president; C. D. Randall, of Coldwater, secretary and treasurer, and James Burns, of Detroit. This board has quite full discretionary powers. It establishes the system of government for the school, engages all employes, and fixes their salaries, on approval of the Governor. The more direct management is in the resident superintendent, to whom is delegated large discretionary powers, and with whom is principally the responsibility of success. The present superintendent is Mr. Lyman P. Alden, a collegiate and successful business gentleman.

So far the execution of this scheme has been very successful, and appears to give satisfaction to the people as a very useful agency to save our dependent children to a better life, and decrease pauperism and crime.

For many generations in this country, and in Europe, governments have treated dependents so that pauperism, crime and consequent taxation have increased with the growth of population and the accumulation of wealth, more rapidly than the increase of population. The higher civilization became developed the more misery and degradation was there in the lower classes. In England the ratio of dependents to the population for many years has averaged about one in twenty. In the United States, by the census of 1870, it was one in 332, and in Michigan, by the same census, one in 462. This condition in England has been reached under the old system that provides only for children after they become criminals. In this country, under the old system, with an over-crowded population, we may acquire all of England's burthen of pauperism and crime. It hence becomes a serious question for legislators and social scientists, whether by the Michigan educational preventive system America may not be saved from becoming what England in crime and pauperism now is.

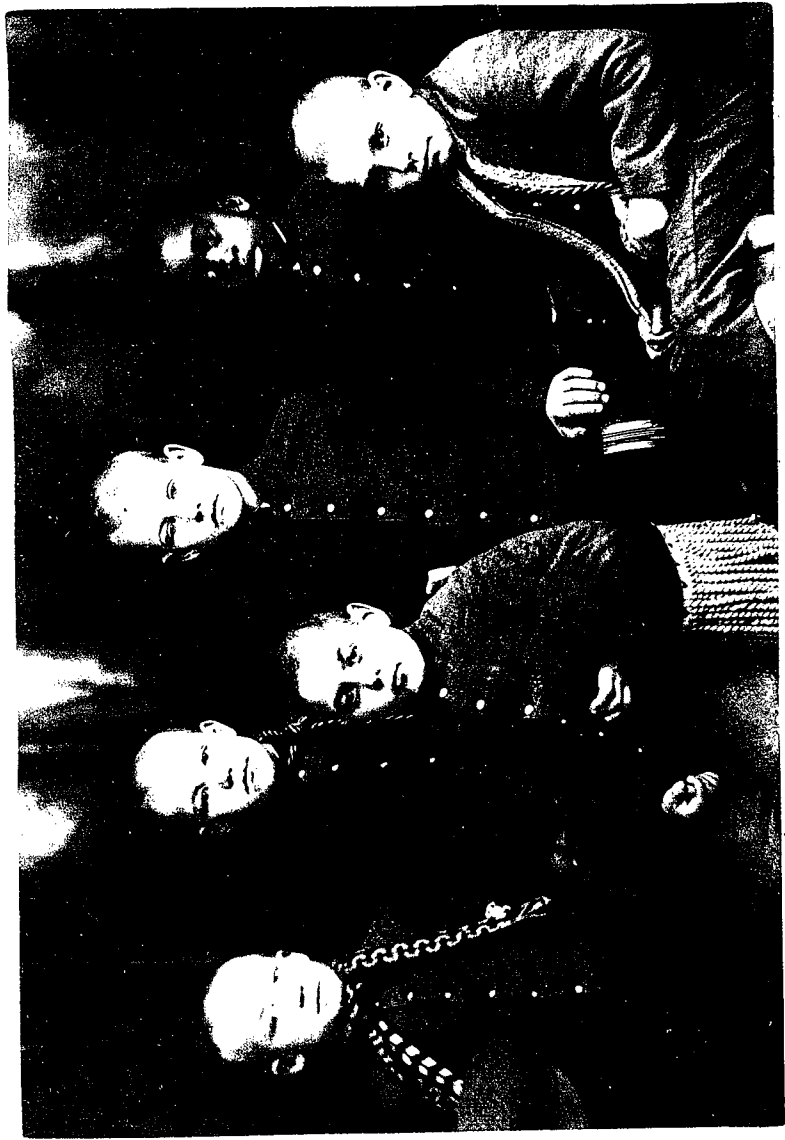
This scheme of a State Public School for dependent children is believed to inaugurate a new era in educational and preventive work. It is receiving the careful consideration of scholars in social science, and legislators at home and abroad, who, with us, are hoping it may prove a very useful agency, created by the social necessities of the age to develop and maintain the purity of the race.

*[This document is made up from a misprint
as no other copy could be obtained.]*

NOTE.—The following is the text of the report of the judges, as accepted by the United States Centennial Commission, and in conformity with which an award of diploma and medal was decreed to the State Public School: "The undersigned, having examined the product herein described, respectfully recommend the same to the United States Commission for award, for the following reason, viz: For the exhibit of plans, drawings, historical sketches and reports, showing the advantage of the separation of children untainted by crime from those more properly cared for in a reformatory institution; for the adaptation of the separate house or cottage system to the needs of said State Public School; and for the evidence of thoughtful planning and careful work in the establishment."

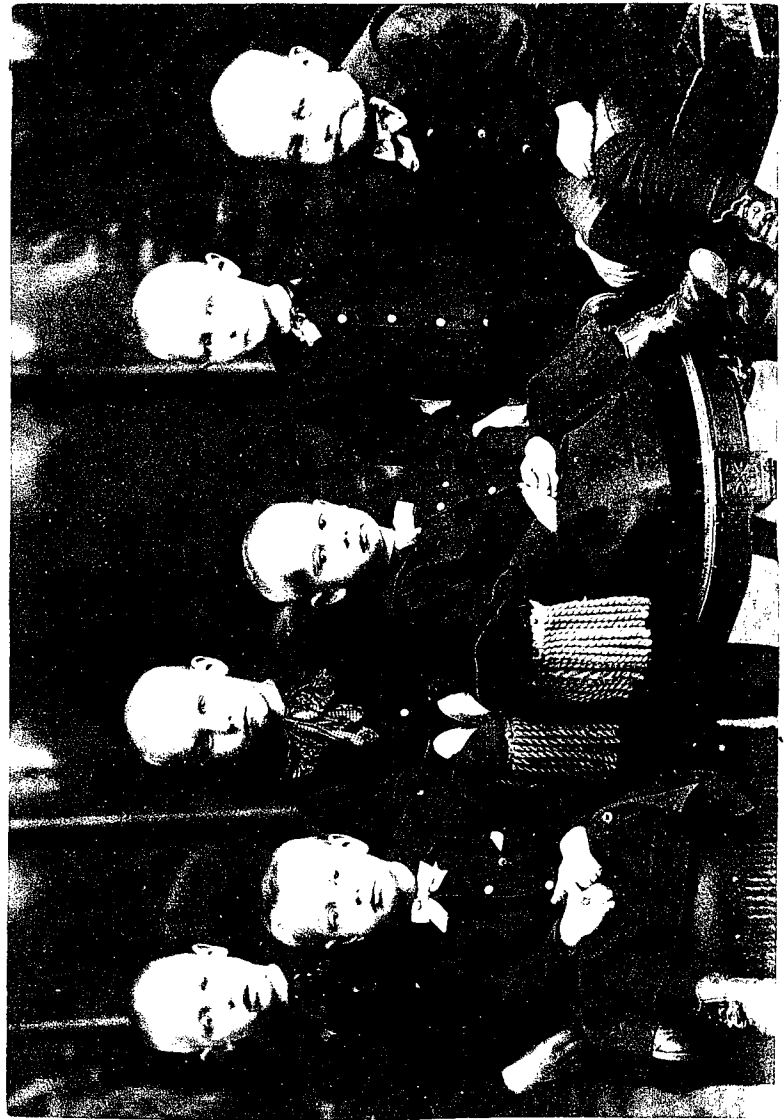
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Enfants dépendants

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Enfants dépendants

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Appendice

La Cité de Coldwater

L' Ecole Publique de l' Etat de Michigan.

Exposition Universelle de 1889.

à Paris,

Economie Sociale—Enfants Abandonnés

**L' Ecole Publique de l' Etat
de Michigan.**

Pour les Enfants Pauvres, Dependants.

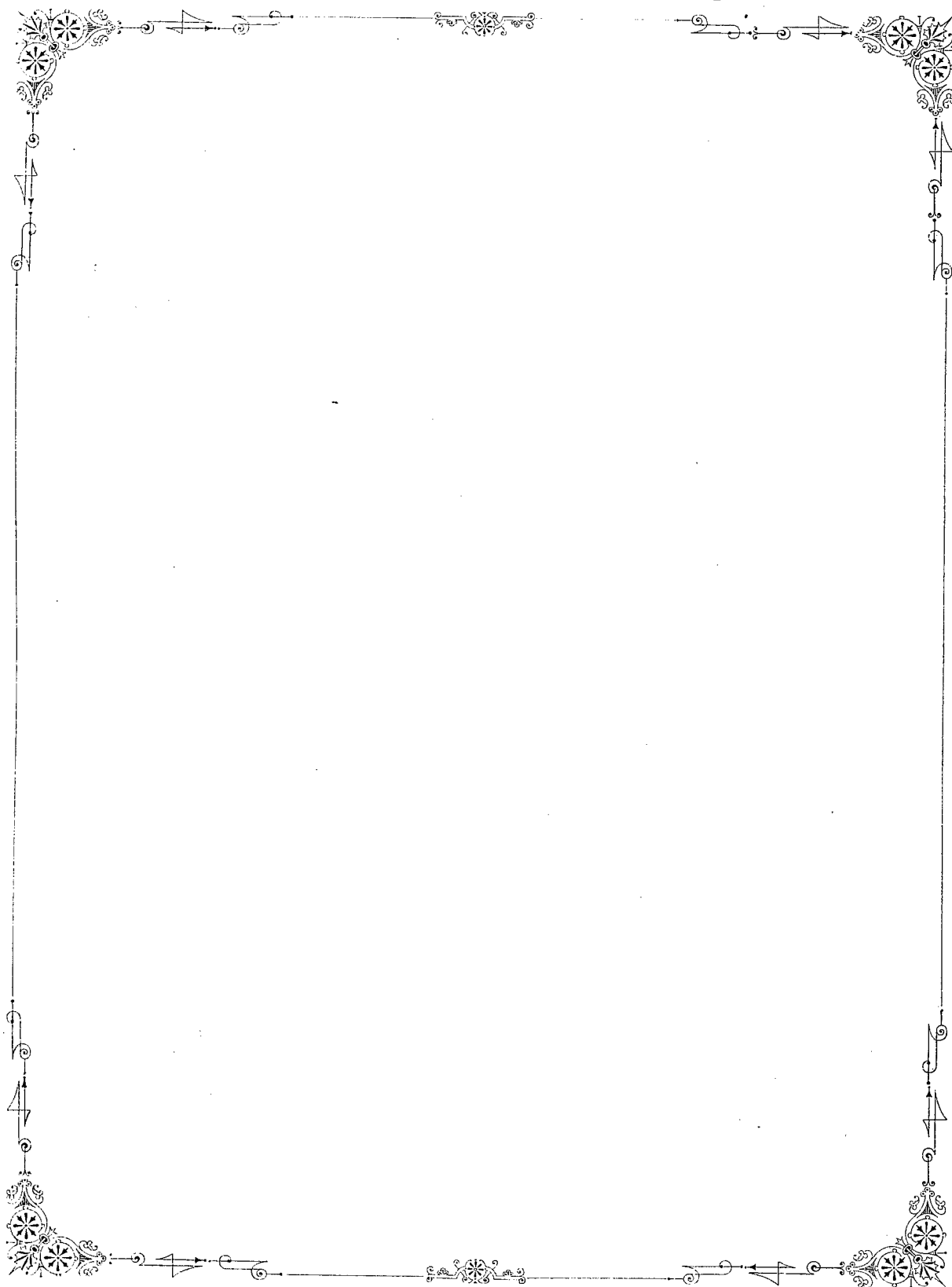
Rapport,

Presente par C. D. Randall

de Coldwater, Michigan, U. S. A.

1889.

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Coldwater, Chicago St., looking West

COLDWATER.

Its History, its Advantages--No Municipal, School or Church Debts.

Its Schools and Churches.

THE STATE PUBLIC SCHOOL.

Coldwater Free Public Library.

THE LEWIS ART GALLERY.

COLDWATER AS A CENTER OF INDUSTRY.

Her Manufactures, Her Agriculture, the Conditions of Her Growth and Prosperity.

Coldwater.

Whoever shall write the history of the early literature of Branch County--and what county has not its earlier and then its later literary development?--will find in the files of the ancient Coldwater Sentinel, an Indian historical serial by Harry Forrester, called "Coldwater, the Indian Chief, a Tale of the Pottawattamies." Though this was republished in the REPUBLICAN a few years since, still the author and his story remain "to fame unknown." In this story of Indian life we are given an account of the wars of the chief and his love for the beautiful Naika. We are there informed that from this gallant warrior the name of our city was derived. But the story has never supplanted the cold historical fact that the name was derived from the river ford just this side the silent city of Oak Grove. For ages before the white sails of Columbus startled the red man in his dreamy life in the southern isles, "Lo, the poor Indian," removing his moccasins, waded through the river at the ford, where his feet struck the cold springs in the center of the stream and he exclaimed in classic Pottawattamie, "Ugh, chuck-sew-yabish!" meaning in the language of his kind white brothers, who bought his lands for beads and whisky--"Ah, cold water!"

This cold water spring, noting the place where the cold water was, gave to the river, city, township, and as beautiful a prairie of flowers as the sun ever shone upon, their names. How long the red man had been proprietor of this beautiful country, the abstract office fails to inform us. It must suffice to say that the admitted Indian title was extinguished in southern Michigan, excepting to some reservations, by the "Chicago Treaty" of 1821, which was negotiated by General Cass with the Pottawattamies, Ottawas, and Chippewas. The Ottawas were to receive \$1,000 a year forever and \$1,500 per year for fifteen years to support a blacksmith, teacher, and farmer. The Pottawattamies were to have \$5,000 annually for twenty years and \$1,000 per year to support a blacksmith and teacher.

To this treaty were signed over fifty Indian names and at their head was the aged Topenabee, then over 100 years old. These names are not as familiar as household words. They are not very flowing; and doubtless Longfellow would not have ventured to incorporate them in a poem. But the writer undertakes to offer here a little tradition in verse, to prove that there is a melody in the names of these ancient chiefs, and a charming romance and pathos in the weird, sad and wild lives of the natives of our prairies and forests. The Indian names are taken from the signers of the treaty, which proves the truth of the story. This is positively the first appearance of this poem. It was translated from the Pottawattamie exclusively for the REPUBLICAN:

In the land of To-pen-a-bee,
In the home of Match-a-pog-gish,
East of Chuck-sew-ya-bish river,
Which runs slowly through the marshes;
On whose banks since lived Wab-sco-kie,
There once dwelt the young Way-me-go,
Lover of Ka-way-sin's daughter.
Dweller she at Mick-kee-saw-be,
Pottawattamie the fairest!
Nay-on-chee-mon was the rival.
Fierce was he as Ses-co-ben-isk,
Or the warrior Wan-we-micke-mack,
Who once fought with She-es-haw-gan,
Over on the Co-coosh prairie!
But our hero fought no duels,
Like our long haired southern brothers;
Brave was he--but diplomatic.
Wiser was he than the pale face.
Went at night straight to the old chief,
Saw Ka-way-sin, saw his daughter,
Gave the old man one more pony,
Than his rival had yet offered!
So he won the old man over,
So he won the swarthy beauty,
In the wigwam of her father,
In the land of To-pen-a-bee,
On the flower decked prairie,
At her home in Mick-kee-saw-be!

But the treaty of Chicago gave this land to the general government to be sold to the white man at \$1 25 per acre; precluding the possibility of further romances

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like the foregoing, and we trust, also, the possibility of more poems like the above.

A year or two after the treaty the land was surveyed and was soon in market. One of the reservations was six miles square, known as Mick-kee-saw-bee, named in the poem, being the western one-third of Quincy and the eastern two-thirds of Coldwater townships. This reservation delayed settlements in eastern Branch County. But in 1827 another treaty was made which extinguished the Indian title to all the reservations named in the treaty of Chicago except that of Nottawa-seepe in St. Joseph County. The first permanent settlement in the county was on Bronson's Prairie in 1825. The entry of the lands on Coldwater prairie began in about 1830 and permanent settlements followed. There had been an Indian trading post as early as 1825 on the west bank of the river near where the grand stand is in Oak Grove Cemetery. In November, 1826, by an act of the Legislative Council all the territory to which the Indian title was extinguished by the treaty of Chicago, was added to Lenawee County for judicial purposes. By another act in 1827 all this territory so annexed was constituted a township, named St. Joseph, and must have had about ten thousand square miles. This was before the organization of the town of Green, which was about 150 miles long, north and south, and about 50 miles east and west at the widest place.

Branch County was a part of the town of Green. In 1831 the county seat of Branch was at Masonville, then quite a village with stores, a hotel, etc., on the prairie just east of the river. In a short time the county seat was removed to the village of Branch and after a contested county-seat war it was, in 1842, removed to Coldwater. Nothing has since disturbed the serenity of its location here, except that a few years ago some ambitious and public-spirited citizens of Bronson offered to purchase the site of the county by the free erection of a jail and court-house in their village. They have lost the jail but have yet the court-house to work for!

The village of Coldwater was platted in 1832. It was incorporated by the Legislature Feb. 29, 1837. The date in the Session laws probably should read March 1. In 1850 the L. S. & M. S. Ry. was completed through here, and in 1861 the city was incorporated.

The schools of Coldwater date their organization from the formation of the

district, No. 11, in 1839. The district now embraces the same territory as the city. The census of the district in 1839 showed the presence of 68 children between five and seventeen years of age.

The establishment of public libraries, the building of churches, the construction of imposing modern school buildings, the growth of business, the various industries of the city, the founding of the Lewis Art Gallery, mark important epochs in our history that will be more fully treated by others. The establishment and location here in 1871-2 of the State Public School for dependent children: the first one of the kind ever undertaken by any government, is one of the most important events in our history. The Michigan University and the State Public School have made the names of Ann Arbor and Coldwater familiar not only in this country but in Europe.

But in this paper we cannot tell at length the interesting story of the rise, progress and development of our city, located on one of the most beautiful prairies that gladdened the eyes of its first settlers. It would take many a page to tell of the pleasures and sorrows, the successes and failures, which were incident to our pioneer life. There are many names honored and revered in peace and in war that would give pleasure to mention here. The good name of our city is largely due to their public-spirited labors. It must, however, suffice here to say that our city and county was settled by an intelligent, moral and progressive people, who were true typical Americans. They came mostly from New York and New England. They brought with them, as the ancients did in their migrations, their household gods. With our pioneers these were the traditions, aspirations, tastes, pursuits, education, religion and patriotism of their ancestors. All along the road of our pioneering, from Plymouth Rock to the Pacific, have these elements entered into the very life of our people and nowhere to a greater extent than in our pleasant city. This, in fact, is a New York or New England city, transplanted to a western home, with its schools, churches, and other American characteristics intensified and bettered by the new home impulses and new life vigor. There are very few of our people fifty years of age who were not born in the Eastern States. By the census of 1880 the population of Branch County consisted of 1,806 foreign and 26,135 native. The relative proportions in the city are probably in about the same ratio, showing that

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*The Court House
Calumet*

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our people are mostly of eastern and American origin. The foreign element in our midst has been with us so long that we are now all Americans in our opinions and in the cordial support of our free institutions.

For one desiring a country home there are especial advantages worthy of description in detail. In outline only can they be mentioned. The low rate of taxation is specially worthy of note. The city, county, school district, and all the churches, like the State, are out of debt. The present residents have no old municipal debts to pay, nor interest. We are only taxed as a city for the support of our schools and local government. We have the immediate benefit of what we pay for taxes. The Churches have fine houses of worship. The school houses are large and modern. They are paid for. Then the city and county are remarkable for their good health. We are on a plateau about 400 feet above the lakes; nearly on the top of the land that divides Lake Erie from Lake Michigan. The drainage is consequently ample. The water supply is abundant. Driven wells at 30 feet in the gravel afford inexhaustable water. But at 60 to 70 feet below the surface a ten feet strata of hard clay is driven through, and the water rising from a clean grey gravel comes to within 10 or 15 feet of the surface, and is quite cold and nearly soft. This lower water is delightfully pure and cannot be surpassed for excellence anywhere, the world over.

The city is on the level prairie-valley of the river of the same name, which is a tributary of the St. Joseph. It is bordered north, east and south by a gentle elevation, which is crowned with farms, orchards and groves. From the State Public School buildings on the north, to Warner's Hill on the south, and from many other points, one looks down upon the whole city so embowered in fruit and ornamental trees that little else than the roofs and spires can be seen. It has often been said that there is only one other city in Michigan more attractive than this, and even that wants some of the most interesting features of this. The streets afford some of the finest drives in the world. They are from four to six rods wide, straight and level, crossing each other at right angles, well graded and of hard gravel. The main or Chicago Street is 100 feet wide, and about four miles in a straight line where it passes through the city. The business blocks lining this street are unusually compact, uniform and excellent in their frontage.

Nearly every business building on this street has fine plate-glass fronts. Outside the business portion Chicago Street is lined with large maples and elms, and on each side, with ample grounds, are many fine and expensive residences. Throughout the city the buildings are generally in excellent condition and the many green, close-shaven lawns contribute to the attractions of the place.

For a desirable country-city home, which combines the advantages of low taxation, excellent schools and churches, good health and economical living, in the midst of an intelligent and social people of our own folks, commend us to Coldwater. There is no country superior to ours in all respects. And in this galaxy of States in its intelligence, school system and general character, Michigan stands second to none. And in this State Coldwater has justly a most excellent standing, and we bespeak for it from friends or strangers a most generous consideration.

C. D. RANDALL.

Schools and Churches.

There have been in the past many influences at work in our community through which the spiritual and intellectual life and thought of Coldwater have been quickened into a deeper vitality. The visible expression of this may be seen in our churches and schools. It is rare that so many and successful efforts have been worked out in any community to enable the individual to choose where and how he may worship without violence to his conscience. The following denominations have from the early history of our county been foremost in influence: Baptist (organized Dec. 31, 1834), Catholic (1849), Episcopal (Feb. 9, 1848), Lutheran (1861), Methodist (June 19, 1832), Presbyterian (Sept. 30, 1857), and Wesleyan (1850). These all possess buildings situated at convenient points. The Free Methodists, the Assembly and a corps of the Salvation Army are also strongly represented here and add to the religious life and interest of the place.

It is not alone through the State School that Coldwater has a name in educational circles; but the public schools have earned a reputation for thoroughness and scholarship possessed by but few schools in the State. One of the earliest buildings used was built in 1847; this is still standing and is used as a ward school house. Of these there are three besides the central building in the first ward. With one exception no finer, more com-

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modious or pleasantly situated buildings could be desired than these. The most interesting features of the high school are as follows: The school admits to the State University on Diploma, and has always had a good standing. The courses of instruction are classical, scientific and engineering: Latin and scientific, and English. The following teachers give instruction in special branches in the high school: Prof. E. C. Williams, B.A., Supt., gen'l hist. and chemistry; M. A. Breed, B. A., Latin, Greek and physics; Miss E. Pruden, German, botany and Eng.; Mrs. L. A. W. Stevens, math., zool., astron.; Miss J. Edmonds, bookkeeping and physiology. Special efforts are being made to introduce more courses of study in English throughout the entire school from the first grade to the twelfth. Though the name of the school has in the past depended largely on the classical instruction, the determination is to make more prominent the English work and yet not depreciate the classical studies. For this purpose there has been introduced into all courses reading and study of English masterpieces, as well as additional rhetorical work. The quality of work done by our pupils is steadily improving, and, as a result, foreign pupils are learning to

recognize the quality of work done here and to enjoy the advantages in increasingly large numbers. The entire cost of the schools per year is \$16,000. The total enrollment is about 1,200; foreign pupils 100. There is no need here to speak of the value of the public school system to the State, or its relation to citizenship. The efficiency and thoroughness of our public schools can in no way be described in the brief space allowed us here. We will only say that its value in this instance is appreciated; for our schools are used as a Normal school by many teachers who wish to prepare themselves for instruction in the district schools of this and neighboring counties.

Coldwater Free Public Library.

One of the institutions of Coldwater, to which its citizens "point with pride," is the Free Public Library. This was the first library in the State of Michigan organized under the free public library law (Act 164, Sess. L. 1877.) The law provides for the establishment and maintenance of Free Public Libraries by general taxation, the limits of which, it prescribes, in cities, villages and townships.

It is, in effect, a local option law. Under its provisions the Free Public Library of the city of Coldwater was established March 7, 1881. The tax then levied was one half mill on the dollar on the assessed valuation of the city. The amount derived from the tax was \$2,140. Since the organization of the library the special library tax has been uniformly one-half mill each year, which with fines received from County Treasurer has kept the resources of the Library Board, a little in excess of \$2,000 a year. Soon after the Library was established, the books of the Ladies' Library and the School Library were transferred to the Free Library Board. With these donations, together with books added by purchase, the Board was enabled to report at the end of the first year 4,244 volumes on the Library shelves. In connection with the Library a Reading Room was established, wherein was placed a good representation of the weekly and daily newspapers, together with the best of the monthly magazines, both literary and scientific. At the end of one year the number of persons holding tickets authorizing the drawing of books from the Library was 1,129. The number of books drawn for the first year was 11,208. From the outset the Board has aimed to bring the Library into close relation with the Public School. To this end a reference department was added, the books of which could be freely consulted at the Library rooms. In this department the aim has been to place standard authorities upon all subjects likely to interest scholars or citizens resorting thereto. The books added from year to year have been, for the most part, of the better class and of substantial character, and, in brief, it may be said that the growth, development, and results achieved by the Free Public Library have, in the four years of its existence, surpassed the anticipations of its early promoters. This, to some extent, will be seen by the following comparative statement of total circulation of the last year with previous years made by the Librarian in March last:

1882, 20,450; 1883, 20,071; 1884, 18,838; 1885, 20,127.

COMPARISON OF CLASSIFIED CIRCULATION.

	History.	Biography.	Travel.	Science.	Gen. Lit.	Fiction.	Juvenile.	Religion & Philosophy.	Poetry.	Art.
1882	729	453	633	259	2084	11784	4161	139	217	177
1883	726	551	807	336	1193	12403	4838	133	251	158
1884	558	341	843	270	1620	10783	4540	82	175	112
1885	731	450	426	250	1746	10809	4817	158	183	57

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Coldwater, Chicago St., looking East

NUMBER OF PATRONS OF THE READING ROOM:
1882, 1,691; 1883, 2,564; 1884, 3,170; 1885, 3,608; an average annual increase of 689.
Number of persons holding cards, 1,985.
Number of persons enrolled since last report, 193.
The Board is especially encouraged by the increasing interest in the Library exhibited by both teachers and pupils of the public schools. In 1883 the Library Board purchased a choice lot adjoining the Public Square for the location of a Library building, for it had at once become obvious that to sustain anything like the substantial results believed to be possible from the free library, adequate room, adapted to the several purposes contemplated, must be secured. Such a building, however, involved an outlay so disproportionate to the resources of the Board, that it was feared it must be years before this hope could be realized. In this emergency the Library Board were surprised and delighted by the generous proposal of

MR EDWIN R. CLARKE,

one of Coldwater's most honored and successful business men, to build and donate to the Library Board a building in every way adequate for the purpose, even after many more years of successful growth. Mr. Clarke at once commenced work and already has the foundations of the building completed. The building is large, sufficiently ornamental in design, and wholly adequate in its place for the varied wants of the Library. Its material is of stone, brick and iron, with a tile roof, and is designed to be very nearly fireproof. It comprises a large reading-room, two distinct rooms for reference works and private study, a delivery room, librarian's room, and ample shelving for 30,000 volumes. On the second floor is a lecture room with a seating capacity for 250, for instruction in classes.

By the will of the late Henry C. Lewis the Library Board also became legatee to his fine library of about 3,000 volumes. The collection of Mr. Lewis embraces many rare and choice editions and is peculiarly rich in works of art. When received it will evidence Mr. Lewis's high appreciation of the Free Public Library, and while it shall serve to keep his own memory green in the hearts of the people of Coldwater, it will also be of almost priceless value to the patrons of the Library.

The principle upon which the free Library, established and maintained by taxation, is justified, is derived from certain existing facts found in the practical working of our educational system. It is an admitted proposition in social economy that the safety of the State depends upon

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the intelligence of the people. It is, hence, the duty of the State and of municipal and township governments to provide facilities for such education as shall enable all citizens to properly assume and honorably discharge all the duties and obligations incident to citizenship in a free State. Observation and an examination of our school records will show that many of our children are withdrawn from the schools after passing the primary grades. Thenceforward, each succeeding year in the grammar school results in a continued thinning of the ranks, till finally, the fourth year in the high school finds a class comprising less than ten per cent. of the original primary entries. It is the right of the children, compelled by circumstances to withdraw from the schools, to yet have adequate facilities for education placed within their reach. State and municipal governments must meet this demand. There is mutuality in the relation. The State demands good citizens. It must supply the requisites of good citizenship, which can come only from intelligence derived from education. This supplemental educational means is found in the free public Library, which alone brings the possibilities of higher education within the reach of all. F. E. MORGAN.

The Lewis Art Gallery.

In the growth of our commonwealth our various cities become special organs in the body politic with special functions in the unified life of the one body. Some cities become to the State specialized organs of production, and traffic, others of education, or of reform, or of care and healing, or of spiritual life and art. There has originated in Coldwater a collection of paintings and sculpture unequalled as a whole in number, variety and value by any other collection in Michigan, making the city in one of its specialties an organ to the State of that spiritual life which manifests itself and works through the forms of art. Every citizen should realize the value of the spiritual resources and agencies of his own State. Few classes of men can better appreciate these agencies than our editors, and none can proclaim and commend them more widely.

The Lewis Art Gallery in its origin and growth is the work of a single citizen of Coldwater, Mr. Henry Clay Lewis, who came to the city in 1844, and made it his home from that time until his death in 1884. During the last fifteen years of his life he devoted his time and money largely to bringing together, in this comparatively new city of the west, paintings and

statuary from the older east of our own country and from the still older east of Europe, with the fine fruitage of culture which only centuries of Christian civilization can give. No ordinary residence was large enough to contain the works which rapidly accumulated, and the separate building was erected which now forms the Gallery. Nearly the entire collection is now to be seen in the Gallery, though a few of the finer paintings and the marbles, together with many very interesting articles of value, are in the rooms of Mrs. Lewis's residence with which the building is connected.

The Gallery is open to the public freely every Saturday, and persons specially interested in works of art will always find Mrs. Lewis willing and glad to open her house to them for a view of the works it contains.

As is generally known, the collection was presented by Mr. Lewis before his death to the University at Ann Arbor, to remain in Coldwater, however, at the pleasure of Mrs. Lewis.

The entire collection as catalogued numbers 723 works. These consist of paintings in oil on canvas, wood and porcelain; paintings in water-color, statues, busts and figures in marble, bronze and terra-cotta and alabaster, and mosaics and engravings. As a clear idea and a serviceable account of the collection require some classification, we briefly speak of certain classes of work contained in the collection with particular mention of the more noteworthy pieces.

OIL PAINTINGS.

The paintings in oil number from the catalogue 561, generally on canvas, though a few are on porcelain and other material.

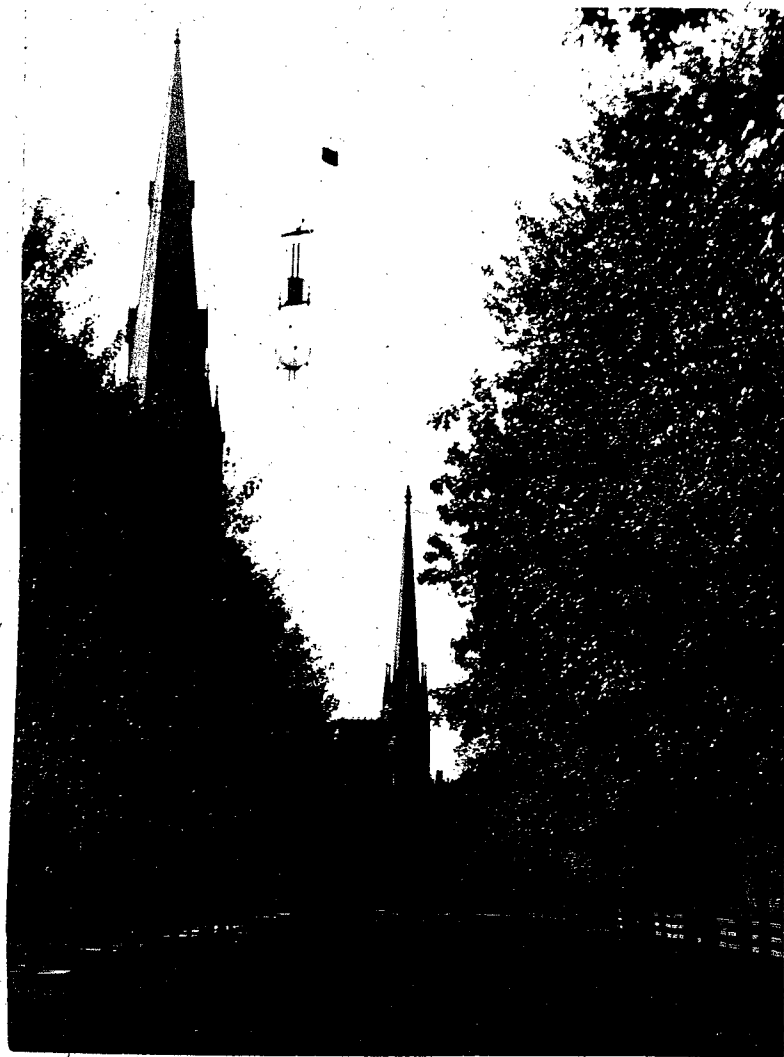
Copies from Old Masters.—There are no originals of the old masters of the 15th, 16th and 17th centuries in the collection. It being impossible or in any case extremely difficult to secure original paint-

ings of the great artists of those centuries, Mr. Lewis sought, nevertheless, to give some idea of their works by having copies of them painted by the most skillful copyists and artists of Europe. Of these copies there are 45, painted from originals of 16 of the famous painters of the three centuries mentioned. The earliest name represented is that of the simple-minded and saintly Fra Angelico, in Nos. 295 and 296. Well known names of masters born in the latter part of the 15th century are Raphael, Michael Angelo, Gels, Correggio, Titian, and Andrea del Sar-

to. Raphael is represented by eight copies, among them, *The Transfiguration*, No. 7, his portrait of himself, No. 31, and the lovely *Madonna della Sedia*, No. 211. From Correggio, Nos. 9, 46, 58, 95 and 100, are interesting copies. Titian is represented in seven copies of his works, No. 45 being his own portrait and No. 51 that of his daughter. No. 108 is the one example from Andrea del Sarto. Grouping together painters born in the 16th century, there are copies from Tintoretto, Guido Reni, Rubens, Van Dyck, and Velasquez. Nos. 4 and 37 are copies of Tintoretto's "Resurrection," and the "Marriage in Cana." Nos. 32, 53 and 92 Guido Reni's portrait, his "Crucifixion," and "St. Michael and the Dragon." Claude Lorraine, Salvator Rosa, Carlo Dolce, Rembrandt, and Murillo are names from the 17th century. Nos. 12 and 200 are very fine large copies of two differing originals of "The Conception" by Murillo. Most of these copies are quite disappointing in many respects, both to those who have imagined what the originals are and to those who have seen them, but they are still of much interest and value for the study of the art of the men and the time.

Portraits.—A notable feature of the paintings of the collection is the large number of portraits, many of them of distinguished personages and of historic as well as artistic value. There are in all 105 portraits in oil. A number are copies of the portraits of the great painters already referred to, which were painted by themselves, as those of Raphael, Guido, Titian, Correggio, Vandyke, Rembrandt, and Michael Angelo. Others are original portraits of Presidents: Washington, No. 286, Jefferson 288, Madison 334, Monroe 274, Adams 300, Lincoln 367; other public men of our own country, Franklin, No. 445, Webster, Nos. 335, 346, Everett 375, Fremont 276, Prescott, the historian, 319. Interesting portraits of foreign personages are those of Cromwell, 305, Hume 314, Macaulay 430, the Duke of Wellington, and Charles Dickens 266. Women of note are represented by Mrs. Browning 333, Charlotte Cushman at 24, 302, Grace Greenwood 289, and Fanny Fern 434. Fine portraits of Mr. and Mrs. Lewis are Nos. 552 and 566, the former presented to Mr. Lewis by the citizens of Coldwater, the latter painted in Italy by Prof. Castallina.

Original Paintings of Modern Artists added previous to 1880.—Like everything else in the world, this collection of Mr. Lewis was a growth, and a moder-



*Street Scene
Colawater*

ately careful study of it discloses certain stages and marks of this growth. The works added during the last four years of Mr. Lewis's life have a character of their own, and we shall speak of them as a distinct portion. All of the copies from the old masters and the portraits, already spoken of separately, were gathered previous to 1880. We group the remaining paintings added previous to this year together, distinguishing them from the later additions, and designating them as above.

The number of these is 393. They represent ideas from old mythologies and religion, scenes and events from all periods of human history, illustrating war and peace, love and hate, ambition and pride, and courage and self-sacrifice as well as envy and jealousy and selfish cunning; there are portrayals of youthful love and domestic affection, of life in city and country, of the almost human qualities of the brute creatures in their association with man; nature, too, in varied land and marine views is depicted in these paintings. In the first or south room, to the right on entering, are two noble allegorical representations of Peace and Justice, after Castignolia, Nos. 668, 669; Joseph in Egypt, No. 565, recalls the Biblical story and is a strong portrayal of the Egyptian type of men and their culture. Nos. 593 and 610 are striking landscape scenes, the one of the Roman Campagna, the other of an Arabian desert with a caravan. Here, too, the spirited copies of Claude Lorraine's Bay of Genoa and Harbor of Civita Vecchia will claim the attention. No. 602 is a small but most natural picture of the joys of domestic life in a peasant home, and in contrast with it is the Drunken Monk in No. 576. In the second or east room are hung the paintings with the largest canvas. Three of these of nearly equal size are an Emigrant Train Attacked by Indians on the Plains, by Charles Wimar, painted in the Dusseldorf Academy, the Death of Wolf by Benjamin West, and Mary, Queen of Scots accusing John Knox of Treason. In large life-size figures, No. 449 represents the Sleeping Beauty and the Prince from Tennyson's "Day-Dream." The Spanish Castle by Moonlight, one of Bierantadt's works, is a smaller but a very attractive picture. But perhaps the two finest and most interesting paintings in this room are Nos. 613 and 550, the former showing Galileo and Milton together in an evening scene looking out into the heavens with Galileo's telescope, the latter by Eastman Johnson showing Lincoln in his Boyhood intently poring over a book by the light of a rude fire-place.

In the third or west room are many interesting and finely executed paintings of the earlier gathered portion, especially among those of smaller size. Indeed, some of those of finest conception and execution are apt to be quite overlooked because they are small. No. 426, for example, is a lovely little picture of a "Sunny Afternoon." Other larger scenes in nature are the Valley and Lake of Penigewasset in the White Mountains, the Tropical Lake and Island by Jerome, and A Shepherdess with her Sheep in the Apennines, No. 568, by Prof. Marko. A large and most beautiful work in this earlier portion is No. 623, in the house of Mrs. Lewis; it is a most impressive and inspiring representation of Faith by Castignolia, and seems a combination in a female figure of medieval saintliness with the highest type of modern naturalness and spirituality in the religious life.

Later Additions.—The paintings mentioned in the supplementary Catalogue are the latest and choicest portion of Mr. Lewis's collection of paintings. These are all the work of artists of our own century, many of them still living and foremost in the field of modern art. They are all indeed, without exception, men of European birth, who have lived and wrought in the great art centers of Paris, Rome, Florence, Munich, Vienna, and Brussels. There are 48 paintings in this later portion from the hands of 42 different artists. Two of these, however, are in water-color and are copies. These works well illustrate the thought, the feeling, the contents and tendencies of modern life, its sympathies, its subjects, its ideals, and then too, the style, the method, the technique of latest modern art.

One of the very best of these paintings both as regards its idea, the sentiment it inspires, and the execution itself, is the first one in the supplementary catalogue, No. 874, and which now hangs in the sitting-room of Mrs. Lewis. It is by Bouguereau of Paris, and is entitled "The Twins." Maternal love and childhood's innocence and trust are the inherent elements of human life here idealized and made almost worthy to be idolized. "Baby's Breakfast," No. 719, by Rougeron, and "Congratulations to a Grandfather," by Salentin, No. 710, are paintings in which children and home life are the themes. A masterly portrayal of intense action is given in "The Retreat," by Adolph Schreyer, showing mounted Orientals, apparently Bedouins, retreating under fire. The painting hangs in the west room. A very fine Verboeckhoven illustrating the specialty of animal painting is No. 696, "Good Friends," in the

South room. A similar excellent piece is "The Flock of Sheep in a Snow Storm," by Scheucl, No. 704, in the west room. No. 682, by Van Marcke, and 706, by De Haas, both great painters of cattle, should be studied in this connection, along also with No. 722, the combined work of Van Marcke and Diaz, the latter painting the landscape, and the former the cattle. No. 707 is a Meissonier, the "Lunch on the Roadside," exhibiting that famous painter's remarkable truthfulness to nature, with a fine idealism pervading it and his perfection of finish. The others of these later additions have each some special excellence and interest, making them valuable and worthy of particular study. The last one mentioned in the supplement, No. 728, has a high historic value, it being a very realistic painting of the memorable conference in which Lee surrendered to Gen. Grant. The artist is L. M. D. Guillaume, of Paris. He was at Appomattox Court House at the time of the surrender, made a sketch of the room and its furniture, and had sittings of both Grant and Lee for the painting. Gen. Sheridan, Col. Badeau, and others present are represented.

STATUARY.

Under statuary we may include all the statues, and other artistic figures of the collection that are chiseled, carved, cast and molded of various material. There are 112 pieces of this nature catalogued, some of them of most delicate and elaborate workmanship.

Marbles.—Most numerous and conspicuous are the statues and other figures in marble. Our examination shows these to number 58, though it may not be exact. Most of these are the work of Italian sculptors. In approaching the Gallery five large life-size statues on pedestals outside along the front wall are the first objects to attract the attention. These are all the work of Peter Bizzanti, of Rome, and beginning from the west are Plato, Diana, a Fairy Drinking from a Morning Glory, the Goddess of Liberty with the American Eagle, and Leonardo Da Vinci, numbered in the catalogue 641, 642, 643, 644 and 665 respectively. Within, in the first room of the Gallery, are two large pieces, each consisting of a groupe of three figures wrought from a single block of marble. The one represents Columbus making his request to Isabella, Queen of Spain; the other the Discovery of America. They are the work of L. P. Mead, an American or English sculptor. Both show much spirit and skill in the grouping and great pains in the finish. For exquisite grace and beauty there is nothing probably

equal to the not very large group of The Three Graces, made after an original by Canova. It is No. 650, now in the parlor of Mrs. Lewis. One could scarcely believe marble capable of embodying in such airy forms such spiritual conceptions. Beautiful, too, is the Ariadne, No. 667. These three are all by Romannelli. A most remarkably delicate piece of work is No. 245, the Veiled Statue of Rebecca. In the house are two small but fine copies of the Lions of Canova in the Vatican. No. 168 is a marble bust of Washington by Randolph Rogers; No. 171 a copy of the famous Belvidere Apollo. There are three interesting antique busts in Nos. 163, 174 and 263.

Bronzes.—There are some 44 works of various kinds in bronze. Several of the largest of these are without in the grounds of the residence, as the two dogs, Nos. 496, 497, one on each side of the walk from the street to the house, the two Lions of Lucerne, Nos. 504, 505, on either side of the steps leading up to the piazza, and the large figure of an Indian and dog upon the grounds to the east. Within the Gallery, the most prominent piece in bronze and the one most interesting by reason of its national reference is the Lincoln Group, No. 169; it represents the emancipation of the negro race from slavery through President Lincoln's act. There are several fine specimens of equestrian statuettes, reproducing with much fidelity and spirit the large works of this class in bronze; for example, No. 164, of Charles I. of France, No. 165, of Marcus Aurelius, the original of which stands in front of the Capitol in Rome, No. 176 Alexander Taming Bucephalus, No. 178 Lafayette, and No. 485, the Black Prince of England. No one can pass without noticing No. 487 and smiling over the ludicrous predicament of the Boy with his Rooster. The remainder of the work in bronze in the form of statuettes, busts, medallions and vases will generally be of interest to the visitor who is not too hurried, and are worthy of attention from the student.

Of the remaining works which may be properly included among the statuary, space will scarcely admit of more than a mention. Nos. 159, 160, 161 are antique medallions of Christ and of Mary in bronze and other metal. Nos. 246 to 249 are four alabaster vases, one pair white and one colored. Nos. 519 and 520 are two elegant gilt vases in imitation of the gold ones presented by Napoleon III. to the Pope. There are some ten or more busts of celebrated characters in terracotta, among them Shakespeare and Tennyson, Humboldt and Newton.

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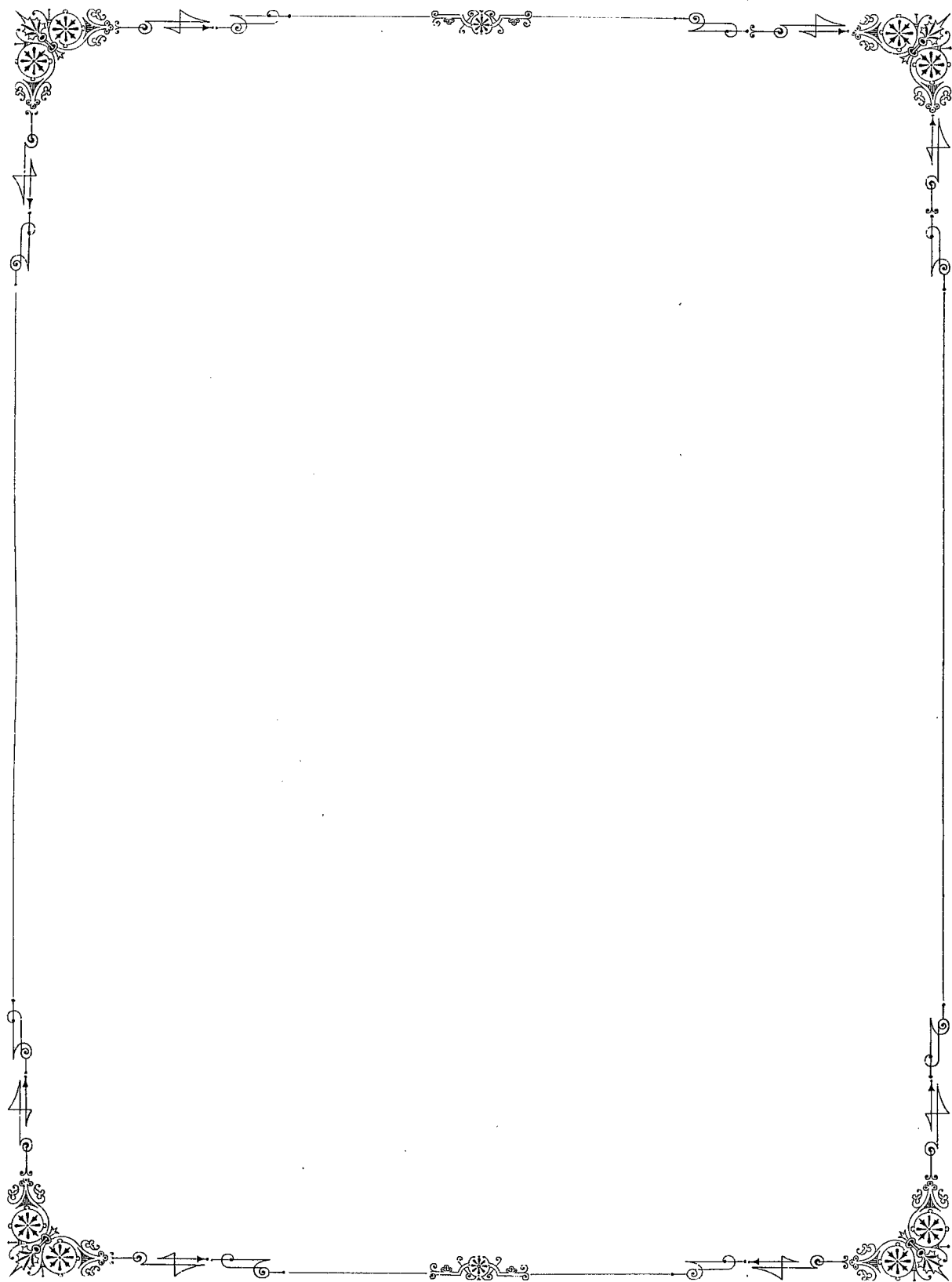
*The Protestant Episcopal Church
Coldwater*

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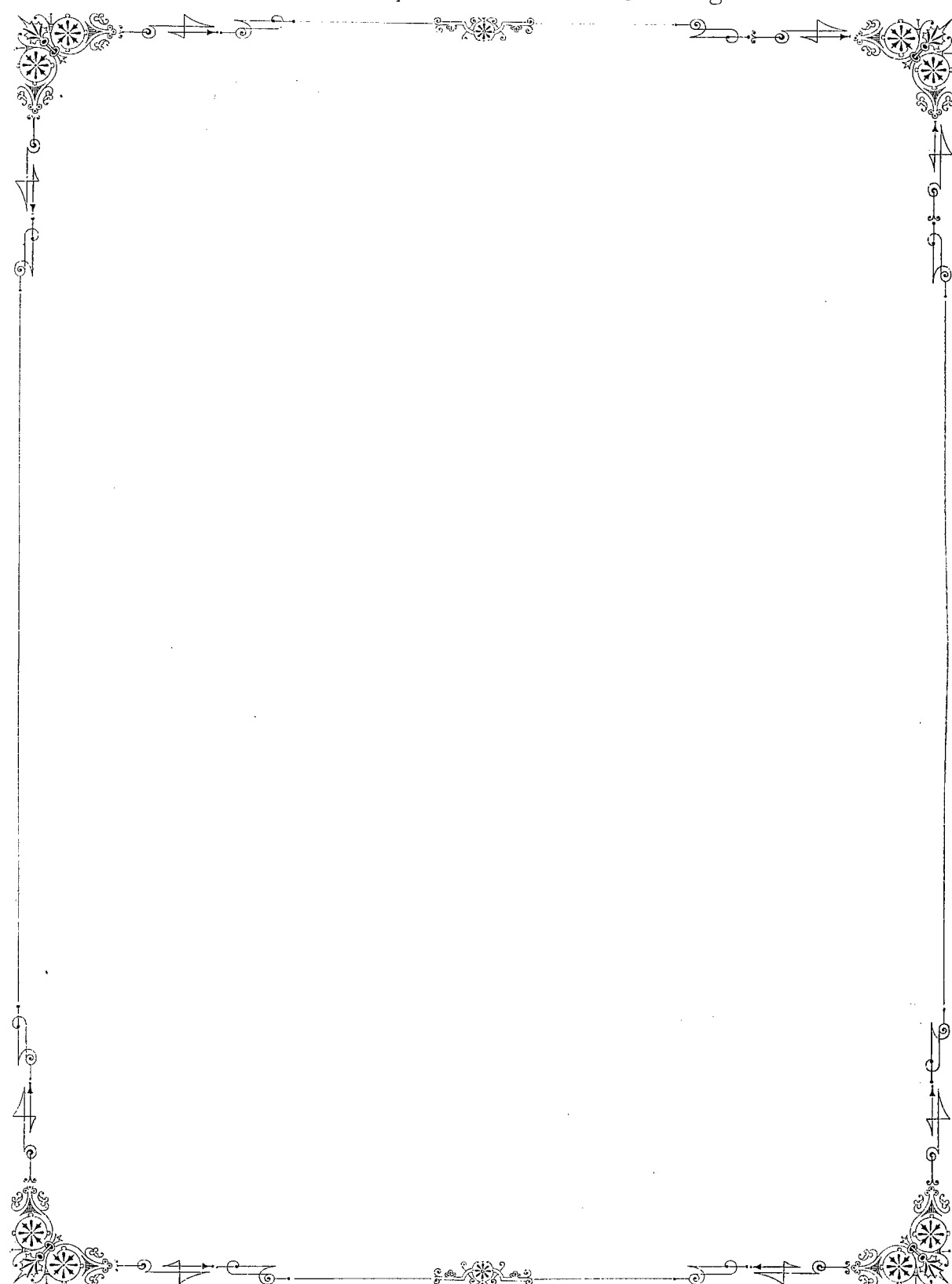
In thus attempting to give both a general and somewhat particular account of the Lewis Art Collection, many works of interest must be left unmentioned. We trust, however, that what has been written will be of some slight service at least to our visiting friends. A full and general knowledge of the collection is

necessary first of all for the citizens of the State to appreciate what Mr. Lewis has done for Coldwater and what Coldwater is enabled thereby to do for the entire commonwealth. This knowledge is the condition, too, of its becoming useful as a means of culture for the higher life of our people.
H. P. COLLIN.

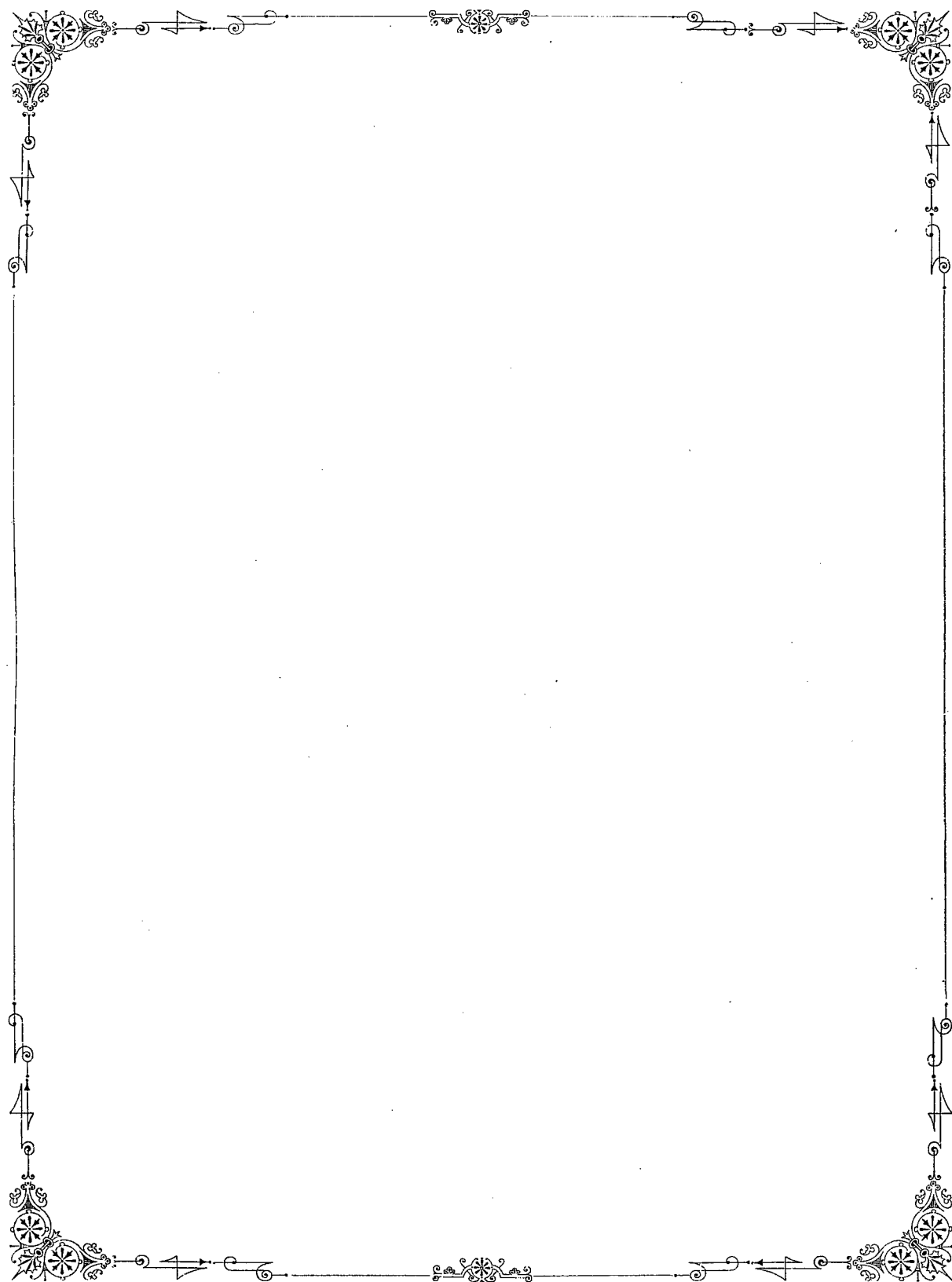
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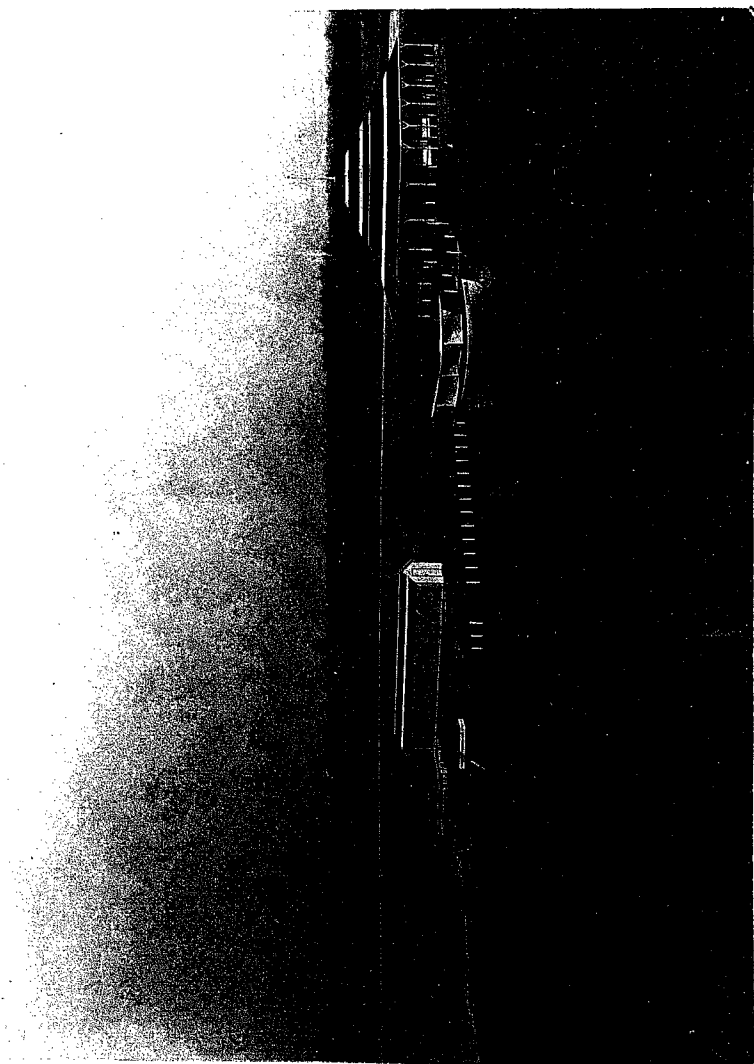
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Pilot Knob on Calumet river, west of city

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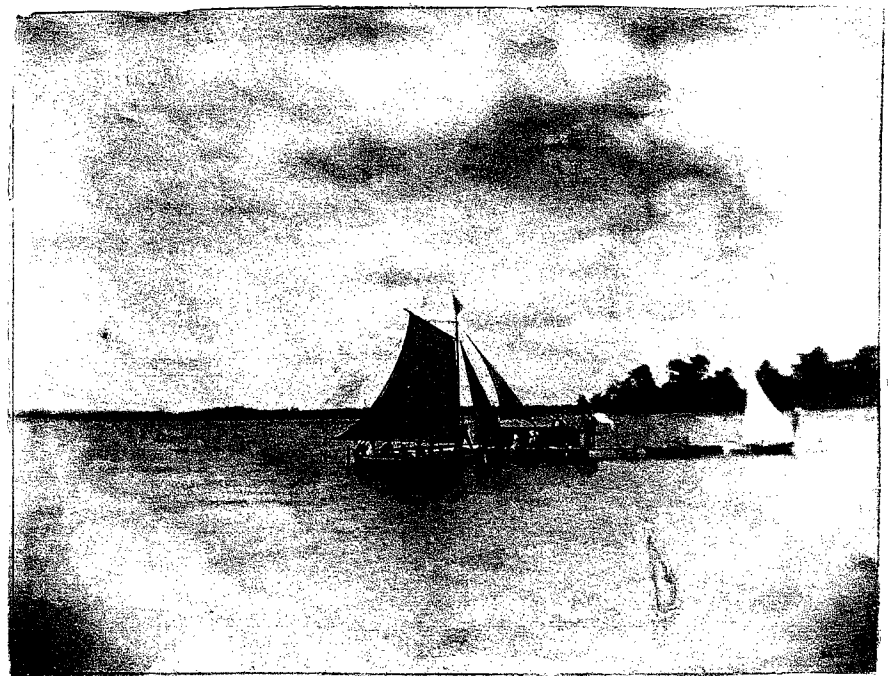


*The Free Public Library
Calumet*

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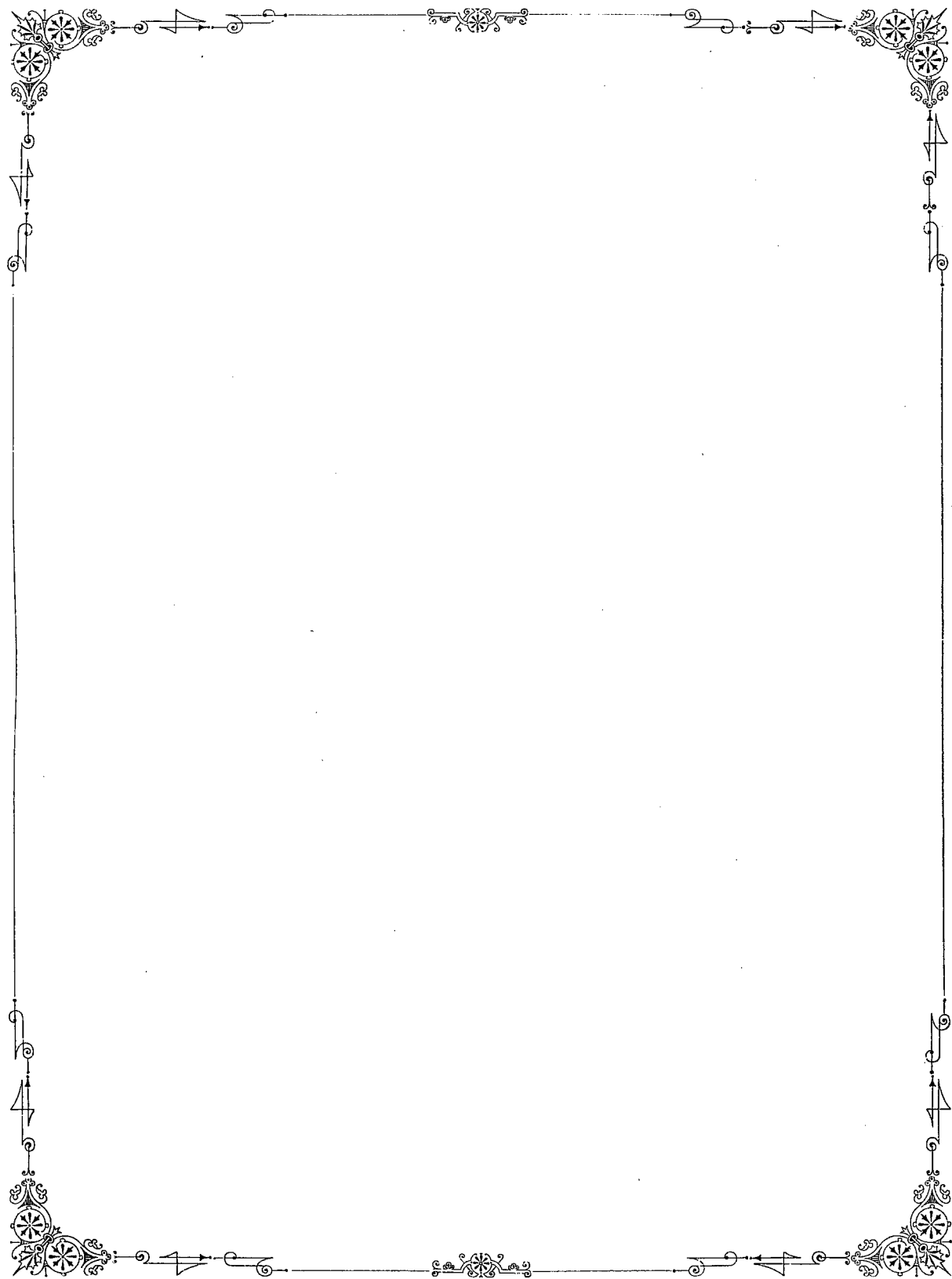


*La Résidence de L.P. Randall
Caldwater.*

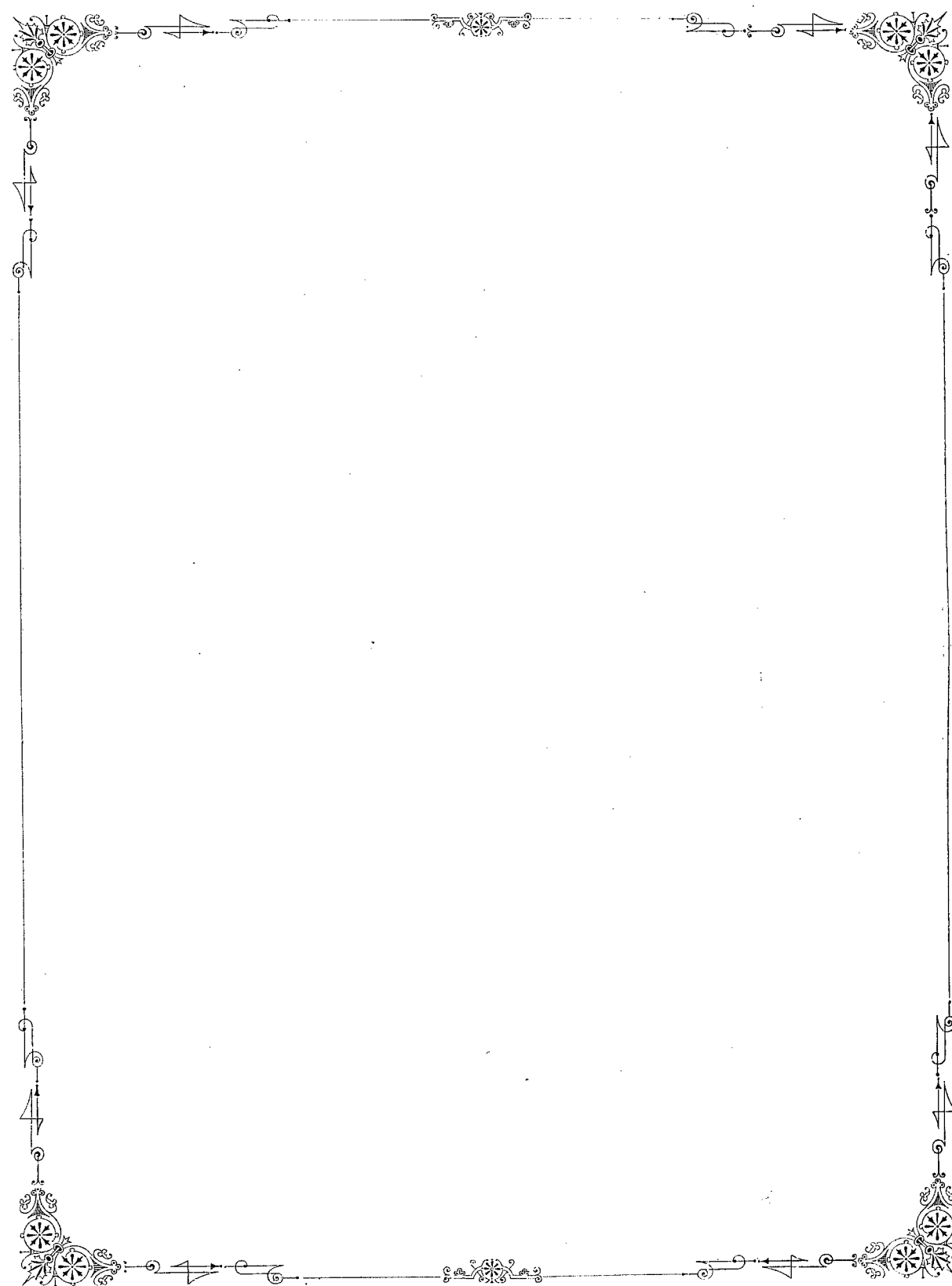


Le Lac, Coldwater.

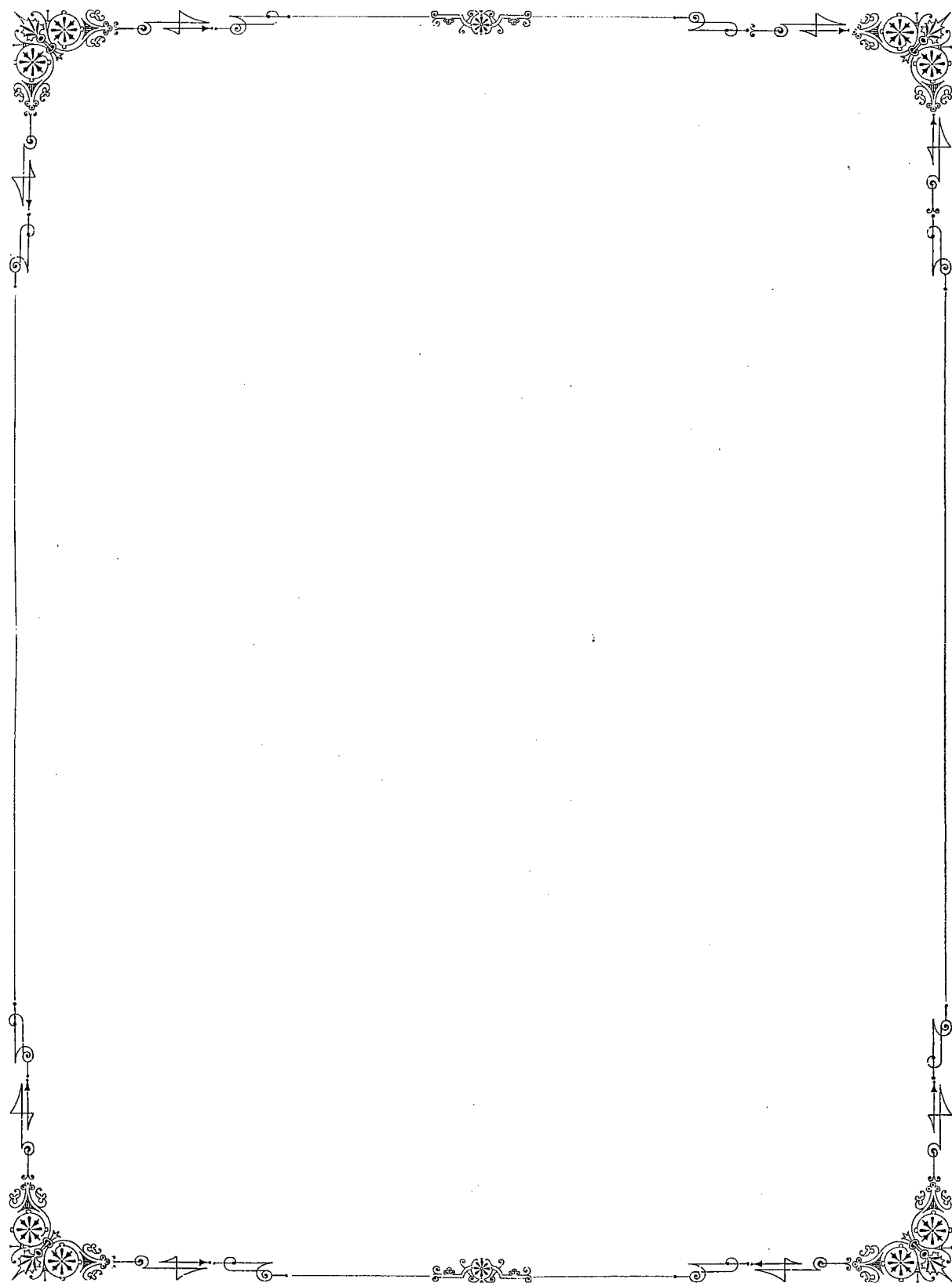
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Calceolaria lake near "Sans Souci" Resort.

